

*You want your
students to
know that
making it
through a
tough
situation is
always an
option.*

JIM FAY AND DAVID FUNK

*Teaching through
Love and Logic*



*ITL 606
ASSIGNMENT 3.3*

National University

the
**COGNITIVE
APPROACH**

**OUR CLASSROOM'S
APPROACH TO
CLASSROOM
MANAGEMENT**



Four Approaches to Classroom Management:

Behavioral:

1. Focuses on measuring observable student behavior to define learning
 2. Uses reinforcers to increase positive behavioral and academic responses
 3. Students move forward when they have mastered behavior and content goals (Mastery Learning)
- (Ferguson, 2011, Slide 2).

Social/Psychological:

1. Focuses on interdependence of students and teachers to create a cooperative learning environment .
 2. Social skills and interpersonal communication skills are taught to manage the learning environment
 3. Peer learning in small groups and scaffolding are key techniques used in this approach.
- (TeacherVision).

Four Approaches to Classroom Management (cont.)

Humanist:

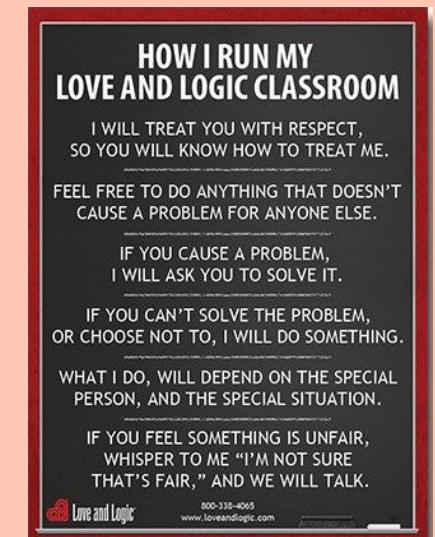
1. Focuses on student centered learning, where students study material that is personally meaningful to them.
 2. Teachers must create a loving and accepting environment that builds students confidence in order for students to take on higher growth opportunities academically and behaviorally.
 3. The teacher is a facilitator where students manage their own learning environment.
- (Humanistic approaches)



Chosen Approach: Cognitive:

The approach we will be using to manage students' behavior is the Cognitive Approach. This approach:

1. Relies on the student's ability to use reason to identify and assess his/her actions in school.
2. Incorporates counseling approaches to classroom management.
3. Uses logical consequences instead of punishment to reinforce positive behavior.
4. Not only stops misbehavior, but is respectful of students and aids in them taking responsibility for their actions.



Why this Approach

We use this approach because:

1. Logical consequences help children analyze their behaviors and consider their choices (Responsive classroom).
2. Unlike punishment, where the child might feel shame, logical consequences help the child develop internal controls in a supportive atmosphere (Responsive classroom).
3. Logical consequences preserve the dignity of the child, sending the message that the behavior, not the child, is the problem (Responsive classroom).
4. Logical consequences are related to the child's behavior (Responsive Classroom).
5. Over time, children will want to do better because of reflection, not fear (Responsive Classroom).



How Implemented

In our class, this will be implemented by:

1. Simple rules that encompass children being able to make choices and decisions as long as those choices and decisions do not harm themselves or others.
2. When children make a choice that is harmful, the teacher will assess the situation by asking the child questions about what caused the behavior and how they could solve the problem themselves.
3. This plan allows for the incorporation of students with IEPs or cultural differences because the teacher is always looking to the student to help assess and solve the situation together.



References

Ferguson. (2011). Behavioral views of learning. Retrieved from: https://nu.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_71050_1&content_id=_5203358_1

Humanistic approaches to teaching. Retrieved from: <http://www.garysturt.free-online.co.uk/human.htm>

Responsive classroom newsletter. (2011). Punishment vs. logical consequences. Retrieved from: <https://www.responsiveclassroom.org/punishment-vs-logical-consequences/>

TeacherVision. Cooperative learning. Retrieved from: <https://www.teachervision.com/professional-development/cooperative-learning>