ENG521 Finals Solved

Q. Explain overlapping as a classroom management strategy. (Topic 58)

Overlapping means handling two or more situations or activities simultaneously. A teacher who can instruct a group of students while responding to student concerns from outside of the group can keep an entire classroom working smoothly.

Q. Name three assigning roles to advanced students (Topic 133)

- Group leaders
- Monitors
- Teaching assistants

Q. problem in discipline in schools. (Topic 134)

More discipline problems are the result of boredom or alienation. If students are interested in the class, many discipline problems disappear.

Q characteristics of Discipline plan. (Topic 135)

1. **Variety of activities:**

- Plan a variety of activities that appeal to students with different learning styles and interests.
- This will usually keep the attention of the majority of students.

2. **Establish routines:**

- Starting the class with class agenda on the board can help students to focus and prepare for the day's class.
- Set up signals that the students understand-for quiet, for silence, and so on—using hand signals, a bell, or some other method.

Q. Write 2 uses of dictogloss in a classroom (Topic 140)

- Students listen twice to a passage read at normal speed, taking notes during the second reading.
- They then work with a partner to try to reconstruct the text.

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- When a pair thinks they have the information, they write the passage on the board and the class works together to make it as close to the original as possible.

Q. What is benefit of teacher availability for student's motivation? (Topic 144)

Teacher availability

As much as possible be available to students before and after class to establish personal relationships, so that they feel that they are individuals in the eyes of teacher.

Activity goals

1. Make students aware of the goals of each learning activity.
2. If they understand why they are doing the activity, they will participate more willingly.

Activities to be success oriented

1. Make all activities success oriented.
2. Students will participate willingly in tasks that seem achievable.
3. When they have confidence in their success, they will be motivated to try.

Q. Enlist five names which for bench marking can be done. Or Q. Setting benchmark for behavior expectation? (Topic 146)

Benchmarks

1. Benchmarking is used to record performance by using a specific indicator.
2. Benchmarks are specific points of reference connected to levels of performance against which students are monitored.

Development of Benchmarks

Benchmarking can be done for:

a) Communication with teacher
b) Communication with peers
c) Interpersonal relationships
d) Material safety
e) Following rules

Q. 3 characteristics of behavioral portfolio (Topic 148)

- Records of behavioral progress
- Observation checklists of specific behavior
- Benchmarks that students achieve at the end of each term

Q. Identify some of the behaviors of students that need counseling services in schools? (Topic 150)

When the records of students behavior show deterioration, proper counseling services must be sought to address the issues.

Professional support is required to deal with:

- Aggressive behavior
- Bullyism
- Criminal behavior
- Sadistic behavior
- Extreme shyness
- Lack of self-efficacy

Counselors must become part of the school culture and must be available all the time on campus to handle day to day behavioral issues.

Q. how does development of self efficiency and empathy enhances student success in classroom? (Topic 151)

Empathy: Empathy is extending help to students and showing concern towards them. Teachers should try their best to put themselves in their students' shoes and solve problems.

Efficacy: Self-efficacy is facilitated by a person's beliefs and expectations about his/her ability to achieve certain tasks successfully or demonstrate certain behaviors.

Q. Performance accomplishment? (Topic 153)

- The manner in which accomplishments are received has an influence on an individual's self-efficacy, expectations and actions.
- In the classroom, for example, poor grades and other negative assessments of ability can lower self-efficacy beliefs.

Q. Three factors that develop self efficacy and one that hampers it (Topic 154)

Family, teachers and friends all play a significant role in verbal persuasion about appropriate behaviors. Beliefs about self are influenced by the message conveyed by others. Encouragement supports self-efficacy, criticism hampers it.

Q. teacher enthusiasm? (Topic 157)

Teacher enthusiasm positively affects student behavior and improves students student achievement as well.

