

My Philosophy on Positive Classroom Relationships

“People who do things right are efficient. And people who do things right over and over again, consistently, are effective,” by Harry K. and Rosemary T. Wong. I am aspiring to become an elementary/special education teacher in the next few years, and one way to insure that I apply positive classroom relationships to my future classroom is by being consistent in all that I do from the first day of class to the last day of class. There are four specific areas that I need to focus on when developing my positive classroom relationships with my students, and they are by being proactive, handling distracting behaviors, redirect students who are exhibiting controlling behaviors, and have strategies implemented to deal with angry or violent behaviors. My main goal as a future educator is to utilize my time teaching students the required curriculum, and to spend as little time on discipline problems by implementing positive classroom management techniques.

Proactive or preventative: I plan on being proactive in my attempts to eliminate behavior problems by using positive discipline techniques.

- I will be sure to introduce and establish positive classroom rules, reinforce them daily, and display them as an easy visual reminder for the students. Students will learn how to respect their peers, respect themselves, and respect me. I expect the students to raise their hands if they have a question.
- I will establish classroom procedures to help students do a particular activity within the classroom. I plan on having a variety of different colored folders created for each student so they can classify their work by subject matter. They will also have a folder for homework, and a folder for work that needs to be turned in and graded. Bathroom passes will be used sparingly. A procedure for borrowing school supplies will be setup, and the consequence for not being prepared that day will be a loss of participation points.
- I like theorist Fred Jones’ approach of proximity and “working the room.” By using the proximity technique, I can be standing in the front of the classroom teaching a lesson, but my gaze may be on what the students in the back of the classroom are doing, and it does not disrupt the flow of the lesson. I can also be in the back of the classroom speaking on a particular subject, and if a student is being annoying or misbehaving, I can just walk over to that student and stand next to them and continue teaching.

Distracting behaviors: When a student is being distracting, I have a few strategies to bring order back to the class without being too disruptive.

- In order to get the students attention, I will glare at them with a stern look on my face, and maintain that eye contact until I noticed they have gotten refocused and start doing the assignment that I instructed them to work on.
- I will pause for a moment to get their focus back on the lesson that is being taught. I might walk over to my desk and have a seat until the class is ready to get busy. I want the students to realize that they need to be accountable for their own behavior, and by

being distracting, they are not only hurting themselves, but they are preventing their peers from learning as well.

- I will use hand signals, flicker the lights to grab the classes attention, or ask the students to raise their hand if they can hear me speaking.

Controlling behaviors: When there is a student in the classroom that exhibits the signs of having a controlling behavior problem, I will be a role model, and remain calm, cool and collected while trying to bring order back to the classroom.

- I will present the controlling behavior student with a responsible thinking question, to transfer their attention from what they should not be doing to what they should be doing. One question might be, “What should you be doing right now?”
- To nip the controlling behavior problem in the bud before it gets blown out of proportion, I will use the table-the-matter technique, which will allow me to bring the matter up again at a later time when it is just between me and the distracting student.
- Real Participation is a way for my students to learn from their controlling behavior outbursts by being involved in the type of consequence they will receive for their behavior problem. If my students know what their consequences are going to be for their actions ahead of time, they will hopefully be deterred from having a behavior problem to begin with.

Angry/violent behaviors: I want to keep all students in my classroom safe, but at the same time I want to deter students from demonstrating angry or violent behaviors.

- One approach to help angry students calm down and refocus would be for the student to fill out a chill out refocus form. I like the form that has pictures of a happy face, sad face, or angry face. My special education students will be able to choose one of these faces for how they are feeling, and from there I can try to get to the root of their problem.
- I will put into action the chill out time approach. This would work out best if I made an arrangement with the student before the bad behavior occurs. All I would have to say is “chill out”, and the student would know they have to bring about a change in their behavior and calm themselves down.
- I do not want to ever threaten my students by saying I will send them to the principal’s office if they do not calm down, but that will definitely be an option if the issue is serious enough, and one that I cannot handle on my own. The principal’s office will be a last resort option, but if I say they are going to the principal’s office then I will be sending them there for more appropriate discipline.

Classroom management will definitely be a challenge for me as a new teacher, but I actually feel much more prepared to take charge of my classroom after learning all these invaluable positive classroom relationship techniques. Implementing what I have learned in my future classroom will allow my students to come to class each day with a positive

attitude, and feel energized, excited, and enthusiastic about learning, and will be able to grow to their fullest potential with each lesson they are taught. I am looking forward to creating a classroom environment that is conducive for learning, and eliminates as many distractions as possible. The key to achieving this will be consistency, and consistency is what I aspire to attain.