

Instructional Strategies & Classroom Management

The student-centered classroom & Choice Theory

Student-Centered Instruction

- Cooperative Learning
 - Knowledge is personal, social, and cultural, and meaning is constructed through experience
 - Students work together, coordinate their efforts on a common task
 - Learning teams are heterogenous
 - Promotes student achievement, tolerance, acceptance & diversity, social skills

Cooperative Learning

- John Dewey
 - Classroom is a “laboratory for real life learning”
- Jean Piaget
 - “Learners are active participants in constructing their own knowledge”
 - “Interactions in social settings, including the classroom, affects greatly the construction process and how people create meaning out of experience”
- Lev Vygotsky
 - Students can do more challenging work when they work with others
 - “learning occurs as learners interact with their environments, and through social interactions with others”

Cooperative Learning

- Main goal of teaching: Provide students with higher-order thinking skills and the tools to solve problems
- C.L. allows “minds to bump against minds as students interact as both problem-generators and problem-solvers”



Glasser's Choice Theory

- American Psychologist and Psychiatrist William Glasser, M.D. (1925-2013)
- Anti-Freudian beliefs
- Developed Reality Therapy, and Choice Theory
- Authored and co-authored many books on mental health, counseling, school improvement, and teaching
- Founded Institute for Reality Therapy in 1967. Later renamed Institute for Control Theory (later called Choice Theory), Reality Therapy and Lead Management. Renamed The Glasser Institute in 1996. Located in Tempe, AZ.



Choice Theory

- Humans are internally motivated, not externally by rewards and punishment
- Motivation comes from a never-ending quest to satisfy 5 basic needs: survival, love, power, freedom, and fun.
- We always have some capacity to make choices and exercise control in our lives
- Behavior is only action we have total control over

5 Key Concepts

- Basic Needs: survival, love & belonging, power, freedom, and fun.
- The strength of each need varies
- In the Classroom: Survival
 - Help students fulfill survival needs by encouraging nutrition, exercise, sleep.
 - Make sure environment is conducive to learning
 - Consistency, safety

5 Key Concepts

- Basic Needs: survival, love & belonging, power, freedom, and fun.
- Love & Belonging
 - Critical to relationship building
 - Create caring learning communities where trust, respect, and tolerance are nurtured
 - Greet Students, get to know students personally, team building activities, cooperative learning environment

5 Key Concepts

- Basic Needs: survival, love & belonging, power, freedom, and fun.
- Power
 - Fulfilled through personal growth
 - Developing knowledge and skills that enhance quality of life
 - High expectations, encouraging higher achievement
 - Increasing students feeling of self worth: give them a voice, relevant curriculum, teach to a variety of learning styles

5 Key Concepts

- Basic Needs: survival, love & belonging, power, freedom, and fun.
- Freedom
 - Create opportunities for students to make informed choices in areas that pertain to their academic and social development
 - choice in seating
 - selecting team members
 - choice of assignments, activities, projects

5 Key Concepts

- Basic Needs: survival, love & belonging, power, freedom, and fun.
- Fun: joy, pleasure, satisfaction, play, humor, merriment, amusement, engaging in activities that one enjoys
 - by-product of having friends, possessing autonomy (freedom), and feeling safe and secure
 - Provide opportunities for play
 - inspire creativity
 - reduce stress
 - academic games, brain breaks
 - motivating students to participate in leisure activities

5 Key Concepts

- Quality World: individuals' unique “photo album” of people, activities, values, and beliefs that are most important
- If something is not part of one's Quality World, it can be difficult to pursue or experience it: schoolwork
- In the classroom:
 - Promote environments that encourage development of quality world pictures that let students satisfy their needs responsibly
 - Students are more likely to invite teachers and schoolwork into quality worlds when they perceive teachers have their best interest at heart
 - Create shared Quality World pictures

5 Key Concepts

- Quality World: individuals' unique "photo album" of people, activities, values, and beliefs that are most important
 - In the classroom:
 - Share common goals and work collaboratively with parents, administrators, community leaders, other teachers
 - Help students understand subject of quality in school and in life
 - Self-Evaluation
 - Avoid coercive forms of discipline, help students take ownership of their problems and find acceptable ways to solve them

5 Key Concepts

- Reality & Perception: people act based upon what they perceive to be real
- Information passes through 3 filters as we create our perception of reality
 - The Sensory Filter: eyes, ears, nose, mouth, skin
 - The knowledge filter: everything we know or have experienced. Is it meaningful? If not it stops here. Do we want more information?
 - The value filter: positive (needs satisfying), negative (hinders our ability to meet needs), neutral
- People develop different perceptions of the real world.
- Perceived worlds are subjective, unique, subject to constant change, frequently inaccurate

5 Key Concepts

- Reality & Perception: people act based upon what they perceive to be real
- In the classroom:
 - Keep in mind all students come to every situation with different knowledge, and experience, culture, gender, age, therefore different values
 - Perceptions can be inaccurate, therefore can be changed through new, accurate, and engaging information and experiences
 - Know students perceived worlds, and engage them in information that interests them and they find meaningful so they can add positive value

