Chapter 12

Classroom Management

# Summary

It is a multidimensional task to create and maintain an environment conducive to learning and positive behavior. Teachers must possess the knowledge and skills necessary to promote responsible behavior and motivate success among children (Lavay, French, & Henderson, 2006; Hellison, 2011). Understanding children’s cognitive and social development (see chapter 3) is critical when setting expectations for specific behaviors of personal and social responsibility, implementing social contracts, and developing classroom protocols. Children cannot comply with what they do not understand; nor can they exhibit behaviors that are not relevant or age appropriate. In addition, in order for children to learn, teachers must plan for and manage a positive classroom environment for physical education. “Learning cannot take place in an atmosphere of chaos. The ideal learning environment must be safe, structured, consistent, and motivating” (Lavay et al., p. 7). This chapter addresses the knowledge and skills that you should continually strive to gain and improve on as you plan and manage physical education environments that are conducive to learning.

# Key Objectives

* Describing strategies for addressing discipline issues based on Hellison’s model
* Listing the steps for conflict resolution and how strategies differ in pre-K through grade 2 and grades 3 through 5
* Describing the teacher attributes that foster positive behavior and strengthen the teacher–student relationship
* Explaining how learning outcomes and response strategies in social contracts differ based on the developmental characteristics of children in pre-K, K-2, and grades 3 through 5
* Discussing how each of the following components helps maintain a positive learning environment:
* Physical environment
* Developmentally appropriate protocols
* Management practices

# Big Ideas

* Hellison’s model of personal and social responsibility articulates five levels of personal and social responsibility. The teacher facilitates students’ attainment of the levels by integrating responsibility-based strategies and an empowerment progression within the physical education learning environment. Students learn the levels and the respective behaviors associated with each level and are held accountable for demonstrating these behaviors and for reflecting on their behavior.
* Discipline has been defined as the process of helping students learn to make good choices and to be responsible for their choices. Hellison (2011) offers the following strategies for addressing discipline issues: the accordion principle, negotiation, Grandma’s law, teacher-directed groups, five clean days, and sitting out.
* Conflict resolution involves three main steps: (1) Ask about the situation. (2) Listen as each child recounts his or her version. (3) Have each child offer a solution.
* Strengthening the student–teacher relationship fosters positive behaviors by students. Scholars suggest that excellent professionals possess numerous attributes, including passion (a vibrant animated approach), enthusiasm, optimism, respect for students as human beings, the ability to establish clear rules and expectations, approachability, and the ability to create a safe and supportive environment (Williams et al., 1999).
* Two intervention strategies for addressing misbehavior are stabilization and reframing. Stabilizing involves reducing anger, avoiding power struggles, and lowering the “noise” that can increase hostility to the point where interventions cannot work (Curwin et al., 2008, p. 110). Reframing involves engaging students in reviewing the situation through the lens of personal and social responsibility.
* Social contracts can be developed through following the process: (1) using expectations from national physical education standard 4 for personal and social responsibility, (2) establishing and using learning outcomes, (3) creating a range of response strategies for each learning outcome, (4) using student input about acceptable behaviors, (5) making time to discuss and practice the acceptable behaviors, and (6) administering a test addressing the acceptable behaviors to determine whether students understand them.
* Establishing the physical environment involves being sure that the facility (e.g., gymnasium) is organized and safe and that it provides a cheery and motivating environment by displaying students’ works (e.g., on bulletin boards). The equipment room should be safe and accessible. Equipment should be preset so that class can begin quickly, and all equipment should be scaled to children’s size and ability.
* Class protocols are predetermined ways of handling situations that occur frequently in the physical education setting. Some protocols, or classroom routines, should be communicated at the start of the school year, whereas others need to be reinforced throughout the year. Common protocols address using the restroom (e.g., take a brightly painted stick kept in a particular location); taking attendance (e.g., scan the class during an instant activity); getting drinks from a water fountain located in the gymnasium or a nearby hallway; knowing where to place clothing taken off before, during, or after an activity (e.g., in a bin or crate placed at side of the gymnasium); handling minor and major injuries; starting and stopping activity; getting out and putting away equipment; and establishing partners or small groups (teams).
* Effective management practices for teaching include positive pinpointing, proximity control, selective ignoring, and back to the wall.

# Part 1: Hellison’s Model of Teaching Personal and Social Responsibility (TPSR)

## Activity A

Name the two overarching goals of Hellison’s model. Then analyze the following behaviors and determine for each behavior which level of personal and social responsibility the children are displaying.

