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Effective Classroom Management Strategies

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Literature Review

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Autoethnography

As educators, we often find ourselves in situations where students aren't always following along with what we say and at times are being a distraction for the class. Having experienced this numerous times, I was fortunate enough to get the opportunity to take a look at what strategies are out there and practice applying them to find what works best. The approach I took for this was to complete an autoethnography. An autoethnography is an approach to research and writing that seeks to describe and systemically analyze personal experience in order to understand cultural experience (Ellis, 2004; Holman Jones, 2005). This was a great opportunity for me to take a look at what strategies are out there and see what could work with my class and setting. As a physical education teacher, some of the strategies listed weren't necessarily applicable because they were more for traditional classroom settings. I was able to apply traditional and not traditional because of this.

The first strategy that I tried was to have a genuine one on one conversation with the students who I have been struggling with. The article titled, "Response: Ways to Handle a Class That Has Gotten Out-of-Control" (2018), was the article where I found some of my information. This article was more of a reflective article from a teacher's perspective on what he did and what worked for him. This is a strategy that I was familiar with and try to use regularly. Relationships are a large part of teaching and this regurgitates the power of building effective relationships. People that can respect and believe in someone will put more trust in that person and be willing to do more for them. In my years of teaching and coaching, I have found that being honest and

truthful with the students will allow for stronger relationships and will help them to buy into what you are trying to accomplish. This concept allows for the teacher to implement that idea.

The next strategy that I came across was about separating the students in the class so they aren't tempted to be disruptive together. Similar to the previous article, this was an article that talked about a teacher and their strategies that were of use to them. The article was titled, "HANDLING DISRUPTIVE STUDENT BEHAVIOR" (2022). As I observed my class, I continued to notice that the ones who were disruptive were usually disruptive together. This showed promise early on but again became something that started to lose its effectiveness. I added one more strategy that I got from a co-worker and that was to have the students who misbehave do push-ups or sit-ups. In combination to the other strategies, this has proven to be effective. I have personally never been a fan of having students do physical activities as a form of "punishment" because I don't want them to dislike physical activity. As I was hesitant to try this, I was surprised at how effective it became. I thought that if this could be effective, maybe I could try removing them from activity instead of allowing them keep participating. Instead of push-ups, they would have to go to a spot and have a seat to reflect on their decisions. When I student taught, the teacher who I student taught with had a chair in the gymnasium that was called the "Stop and Think" chair. When students were disruptive or misbehaving, this is where they would go to gather their thoughts and return when ready. I didn't think this would work in the middle school but to my surprise it did show to be effective.

After completing this research and testing out different strategies, I am pleased with the effectiveness of autoethnographies. They allow you to take a deep look into your program and find out what is going well and what needs improving. In my situation, I was able to come up with effective strategies that I will be able to utilize from year to year as I experience different

class. Not every student will respond to something the same way so I believe it is powerful to have numerous strategies to try until you find the one that works for the individuals/class the best. I do believe that they create an opportunity for teachers to understand their class as well as their students better. At the end of the day, that is what we want as educators.

Citations

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