Is Your Classroom a Dictatorship, a Democracy, or an Anarchy?

Consider how **you can build rapport with students and improve classroom management** by understanding and applying William Glasser's Choice Theory and Abraham Maslow's Basic Needs.

Brief Overview of Glasser

Cleveland Native and Case Western Reserve University Graduate, Dr. William Glasser developed the Choice Theory, originally called Control Theory, suggesting that a person's behavior stems from an inward desire to fulfill basic needs, not by outward stimulus. Glasser asserts that all living things continually work to control their desire to fulfill the needs of five areas (pictured to the left): belonging, freedom, fun, survival, and power. **Additionally, Glasser states that the most significant of our needs is belonging and connectedness, which comes from facilitating positive relationships with the "Seven Caring Habits"** and avoiding the "Seven Deadly Habits" (both stated below). Choice Theory suggests usage of the seven deadly habits results in disconnectedness, which is the source of all human problems including school failure.

Brief Overview of Maslow

Maslow's theory of the Hierarchy of Basic Needs indicates that people are motivated to fulfill basic needs and when one need is fulfilled, people then work to fulfill the next need and so on until their needs, basic (physiological, safety, love/belonging, and esteem) and growth (self-actualization), are met. **Often times progress toward growth that comes from self-actualization is disrupted by life events that prevent people from meeting their basic needs.**

7 Caring Habits	7 Deadly Habits
Supporting	Criticizing
Encouraging	Blaming
Listening	Complaining
Accepting	Nagging
Trusting	Threatening
Respecting	Punishing
Negotiating Differences	Bribing or rewarding to control

Dr. William Glasser's Basic Needs Told with LEGOS

LEGO® is a registered Trademark of the LEGO Group of companies which does not sponsor, authorize or endorse this site.

BELONGING
- Feeling Loved
- Feeling Needed
- Being Respected
- Friendship
- Sharing
- Cooperation

photo credit: pasukaru76 via flickr

FREEDOM
- Freedom to choose
- Independence
- Freedom from...
- Freedom to...

photo credit: kennymatic via flickr

FUN
- Enjoyment
- Excitement
- Laughter
- Learning
- Being Challenged
- Change

photo credit: kennymatic via flickr

SURVIVAL
- Safety
- Shelter
- Clothing
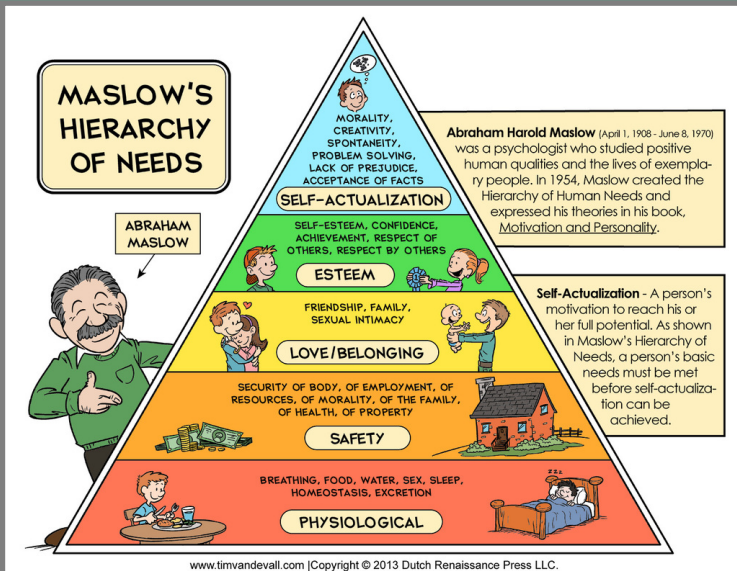- Food
- Warmth
- Health
- Relaxation & Rest

photo credit: kennymatic via flickr

POWER
- Recognition
- Success
- Importance
- Achievement
- Sense of Control
- Skills

photo credit: pj_vanf via flickr

Visit my blog for more suggestions on proactive parenting

Nikki Schwartz, MA, NCC   SPECTRUMPSYCHOLOGICAL.net

Please see Nikki Schwartz's website (click here) for more information regarding the above model.

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

MORALITY, CREATIVITY, SPONTANEITY, PROBLEM SOLVING, LACK OF PREJUDICE, ACCEPTANCE OF FACTS

SELF-ACTUALIZATION

SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT OF OTHERS, RESPECT BY OTHERS

ESTEEM

FRIENDSHIP, FAMILY, SEXUAL INTIMACY

LOVE/BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY

SAFETY

BREATHING, FOOD, WATER, SEX, SLEEP, HOMEOSTASIS, EXCRETION

PHYSIOLOGICAL

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

www.timvandevall.com |Copyright © 2013 Dutch Renaissance Press LLC.