1. Move around the class

2. Tone the voice
3. Share and articulate interest in the subject

Q. Five teacher rules that help in establishing caring classroom? (Topic 160)

In order to establish caring classroom, it is important to frame rules that are socially-emotionally driven.

a) Be emotionally supportive
b) Be helpful to peers
c) Be respectful
d) Do not shout
e) Do not snatch or spoil the material

Q. Affective objectives in lesson plans (Topic 162)

1. Behavior modification happens over time
2. Drastic changes in behaviors are not long lasting
3. Integrate affective objectives in the lessons
4. Make students and other stakeholders realize that they are as important as cognitive objectives
5. Continuous integration will lead to behavior modification

Q. qualities of teacher in teaching social skill (Topic 163)

Social attractiveness

A teacher should have:

- 🕮 A cheerful disposition
- 🕮 Friendliness
- 🕮 Emotional maturity
- 🕮 Sincerity

Pro-social activities

- 🕮 Role taking exercises
- 🕮 Intergroup dialogues
- 🕮 Group discussion
- 🕮 Jigsaw grouping
- 🕮 Storytelling

Q. writes 5 pro social activities (Topic 166)

- 🕮 Role taking exercises

- 🕮 Intergroup dialogues
- 🕮 Group discussion
- 🕮 Jigsaw grouping
- 🕮 Storytelling

Q. What do mean by extrinsic motivation and intrinsic motivation (Topic 171)

Intrinsic Motivation:

1. Intrinsic motivation is a desire to attain targets for the sake of learning.
2. The urge for a true desire for mastery is driven by intrinsic motivation.
3. Students are rewarded for showing keen interest in the tasks assigned to them whether they are academic or behavioural in nature.
4. An intrinsic motivated reward further put faith in students' ability and reaffirms the displayed behavior.

Extrinsic Motivation: Extrinsic motivation occurs when a student is driven to perform behavior in order to win a reward or avoid a punishment.

For example:

(i) You want to put up a good behavior because of fear of punishment.

(ii) You want to help others in a classroom to get some defined incentives.

- 🕮 Students who must put forth more than the average degree of effort to accomplish a goal often become discouraged and invest less energy in challenging tasks. (Levin, 1994)
- 🕮 Rewards can provide temporary incentives to encourage persistence when the natural, invisible rewards of success and mastery are infrequent.

Q. problems which students face to get incentives (Topic 173)

Despite teachers efforts to present lessons in creative ways, for some students mastering educational tasks may require a great deal of skill and instruction. Students may have problems in areas such as:

a) Motor coordination
b) Recognition of sounds and symbols
c) Sensory processing
d) Learning rules for social interaction
e) Controlling impulsive behaviors

Q. reward components (Topic 178 + 179 +180)

1. **Choose incentives**:

- Choose incentives that contribute in positive ways to a student's development or sense of self-worth such as:
    a) Privileges
    b) Activities
    c) Small prizes, e.g. books

2. **Interpersonal rewards**- rewards that offer the opportunity to do an activity with a special person – can be powerful motivators.
3. **Ownership rewards:**

Design reward charts that contribute to a student's sense of ownership. For example:

1. Teacher can personalize a chart by including a student's photo or by inviting the student to decorate the chart.

4. **Emphasis on positive behaviours:**

1. Emphasize positive behaviours that are simple and clearly stated.
2. While at times a teacher may deem it necessary to include penalty points for misbehavior, emphasize on negative behaviours should be kept to a minimum.

Individualized reward charts: Design individualized reward charts that avoid comparing one student's performance with those of others in any way.

Q. process of EBSS? (Topic 182)

Processes of EBSS:

1. Clarify the need for effective behavioral support and establish commitment, including administrative support and participation.
2. Priority of this should be reflected in the school improvement plan.
3. Develop a team focus with shared ownership.

Q. features of effective behavioral support? (Topic 184)

1. There is total staff commitment to managing behavior, whatever approach is taken.
2. There should be clearly defined and communicated expectations and rules.
3. Have an instructional component for teaching students self control and/or social skill strategies.
4. Prepare a support plan to address the needs of students with chronic, challenging behaviors.

Q. How create discipline problem in school? (Topic 188 + 189)

Discipline problems arise because rules are:

- Unclear
- Perceived as unfairly or inconsistently enforced

- Students do not believe in rules

Discipline problems arise because:

- Teachers and administrators disagree on the proper responses to student misconduct
- Teacher-administration cooperation is poor or the administration is inactive
- Teachers tend to have punitive attitudes
- Misconduct is ignored
- Schools are large or lack adequate resources for teaching

Q. What is the role of administrative leadership and discipline? (Topic 191)

The principal plays a very important leadership role in establishing school discipline, both by effective administration and by personal example.

Administrative Models: Principals of well-disciplined students are usually highly visible models.

Principal

- Teacher Rapport
- Teachers' satisfaction with school discipline policy is related to their relationship with the principal.
- A principal should be able to create consensus among staff on rules and their enforcement.