5 Key Concepts

- Comparing Place: purpose of behavior is to create a match between what people perceive and what they want.
- It is happening as you this.
- Happens continuously in the brain: we compare what we want (Quality World) with what we've got (Perceived World)
 - When they match, we feel good and maintain our chosen behaviors
 - Mismatches cause a degree of frustration, and we search for new behaviors
 - "Frustration signals" is felt as an urge to behave in a way that will help us get more of what we want

5 Key Concepts

- Comparing Place: purpose of behavior is to create a match between what people perceive and what they want.
- In the Classroom:
 - Teachers use this concept for themselves. When something is going well, a teacher continues current teaching strategy.
 - When something doesn't work, a teacher will revisit the lesson, and rework things to make it more successful
 - When students are motivated to do well, they will monitor their own behavior to get the results they want

5 Key Concepts

- Total Behavior: All behavior is purposeful. It is our best attempt at the time to meet our needs.
- All behavior has 4 components
 - Acting
 - Thinking
 - Feeling
 - Physiology
- When we change one component of behavior, the other components change as well
- We directly control our acting and thinking which causes our feelings and physiology to automatically change

5 Key Concepts

- Total Behavior: All behavior is purposeful. It is our best attempt at the time to meet our needs.
- In the Classroom:
 - Students choose how to react to their feelings, therefore teachers cannot directly control behavior
 - Teachers can help students identify the circumstances that trigger their behaviors, which empowers them to change their reactions to those feelings

Teacher Roles

- Build a caring classroom community, create a shared vision
- Give students a choice and a voice
- Help students see what they are doing will add quality to their lives
- Students should be able to evaluate their own performance and take ownership of their learning
- Teach students that success and achievement are the result of good behavior, not the cause
- Avoid coercive and punitive forms of discipline. Help students take ownership of their problems and find acceptable ways to solve them.
- Learning increases and disruption diminishes when students know that they are able to connect, feel a sense of competence and power, have some freedom, and enjoy themselves in a safe, secure environment

7 Caring Habits for Teachers

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating differences

7 Deadly Habits for Teachers

- Criticizing
- Blaming
- Complaining
- Nagging
- Threatening
- Punishing
- Bribing or rewarding control

Ultimate goals

- Students develop self-discipline and self-control through
 - building and nurturing quality relationships with their peers
 - making informed choices about their learning and development
 - taking direct control over their actions and thoughts

Ten Axioms

- The only person whose behavior we can control is our own.
- All we can give another person is information.
- All long-lasting psychological problems are relationship problems.
- The problem relationship is always part of our present life.
- What happened in the past has everything to do with what we are today but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
- We can only satisfy our needs by satisfying the pictures in our Quality World.
- All we do is behave.
- All behavior is total behavior and is made up of four components: acting, thinking, feeling, and physiology.
- All total behavior is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- All total behavior is designated by verbs and named by the part that is the most recognizable.

THE GAME OF CHOICE

Creating an Inspiring, Engaging Classroom

Use Choice Theory in a low performing, disruptive classroom. Follow the steps to transform your class into an inspiring, engaging classroom.

START

The "Unmotivated" Classroom

Without a shared vision of what they want, the teacher and students are frequently in conflict. The classroom is plagued by underachievement and disruption.



Groups Share Wants & Obstacles
Move Ahead

Class Discusses Each Group Vision

Teacher & Students Synthesize Class Vision

Students Endorse Shared Vision

Post Shared Vision on Classroom Wall

"Inspiring" Classroom
Move Ahead

Putting Choice Theory into Action

Groups Identify Obstacles

Groups Identify Wants

Students Work in Groups

Begin Creating a Shared Vision

Break the Cycle!
Choose a new behavior!
Move Ahead

Creating the Vision

Students' Behavior

"I can do this."
"Don't give up!"
"This is interesting."

Thinking
Move Ahead 4

"This is a great class!"
"I'm helping these kids grow and develop."
"They are making great progress!"

Happy, Calm, Confident,
Positive Anticipation

Feeling
Move Ahead 3

Confident, Positive, Excited

High Energy, Calm, Focused

Physiology
Move Ahead 2

Calm, Relaxed, High Energy, Focused

Engaged
Paying Attention
Asking Questions
Task-Oriented

Acting
Move Ahead 1

Asking students to self-evaluate
Connecting with students
Demonstrating relevance of material
Differentiating instruction

Teacher's Behavior



*Example Vision from a real classroom using Choice Theory

The "Inspiring" Classroom

When you create a shared vision of what you want, students can meet their needs by being academically productive. Time on task increases. Students learn more. And disruption diminishes.

What type of classroom do you want to create?

Everyone Wins!!!



Choice Theory:

Developed by psychiatrist William Glasser, Choice Theory states we are internally motivated by what we want at that moment and that we always have the ability to choose more effective behaviors to get what we want.

Total Behavior:

Everyone's Total Behavior has 4 components: acting, thinking, feeling, & physiology. Change any component and the others change as well. Acting & thinking are the easiest to control directly.

Shared Vision:

Developed collaboratively by students and the teacher, the Shared Vision identifies the specific behaviors and values present in an inspiring classroom as well as any obstacles that can get in the way.

Sources: Bob Sullo, internalmotivation.net
Eric Cohen, funderstanding.com

Design: Randy Krum, infoNewt.com

More: funderstanding.com/choice-theory/

