

Relationship-Driven Classroom Management

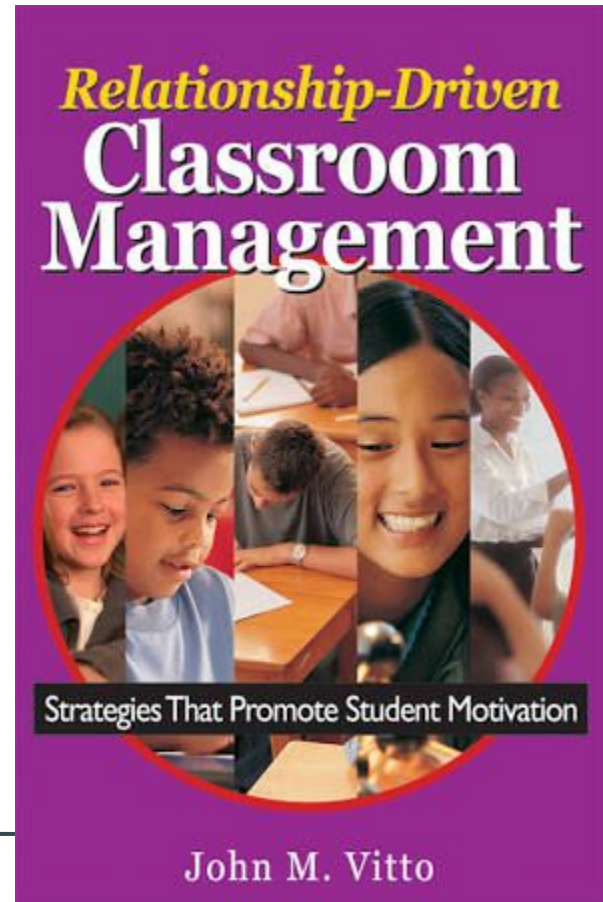


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2003
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...designed for teachers, administrators, and support staff who are interested in classroom management strategies that enhance teacher-student relationships. If you are looking for a classroom management book full of quick fixes, this might not be the book for you. If, on the other hand, you are interested in a classroom management book that focuses on prevention, enhancing teacher-student relationships, long-term behavior change, and resilience, then this is the book for you.

Vitto IX



What it is:

- PROACTIVE
- Strategies that enhance RELATIONSHIPS and SOCIAL-EMOTIONAL SKILLS
- About teacher-student CONNECTIONS
- About boosting ACADEMIC PERFORMANCE and RESILIENCE
- EFFECTIVE intervention

What it is not:

- REACTIVE
- About DISCIPLINE strategies and PUNISHMENT
- About POWER STRUGGLES
- JUST classroom community

Why?

Research suggests that **when we nurture relationships with students**, we actually:

- Contribute to the **academic achievement and motivation** of our students (Elias, 1997)
- Decrease the likelihood of a student dropping out (Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995)
- Help **prevent and reduce bullying** (Olweus, 1999)
- Help prevent **substance abuse** (Resnick et al., 1997), and **violence** (Dwyer, Osher, & Warger, 1998)

Elements to Strengthen Teacher-Student Relationships

Torey Hayden, former teacher of children with severe behavioral and emotional disorders, focused on relationships in her classroom.

- Commitment
- Modeling
- Communication



ATTRIBUTES of RELATIONSHIP-DRIVEN TEACHERS

- They accept children for who they are rather than trying to make them something they are not. They accept children who are different without reservation.
- They are flexible and do not adhere rigidly to a particular intervention or lesson plan.
- They choose to work with children and know why they make that choice.
- As human beings, they are confident, realistic, and honest.
- They are willing to look at their own behavior critically, learn new skills, and make changes as necessary. They are not defensive about the manner in which they choose to deal with children in the classroom.
- They are willing to evaluate their own behavior and the classroom setting in addition to the child's behavior when analyzing problems.

5 Ways to Build a Relationship-Driven Classroom

1. Believe that your challenging students have something to teach you.
2. Reject the zero-tolerance approach.
3. Build on strengths instead of trying to fix deficits.
4. Reduce classroom risks and the potential for embarrassment.
5. Make a big deal out of greeting students each day--and every day thereafter.

Works Cited

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