



Classroom Behavior Management Chart

Ali Khodran Alaamri
Kansas State University Khbrat SUMMIT
Building Leadership for Change Through School Immersion

Author Information

Ali Khodran Alaamri teaches English to secondary-level students at Al-jihad School in Dammam, in Saudi Arabia. He graduated from King Abdulaziz University with a Bachelor's Degree in English. He has taught all English language skills to secondary level students for eight years. He earned a one-year scholarship in the United States of America. He has taken many educational courses in classroom management, administration and time management.

Abstract

This paper will discuss effective classroom behavior management in Saudi Arabia. For the purpose of this study, behavior management is defined as the tools that teachers use to keep students focused on learning, highly engaged and productive. Creative behavior management is important because without it, teachers waste their time and effort on correcting behavior and not on teaching. Good classroom management prevents disruptive behavior and helps teachers address behavior issues when they happen. 21st century classrooms are different because they rely on collaborative learning more than lecture learning. So, we should take into account as teachers, that collaborative learning requires other tools and rules to be followed by 21st century students. Studies have shown that using a visual classroom behavior management chart is an effective way to manage 21st century classrooms, because it takes into account six essential elements (Discussion, Support, Activity, Movement, Engagement, Success) in order to accomplish success in the learning. There are many strategies for using classroom behavior management charts to reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior and establish respectful and civil interactions. The key benefits of using classroom behavior management charts are teachers establish clear expectations with logical and fair responses to misbehavior, teachers spend less time disciplining and more time teaching, teachers learn tools to motivate students to do their best, and students are taught how to behave responsibly. This study involved training students at the beginning of the school year to educate them about behavior expectations and the positive relationship between good behavior and learning. In this project, behavior expectations will be presented to students on posters and reviewed by the teacher frequently. The anticipated success and improved learning in the classroom will be determined after one semester of implementation.

Statement of Need

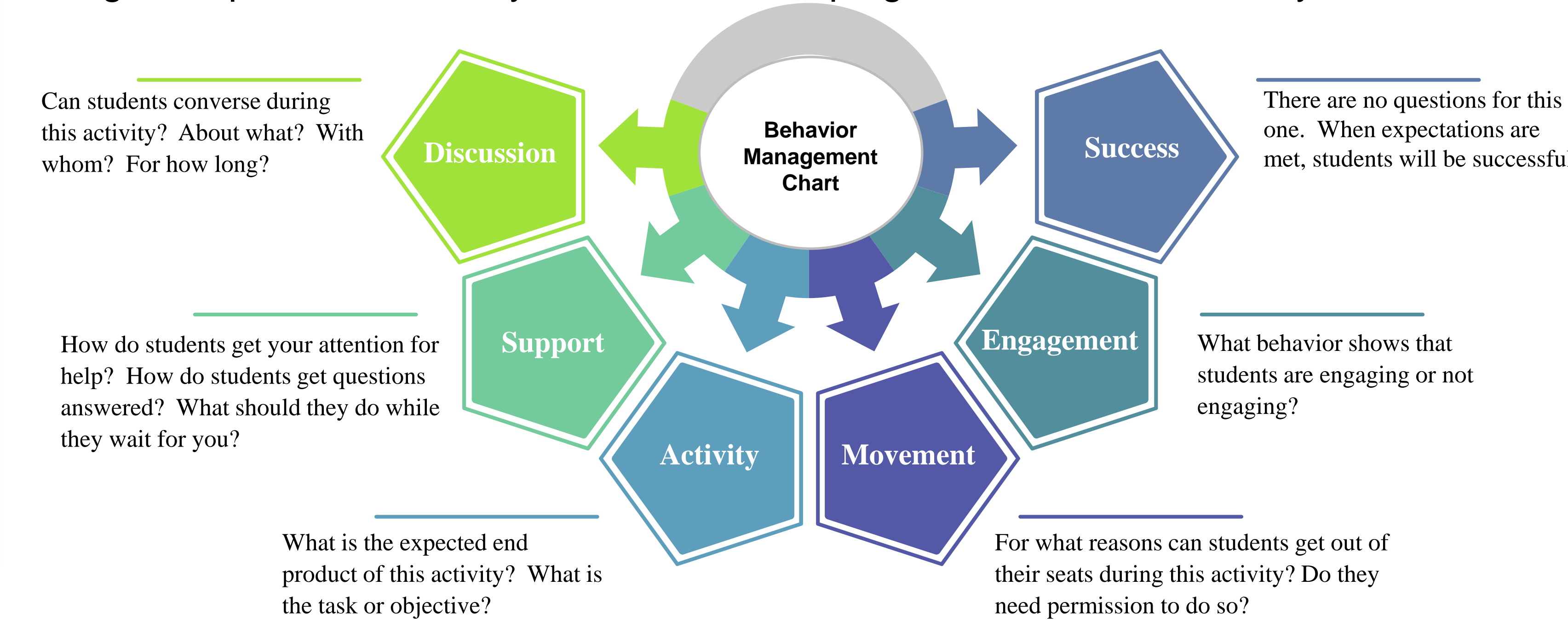
Classroom behavior management is an important part of teaching style. Effective teaching and learning cannot take place in a poorly managed classroom. Well-managed classrooms provide an environment in which teaching and learning can flourish. Classroom management can be one of the most challenging aspects of teaching. The more time teachers have to spend correcting behaviors and getting students' attention, the less time students have to learn. In short, managing 21st century classrooms are different because it relies on collaborative learning more than lecture learning. So, we should take into account as teachers that collaborative learning needs other tools and rules to be followed by 21st century students. Using a visual classroom behavior management chart is an effective way to manage 21st century classrooms because it considers six essentials elements (Discussion, Support, Activity, Movement, Engagement, Success). A big advantage of classroom management charts is that it permits movement. Today's learners prefer self-directed tasks, and it's been shown that moving from one area to another as they acquire new information helps them both learn and retain more. The rewards charts and behavior management charts are great for setting clear expectations with students, and they help to motivate students to improve their behaviors through positive incentives and rewards. Visual charts or displays are effective tools for managing student work flow, motivating independent work and helping students with disabilities understand that they are reinforced for a certain number of completed academic tasks. Visual displays create pictorial displays of behavioral expectations. Before even thinking about lesson planning, we should focus on classroom management. How will we get students to listen, raise their hands, answer questions, and work with others?