**Scenario 1:** A child follows a practice task card and continuously throws a ball to a target, not needing the teacher’s prompting. Level: \_\_\_\_\_\_

**Scenario 2:** A child wants a red playground ball rather than a blue one and takes the red ball away from another child. Level: \_\_\_\_\_

**Scenario 3:** A child encourages another child to try to jump off of a foam trapezoid shape, tuck knees to chest, and land on two feet. Level: \_\_\_\_\_

**Scenario 4:** A child notices that a peer is misusing the equipment. Instead of copying what the peer is doing, the child stays on task and continues to practice. Level: \_\_\_\_\_

## Activity B

“Discipline is not a matter of keeping things under control by making choices for students . . . [but] of helping students learn to make good choices and to be responsible for those choices” (Pastor, 2002, p. 659). Discuss how this idea of discipline is supported by Hellison’s strategies: accordion principle, negotiation, Grandma’s law, teacher-directed groups, five clean days, and sitting out (time-out).

# Part 2: Conflict Resolution

## Activity A

Design a conflict resolution handout that children in grades 3 through 5 could use on the spot when a conflict arises. The handout must represent the following steps:

1. Participants gather information about the conflict.
2. They work to clarify the conflict as seen from each person’s point of view.
3. They identify common interests among the people involved.
4. They brainstorm options for a solution to the conflict.
5. They may write out an agreement or contract; alternatively, a form can be designed by the teacher and completed by the students.
6. The agreement is sealed with a high five or handshake.

## Activity B

Stabilizing involves reducing anger, avoiding power struggles, and lowering the noise that can increase hostility to the point where interventions cannot work (Curwin, Mendler, & Mendler, 2008, p. 110). How would you use the stabilizing method to respond to the following situation? A teacher observes one student confronting another student in class by stating “the ball did not go out of bounds” and calling the other student a cheater.

## Activity C

When teachers reframe, they engage students in reviewing the situation through the lens of personal and social responsibility. How would you use the reframing method to respond to the following situation? Students have been given guidelines for creating a gymnastics sequence. One student is arguing with another student, stating, “We aren’t supposed to include that type of movement in our sequence. What you are suggesting is stupid!”

# Part 3: Social Contracts

Choose a rule from a social contract for each grade level (pre-K, K-2, or grade 3-5) and design a physical activity to help students learn the rule (step 5 of the social-contract process).

# Part 4: Establishing Developmentally Appropriate Protocols

Review the following grade 1 task, then describe the planning for each of the management protocols (i.e., how to set up the learning environment) listed after the task description.

**Grade 1 task**

**Task:** Children throw for force to knock over a target using a full wind-up and work cooperatively to calculate a collective score in a group of three. Group members work simultaneously, each throwing six beanbags to a personal target and tallying their successful attempts. Group members then total the collective number of times they knocked over their targets and try to better the group score in each trial. Encourage the children to give “put-ups” as group members try hard to help the team.

**Assessment**

Standard 4: The throwing scorecard (see figure) awards one point each time a target is knocked over. Students track on their scorecard the number of times they knock over the target. Each performer throws six beanbags per trial. Students are encouraged to give each other “put-ups. ”

**Management Protocols**

Name:

Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trial 1 group score:

Trial 2 group score:

Trial 3 group score:

Put-ups I gave my teammates:

☐ “Great job!” ☐ “Way to go!” ☐ “Keep trying!” ☐ “Great hit!”

☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Put-ups I received:

☐ “Great job!” ☐ “Way to go!” ☐ “Keep trying!” ☐ “Great hit!”

☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Throwing scorecard.**

* How students will enter the space
* How equipment will be arranged, distributed, and collected
* How students will be grouped
* Stopping and starting signals
* Possible positive pinpointing statements to reinforce children’s behavior
* How students will exit the gymnasium

# Part 5: Analyzing Classroom Management Teacher Behaviors

View the videos provided and use the following word bank to identify the classroom management strategies demonstrated in the videos. (To view the videos, click the Videos button on the web resource home page.)

**Word Bank**

* Positive pinpointing
* Proximity control
* Peer tutoring
* Eye contact
* Back to the wall
* Clear stopping and starting signal
* Effective method of forming groups
* Selective ignoring

List the classroom management methods you saw demonstrated in the video clips.

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# Review Questions

1. Describe the levels of Hellison’s model of teaching personal and social responsibility.
2. Describe strategies for handling discipline issues based on Hellison’s model.
3. List the steps for conflict resolution and describe the differing strategies for K-2 and grade 3-5 classrooms.
4. Describe the teacher attributes that foster positive behavior and strengthen the teacher–student relationship.
5. Provide examples of stabilization and reframing techniques for intervention when misbehavior occurs.
6. Explain how learning outcomes, student behaviors, and response strategies in social contracts differ based on the developmental characteristics of pre-K, K-2, and grade 3-5 children. Explain how rules and consequences in social contracts differ based on the developmental characteristics of pre-K, K-2, and grade 3-5 children.
7. Discuss what can be addressed in each of the following areas in order to maintain a positive learning environment:
   1. Physical environment
   2. Developmentally appropriate protocols
   3. Management practices