BEHAVIOR MANAGEMENT MENU

by:
Hannah I. Gigante
Teacher I Balsik NHS

Teachers who have different responses in dealing with students who misbehave most likely keep them inside the classroom for them not to interrupt the discussion, enhance teaching management and for better learning results (Sprick, Borgmeier, & Nolet, 2002). A teacher has different roles in the classroom and one of the most important is classroom management. Effectiveness of the teaching-learning process may depend on how organized a classroom is and how well a teacher can handle the students’ behavior. If the teacher poorly manages the class, he/she will struggle in teaching that can result to students not able to learn well. But if the teacher does manage the class well, the teaching and learning process will have better outcomes (Marzano, & Pickering, 2003).

According to Wright (2012), these are the common a behavior incidence categories that can be used for classroom management: behavior reminder, academic adjustment, environmental adjustment, warning, time-out, response cost, behavior conference, and defusing strategies.

BEHAVIORAL REMINDER.

Behavioral Reminder comes before the discussion starts for the students to be aware of what should and should not be done before the discussion takes place (Linsin, 2012)
ACADEMIC ADJUSTMENT.

An educational adjustment could be a modification created to the student's academic task(s) to boost behaviors. Such changes might embody the number of labor assigned, provision of support to the scholar throughout the work, giving beyond regular time to finish the work, etc. (Kern, Bambara & Fogt, 2002).

ENVIRONMENTAL ADJUSTMENT.

An atmospheric adjustment could be a modification created to some facet of the student's environment to enhance behaviors (Kern, 2007).

WARNING.

A warning could be a teacher statement informing the coed that continuing misbehavior are followed by a particular disciplinary consequence (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

TIME OUT.

Time-out (from reinforcement) could be a temporary removal of the scholar from the setting because of downside behaviors (Yell, 1994).
RESPONSE COST

Response value is that the eliminating of privileges or different valued parts ('cost') in response to student actus reus (DuPaul, 2002)

BEHAVIOR CONFERENCE.

A behavior conference could be a temporary meeting between teacher and student to debate the student's draw back behavior(s) (Fields, 2004). Whereas the structure and content of a behavior conference can vary supported circumstances, it'll generally embrace some or all of the subsequent elements:

DEFUSING TECHNIQUES.

Defusing techniques square measure any teacher actions taken to calm a student or otherwise take away a state of affairs with the potential for confrontation or emotional step-up (Daly & Sterba, 2011).

This behavioral incidence can help to improve a teacher’s managerial skills inside the classroom for a better teaching and learning experience. And for the students to increase their respect for teachers and for them to have a quality education.
References:


M. Lisin, (2012), How to Give a Reminder that Improves Behavior, Smart Classroom Management, retrieved from https://www.smartclassroommanagement.com/2012/09/29/how-to-give-a-reminder-that-improves-behavior/