Review of the Literature

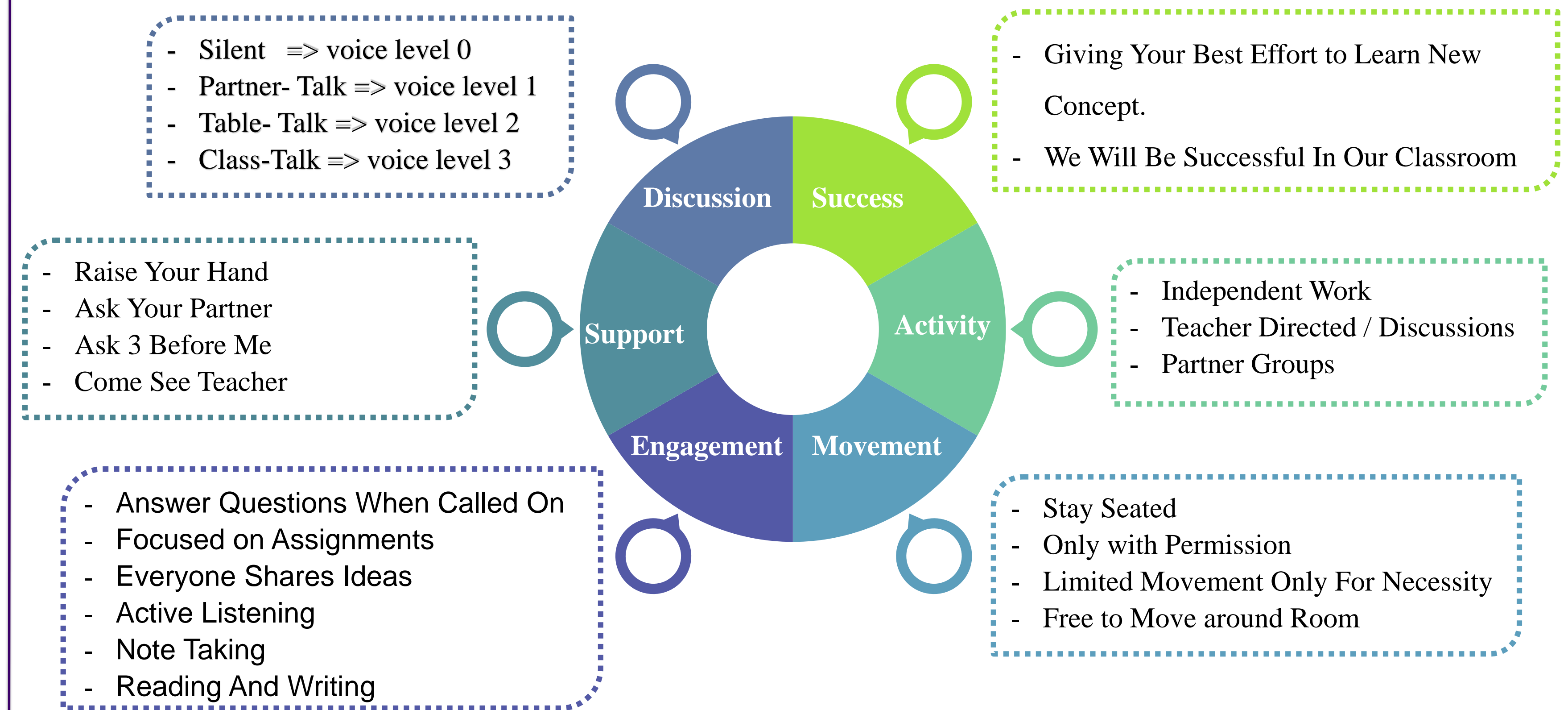
Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Behavior management is one sub component of classroom management. Tauber, 2007 stated, "Behavior modification can be thought of as the consequences a teacher applies to modify or control a student's behavior". Behavioral research continues to flourish in the 21st century and many modern classroom management models are based on behavioral theories. Classroom behavior management chart creates a set of expectations used to make an effective classroom environment. These expectations are used to modify the students' behavior and guide and motivate them to change their actions or interactions inside the school. Also, these expectations pave the way for the teacher to engage the students in learning. Research has consistently shown effective classroom managers articulate clear expectations of behavior to their students (Simonsen et al., 2008). Sprick, (2009) suggested teachers can avoid most problems by clearly defining and communicating to students' behavioral expectations during each and every major classroom activity and transition. Sprick suggested using visual displays of classroom behavior expectations information to help express the need for consistent expectations. Although specific behaviors may be different for each type of classroom activity or transition, the headings (discussion, support, activity, movement, engagement, success) remain the same. After establishing behavioral expectations for each type of major classroom activity and transition, teachers must spend time effectively communicating the chart expectations to the class. Communicating the expectations involves actively teaching and reviewing the specific classroom behavior expectations before the class activity or transition, observing student behavior during the time period, and providing immediate feedback to students about their progress in meeting behavioral expectations.