Q. Write 5 characteristics of school discipline plan (Topic 192)

- 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.

Q. How can preventive discipline be exercised by teacher in the classroom? (Topic 193)

Commitment, on the part of all staff, to establish and maintain appropriate student behaviour should be an essential precondition of learning. Well-disciplined schools tend to be those in which there is:

- A school-wide emphasis on the importance of learning
- Intolerance of conditions which inhabit learning

Q. Warm School Climate (Topic 196)

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

Q. Enlist types of penalties that can be used in a classroom (Topic 201)

- 🕮 Reduction of grades
- 🕮 Loss of privileges
- 🕮 Referral to an administrator

Q. Avoid nice teacher syndrome? (Topic 202)

- 🕮 Do not fall into the trap that imprisons many beginning teachers. Avoid the nice teacher syndrome.
- 🕮 These teachers want their students to like them and thus give them unnecessary allowance.
- 🕮 Thus disruptive behavior is encouraged and sometimes becomes difficult to handle.

Q. Caution with Disciplining Students (Topic 207)

- 🕮 Personal responses are critical
- 🕮 Teaching calls for personal self-control
- 🕮 Follow a professional pattern of management
- 🕮 Stay calm and in control of your emotions

Q. Mention any two benefits of peer tutoring structures that help in remediating in class room discipline problems? (Topic 210)

Peer tutoring structures lower the incidence of misbehaviour in classrooms. Depending on the situation, students with behaviour problems may serve as either tutors or tutees.

Q. Reality therapy? (Topic 211)

Reality Therapy involves teachers, helping students make positive choices by making clear the connection between student behavior and consequences.

Chief Features:

- 🕮 Class meetings
- 🕮 Clearly communicated rules
- 🕮 The use of plans and contracts

Q. Teacher training in classroom discipline? (Topic 216)

Discipline Training Programs should include learning activities and practice in the areas of:

- 🕮 Organizing the room and materials
- 🕮 Developing a workable set of rules and procedures
- 🕮 Assuring student accountability
- 🕮 Formulating and explaining consequences
- 🕮 Planning activities for the first week
- 🕮 Maintaining the management system

Q. 3 steps to reward plans (Topic 217)

1. First, a teacher decides on one or more specific goals for a student.
2. The teacher spells out the goals concretely either on a chart or in conversation.
3. In discussing the reward plan, the teacher offers a modest reward for success in meeting goals.

Q. Consequences of Bullying (Topic 219)

Bullying can have serious and long-term consequences for the:

- 🕮 Bully
- 🕮 Victim
- 🕮 School community

Victims of bullying can have:

- 🕮 Long-term
- 🕮 Emotional
- 🕮 Academic
- 🕮 Behavioural problems

Q. Types of Bullying (Topic 218)

1. **Direct Bullying**: is used when verbal and physical aggression is used to harm a student.
2. **Indirect bullying includes**:
    - 🕮 Threats
    - 🕮 Insults
    - 🕮 Name calling
    - 🕮 Spreading rumors
    - 🕮 Writing hurtful graffiti

Q. Whole School Approach in Bullying Prevention (Topic 227)

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Whenever we talk about whole school approach, the following strategies must kept in mind.

- 🕮 Progressive discipline
- 🕮 Restorative practice
- 🕮 Character education
- 🕮 Bully and cyberbullying prevention and intervention
- 🕮 Healthy choices
- 🕮 Safety and security

Q. Parenting styles have a strong impact on children's development. (Topic 228)

- 🕮 Bullies and victims tend to come from families where parenting is either passive or authoritarian.
- 🕮 Children who come from homes where have experienced authoritative parenting are less likely to be involved in either bullying or victimization.
- 🕮 With authoritative parenting, children learn self-determination and independence within reasonable boundaries.

Q. School-level interventions (Topic 229)

- 🕮 Clarifying and communicating behavioural norms- that is, developing classroom and school-wide rules that prohibit bullying.
- 🕮 Promoting adult modeling of respectful and nonviolent behaviour.
- 🕮 A written bullying prevention policy can send a clear message that bullying incidents will be taken seriously.
- 🕮 The policy could include a clear definition of bullying and a reporting procedure.
- 🕮 A confidential reporting system may encourage students to report if they are victimized or have witnessed bullying.

