

Haim Ginott and Jane Nelsen: Encouragement and Support

A Presentation for Classroom Behavioral
Management

By: Shawn Baker

Haim Ginott's Principle Teachings

- Learning takes place in the present tense.
- Learning is always personal to the student.
- Teachers should always endeavor to use congruent communication.
 - Cardinal principle of congruent communication: it addresses the situation, never the students' character or personality.
 - Teachers at their best, using congruent communication, confer dignity on their students by treating them as social equals capable of making good decisions.
 - Teachers at their worst belittle students, label them, and denigrate their character. (usually inadvertently)

What the Teachers Should Do.

- Effective teachers have to invite cooperation from their students.
- Teachers have a hidden asset upon which they should always call.
- Teachers should feel free to express their anger.
 - Use I-messages rather than you-messages.
 - Wise to use laconic language.
- Evaluative praise is should never be used. It is worse than none at all.
- Appreciative praise should be used when responding to effort or improvement.

- Respect students' privacy.
- When correcting students, teachers should provide directions concerning the behavior desired.
- Do not use why questions when discussing behavior.
- Sarcasm is dangerous. Do not use when discussing situations with students.
- Punishment should not be used.
- Teachers should strive for self-discipline in their work with students.
- Classroom discipline is attained through little victories.

Jane Nelsen Principle Teachings

- Discipline problems gradually become insignificant in a classroom where there is a climate of acceptance, dignity, respect, and encouragement.
- Students need to perceive themselves as capable, significant, and in control of their own lives.
- It is crucial for students to develop skills of self-control, adaptability, cooperation, and judgment.
- Teachers must show they truly care about students.
- Teachers demonstrate caring by showing personal interest.
- Teachers can greatly facilitate desirable student behavior.
- Class meetings should emphasize participation by everyone.

The Significant Seven

- Three Empowering Perceptions
 - 1) Perception of personal capabilities.
 - 2) Perception of significance in primary relationships.
 - 3) Perception of personal power to influence one's life.

The Seven...continued

- Four Essential Skills.
 - 1) Intrapersonal skill.
 - 2) Interpersonal skill
 - 3) Strategic skill
 - 4) Judgment skill

Format for Class Meetings

- 1) Express compliments and appreciation
- 2) Follow up on earlier solutions applied to problems
- 3) Go through agenda items
- 4) Make future plans for class activities.

Respectful Classroom Management

- Introduce a four-step problem solving process.
 - 1) Ignore the situation
 - 2) Talk it over respectfully with other students
 - 3) Find a win-win situation
 - 4) (If no solution is agreed to) Put it on the class meeting agenda.

Reference

- Charles, C.M. Building Classroom Discipline. Boston: Allyn and Bacon, 2002.