Implementation Plan

The overall goal is to develop an instructional structure in grades 10th- 12th at the Jihad Secondary School in Dammam, Saudi Arabia in which students are responsible, motivated, and highly engaged in the specific task at hand. Objective #1: Teacher's goal is to teach students directly how to be successful in specific class situations using visual charts instead of only oral direction. It informs the students about the teacher's expectations in order to have success in the lesson. Objective #2: To observe student responses to the visual chart, so it becomes easy to measure the progress of the students. Objective #3: To remove focus on classroom management so the teachers' focus can be on teaching. **Planning a Visual Classroom Behavior Management Strategy** Use a **Visual Classroom Behavior Management Chart** to define detailed D-SAMES behavioral expectations for EACH instructional approach that you use. Here is the chart along with questions to ask yourself for developing each structured activity.



I will prepare a set of signs for each Chart initiative that contains the associated expectations. I will use 8.5 x 11 card stock paper (110 pound, thick paper) for the signs, and I will attach them to the classroom whiteboard with fasteners that can be removed easily (adhesive on one side and magnetic on the other). These inexpensive supplies can be purchased at any nearest office supply store. When I arrange and align on the classroom whiteboard, the Chart display will look like



Evaluation Plan

In order to evaluate the objectives of this project, quantitative and qualitative data will be collected. The first two objectives will be evaluated through the use of an observation form. This form will offer information about how the classroom behavior management charts are being used in the classroom, how often they are referred to by the teacher, and how the students respond to their use. In order to measure the third objective, a form will be used to gather quantitative and qualitative information about, (1) the amount of time each teacher spends on behavior management, and (2) teacher anecdotal records that can shed light on the reasons for poor behavior, the severity of it, and any other special circumstances that are important.

Post-data Collection Phase
The data collection will take place for one semester. The teachers who participated in the project will meet and discuss their results together. Their ideas about how the program can be improved will be noted. Their comments and observations are important in resolving any problems and improving the overall program. As the evaluator of this project, I will also evaluate the data collected by each teacher to decide which teachers need more training on behavior management and the use of the behavior charts. The teacher may need guidance on how to make lessons more interesting and active as a way to engage more students and improve classroom behavior. Appropriate training can be planned to address this issue.

Student Input
A survey will be given to the students to obtain their general perceptions of using the behavior charts in the classroom. This survey, in combination with the teachers' comments and the evaluators' observations will be used to evaluate all aspects of the program.

Acknowledgements

Research supported by:

KANSAS STATE UNIVERSITY | College of Education

CiMA center for intercultural and multilingual advocacy

Khbrat SUMMIT | برنامج التطوير النوعي للمعلمين Teacher Professional Development Program

Correspondence may be sent to:
Ali Khodran Alaamri
ABUHATEM001@HOTMAIL.COM