Q. classroom intervention to control bullying (Topic 230)

- 🕮 Teachers can be encouraged to integrate bullying prevention material into their curriculum.
- 🕮 This can be accomplished by holding regular classroom meetings to discuss bullying.
- 🕮 Classroom meetings with students help increase students' knowledge of how to intervene, build empathy, and encourage pro-social norms and behaviors.

Teachers should involve the class in:

- 🕮 Establishing and enforcing class rules against bullying.
- 🕮 Discussing the importance of bystanders in stopping bullying.

Q. On what issue parents must agree to manage their children's behavior? (Topic 237)

Parents and teachers can engage in:

- Joint learning activities
- Supporting each other in their respective roles
- Carrying out classroom and school improvement activities
- Conducting collaborative curriculum projects in the classroom
- Participating together in various decision-making activities

When parents sense an inviting school climate, they emphasize nurturing and supporting behaviors in their interactions with teachers, their participation in the school environment also increases.

Q. Dealing with violence (Topic 241)

- Troubled students need habilitative services instead of haphazard punishment.
- A full range of educational, mental health, and other services should be available to them.
- Aggressive and violent behaviours do not develop overnight and cannot therefore be eliminated in short periods of time.

Q. Enlist three problems of aggressive students (Topic 243)

Aggressive students often:

- Exhibit deficits in social information processing
- Are likely to misinterpret social clues
- Mis-assign hostile intent to others, especially during stress

Q. Source of frustration among aggressive student? (Topic 244)

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

Q. Enlist five stages of frustration. (Topic 245 + 246)

Stages of Frustration & Responses

1. **Stage: Anxiety**

Student sighs or uses other nonverbal cues.

Teacher response:

Teacher can respond by active listening and nonjudgmental talk.

2. **Stage: Stress**

Student exhibit minor behaviour problems

Teacher response:

Teacher can use proximity control, boost student interest, or provide assistance with assignments.

3. **Stage: Defensiveness**

Student argues and complaints

Teacher Response

Teacher can remind student of rules, use conflict resolution, and encourage student to ask for help.

4. **Stage: Physical Aggression**

Student has lost control and may hit, bite, kick, or throw objects.

Teacher Response

Teacher can escort the student from class, get help, restrain student if necessary, and protect the safety of the other children.

5. **Stage: Tension Reduction**

Student releases tension through crying or verbal venting, or student may become sullen and withdrawn.

Teacher response

Teacher can decide whether to use supportive or punishment techniques

Q. What strategies should be implemented in schools to control violence among students? (Topic 247)

- 🕮 A nurturing, caring environment is one antidote to frustration and aggression.

Teachers who are therapeutic demonstrate:

- 🕮 A high level of self-awareness and self-confidence.
- 🕮 Realistic expectations of self
- 🕮 The ability to exhibit and model self-control in managing stress and frustration.

Q. Pro-social behavior: (Topic 255)

Developing pro-social behavior

- 🕮 Taking turns
- 🕮 Working with partner
- 🕮 Following directions
- 🕮 Working in a group or with others
- 🕮 Displaying appropriate behavior towards peers and adults

Q. explain 3 factors of social skill group lessons (Topic 258)

1. An explanation of why the group is meeting
2. A definition of what social skills are
3. An explanation of what is expected of each student during the group.

Q. characteristics of Social competence (Topic 259)

It is a skill that helps to:

Generate good social interactions among peers. Establish caring connections

- 🕮 Develop warm attitudes
- 🕮 Downplay violence and aggression among students Social competence is the ability to act in a caring and helpful manner towards others.

Q. Limiting factors of social development (Topic 264)

A child's connection with a:

- 🕮 Given family
- 🕮 Neighborhood
- 🕮 School may limit opportunities for social development

Lack of diversity in social interactions, at home and in school, may also limit a child's ability to be socially competent in various circumstances.

Q. why traditional punishment should be avoided. (Topic 266)

- 🕮 Traditional punishment and exclusion may provide a short-lived relief from disciplinary problems.
- 🕮 In the long term, punishment and exclusion are ineffective and can lead to renewed incidents of disruptive behaviors.
- 🕮 It is, therefore, important to teach social competence so that instances of problem behaviors can be reduced.

Q. what strategies can a teacher use to develop strong social competence among students? (Topic 267)

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The success of teachers and administrators in helping students develop social competence depends on their ability to:

- 🕮 Develop a school-wide culture of social competence
- 🕮 Infuse the curriculum with situation-specific social skills lessons that target key behaviors
- 🕮 Match the level and intensity of instruction to students' social skills deficits

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