Click here to see the above image and find more information

How do Glasser and Maslow impact classroom management?

Glasser's theory and Maslow's theory have some overlapping points and also some poignant differences. Both theories do look at what motivates people to behave. **How can consideration of your students and what motivates them to behave the way they do in your classroom impact you as an educator?** An important start in creating classroom community is to consider what you know about your students' most basic needs for survival (physiological needs and safety needs) and how deficiencies in those needs impact their whole self each day. As a teacher who manages classroom interaction and learning opportunities, you have quite a bit of influence over the other basic needs of belonging and esteem (this includes Glasser's ideas of power, freedom, and fun).

In his work *Visible Learning*, John Hattie (2009) asserts that a classroom climate attuned to mastery learning is one that includes a warm socio-emotional climate that fosters effort and engagement for students. This type of classroom environment is only possible when teachers believe that all students can learn. **Teachers who are change agents clearly communicate every student is capable of achievement by meeting students where they are and developing a climate of acceptance.** The greatest challenge in creating this learning environment is that each teacher needs to cultivate authentic, genuine care about learning for all students. Seeing **every learner** as one who deserves opportunity is essential.

Teacher preparation programs and existing teacher evaluation tools in the state of Ohio require evidence of "a learning environment that challenges students." It is highly unlikely that a teacher will be able to build a learning environment "designed to promote and support student learning as opposed to managing student behaviors," (as stated in the edTPA Making Good Choices Support Guide page 17) without consideration of each student's basic needs as developed by Glasser's ideas and Maslow's Hierarchy.

Build a Safe Classroom Community to Create Better Learning for All

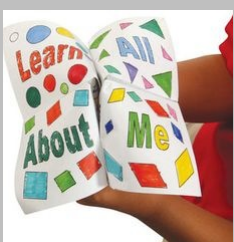[2 Easy Ways to Build Rapport with Your Students](#)

[A Fun Way to Assess Your Class, Have A Good Laugh, And Build Everlasting Rapport](#)

[Why Rules and Consequences Aren't Enough](#)

[The Only Classroom Rules You'll Ever Need](#)

[Love the One You're With: Creating a Classroom Community](#)

[Concentric Circles](#)

Regularly ask your students to consider the following questions and make sure you read and remember their answers!
- What do you want?
- What are you doing to achieve what you want?
- Is it working?
- What are your plans or options?

Teaching Your Classroom Rules to Increase Time-on-Task

Returning after a break or the beginning of a new quarter are great times to usher in a change in classroom management.

Individual interpretation sometimes creates confusion when it comes to classroom rules. What can you do as a classroom teacher to develop and communicate clear rules and be certain students are aware of behavioral expectations? Keep it simple!

1. Limit your classroom rules to four or five at most.

2. Make sure that you remove any ambiguity by discussing (and agreeing) with your class what the rules really mean.

3. Additionally, keep the stating of your rules positive to promote an environment focused on teaching and learning.

An effective rule structure practiced by many seasoned instructors is the 4 B's **(Search "The 4 B's classroom rules" online for thousands of examples).** The simple phrasing of "Be polite, Be safe, Be kind, Be prepared" or any other "Be" that is important to your classroom is an easy way to encompass most of the laundry lists of rules an instructor might compile.

Once you set and voice your rules, you cannot stop there. Why not start out your tenor as an instructor by **teaching** your class what your rules really mean. Remove abstract individual interpretation of rules by having small groups of students illustrate or perform an example of following and breaking each rule. Make sure to discuss how the rule was followed and how the rule was broken so that all involved parties can define what it really means to "Be Prepared". With younger grades, it works out great to make a class contract and agree that *this* is the way *we* want **our** classroom community to work. It may be fun with younger or older students to allow them to add another "Be" that is personalized to your specific group. These discussions go a long way in establishing boundaries and starting to build relationships.

Before you speak:
THINK
T - Is it true?
H - Is it helpful?
I - Is it inspiring?
N - Is it necessary?
K - Is it kind?

Important Dates

Last Day to Withdraw
Friday, March 27, 2015

Taskstream Syllabus Assignments Due
Friday, April 10, 2105

Career Day
Friday, April 10, 2015

edTPA Due
Sunday, April 12, 2015

Taskstream Choice Artifacts and Summative Due
Monday, April 20, 2015

Non-academic Pre-reqs Due
Friday, May 1, 2015

Commencement
Saturday, May 9, 2015

Remember: A rule is not a rule without a consequence. Don't forget to establish those too. Kids need limits and crave structure. Make sure they know what will happen if they break a rule, and then **be consistent**

"They may forget what you said, but they will never forget how you made them feel."
~ Carol Buchner