

EDU305

FINAL TERM PAPER

ZAINEE....

Note: Only focus on the handouts, as the whole paper was from them.

1. **Behavioral** progression records need to be maintained like academic records.
2. Select texts that are effective in **nature**.
3. **Portfolios** can have Records of behavioral progress
4. Teachers get adequate training in classroom pedagogy except:
 - a Behavioral development of students at different age levels
 - b Behavioral management
 - c Classroom discipline
 - d **Mainlining the computer screen**.
5. **Self-efficacy** is facilitated by a person's beliefs and expectations about his/her ability to achieve certain tasks
6. **Drastic** changes in behaviors are not long lasting
7. Those behaviours need to be supported that help students enhance quality of life and enable them to become lifelong learners-**humanistic** approach.
8. When we talk about whole school, we talk about **security and safety** of staff and students.

9. When we talk about frustration, we talk about **aggression**.
10. **You want to help others in a classroom to get some defined incentives** is an example of extrinsic motivation.
11. **Reinforcement** is the heart of behavioural control.
12. times a teacher may deem it necessary to include **penalty** points for misbehaviour, emphasize on negative behaviours should be kept to a minimum.
13. Teacher's stance in the classroom except:
 - a) I care about you
 - b) I know that you can behave and learn well
 - c) I want to help you develop into a *more I mature* You
 - d) **I will punish you**.
14. **Penalty** is an undesirable consequence of inappropriate behaviour. Penalties should 'fit-the-crime' and be neither too harsh nor trivial.
15. Avoid **Nice teacher syndrome** as disruptive behaviour is encouraged and sometimes becomes difficult to handle.
16. In **Tension Reduction** stage, Student releases tension through crying or verbal venting, or student may become sullen and withdrawn. Teacher can decide whether to use **supportive or punishment** techniques
17. A nurturing, caring environment is one antidote to **frustration and aggression**.
18. Tertiary Prevention involves intensive "**wraparound**" services that extend beyond the school building to encompass family and social support services.

19. If the student can give the correct response but does not display the behaviour outside the testing situation, the social skill problem is probably due to a **performance** deficit.
20. **Social competence** has strong implications for classroom management.
21. **Piaget** (1932) pointed to peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy.
22. Social skill instruction in schools benefit students not only socially, but also academically, as appropriate behaviours increase their access to **instructional time**.
23. Traditional punishment and exclusion may provide a short-lived relief from **disciplinary problems**.
24. To create a classroom environment where all students can learn, teachers must teach appropriate social skills giving students access to the **academic curriculum**.
25. **Well-planned classroom** activities reduce disruption.
26. Use **with-it-ness and overlapping** to avoid minor disruptions .
27. Victims of bullying can have serious and **long-term consequences**.
28. This school-family curriculum should focus on Nurturing and **positive** discipline.
29. When we talk about Behavior we talk about
 - a) direct
 - b) positive
 - c) negative
 - d) indirect

SUBJECTIVE

1. Countering discipline problems in schools

Rules and the consequences of breaking them should be clearly specified and communicated to staff, students and parents by such means as:

Newsletters

Student assemblies

Handbooks

2. School-wide Discipline Plan

- A school discipline plan should be designed around the individual school's learning goals and philosophy of education.
- A uniform reporting system is an important element of a school discipline plan. - Written policies should be developed with input from everyone who will be affected by them.
- Teacher input is especially important because their support is crucial to plan's success.
- Once developed, discipline policies must be communicated to staff, students, parents and community.

3. Warm School Climate

A warm social climate, categorized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators should take interest in the:

- Personal goals
- Achievements
- Problems of students and support them in their academic and extracurricular activities

4. Indirect bullying includes:

- Threats
- Insults
- Name calling
- Spreading rumors
- Writing hurtful graffiti
- Encouraging others not to play with a particular student

Indirect bullying involves purposeful actions that lead to social exclusion or damage to a student's status or reputation in an attempt to get others to not socialize with the victim.

5. Sources of Frustration Among Aggressive Students

Sources of frustration can be:

- Failure
- Lack of maintenance of social relationships
- Boredom
- Lack of positive reinforcement
- Irrelevant curriculum
- Overexposure to punishment

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- Feelings of powerlessness