

TEACHING STUDENTS TO GET ALONG REDUCING CONFLICT AND INCREASING COOPERATION IN K-6 CLASSROOMS pdf

1: Chapter Conflict Resolution and Power struggles

*Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in K-6 Classrooms [Lee Canter, Katia Petersen] on www.enganchecubano.com *FREE* shipping on qualifying offers. Your classroom should be a safe and comfortable environment where you and your students share common values and enjoy a sense of community.*

Moreover, the reasons teachers are resistant to the idea of incorporating cooperative learning in their classrooms are typically founded in misconceptions. Most of the causes of failure when implementing cooperative learning are explicable and largely avoidable. Technically, cooperative learning includes any form of instruction in which students are working together for a purpose. As we will examine in this chapter, the effects will be more powerful to the extent that certain ingredients are present. The more an activity requires mutual interdependence, collective problem solving, and striving for a common goal, the better chance it will have at achieving the potential that cooperative learning offers Johnson, et al, ; Webb et al, There are many reasons to decide that cooperative learning is worth the effort. Second, cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction Shindler, Third, the interpersonal and collaboration skills that can be learned in a cooperative learning activity teach skills that are critical for later personal and professional success. As we seek to create the most valuable, engaging and productive cooperative learning experiences for our students, consider how learning within a social context is different from learning independently. Recall our discussion of the social learning theory in the previous chapters. This will be true for both instructional and managerial goals. If you are incorporating cooperative learning because you think your students need a break from the routine and you want to try something a bit more social, you may be missing the purpose and the potential of this teaching strategy. Having students simply work in groups may be a nice change of pace and can be inherently more engaging for some students, but group work only scratches the surface of what is possible when students learn within a cooperative context. While this chapter will address how to manage any form of group learning, it is suggested that one consider tapping as much of the potential as possible that cooperative learning has to offer. Recall situations in which you were asked to work with others. Brainstorm a quick list of elements that were present in situations in which you felt motivated and ultimately successful. As we explore the practical aspects of effectively managing the cooperative learning activity throughout the chapter, you will undoubtedly develop a set of your own principles for an effective cooperative learning activity. The goals of effective management will be inherently relative to what each reader wants to achieve. Teachers using both the 1-Style and 2-Style approaches reading the chapter will likely differ in their management and instructional goals related to effective classroom management. Less Effective Cooperative Learning Activities More Effective Less Effective Activity has a psychological movement toward a goal and meets many basic needs in the process. Emphasis on the quality of the process. Emphasis on the quality of the final product. Structure supports the cohesion and social development of group members. Expectations are clear on both the implicit and explicit levels -- leading to focused effort, and low student anxiety. Expectations are untaught or left vague and result in confusion or frustration. Teacher interventions lead to the development of clarity and learning with the goal of tomorrow being better than today. Teacher interventions are reactive and only act to solve problems in the short-term, if at all. Leadership is defined by either: Students are able to share their outcomes with others -- resulting in pride in their accomplishments and reinforcing the ethic that learning is a constructive process rather than merely a process of fact retention. A few questions to ask yourself before you begin: What are my learning targets? Can the objectives that I am trying to reach be accomplished in a collaborative format? What benefits will the cooperative aspect bring to the learning? What will I need to change about my approach to teaching and management? Am I doing it haphazardly, or am I able to commit to developing a system for incorporating cooperative learning and making it work? Use your answers to these questions to make choices related to what you want to achieve in the area of cooperative learning. In the following sections you will be

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asked to consider a number of options related to the following: Each of the different activity designs will have different benefits and involve different challenges. For our purposes, we will reduce them here to a few general types: A brief description of each of these formats is offered in Figure The group works together to create a product or performance that meets certain criteria. The finished product is motivational. Provides the feeling of winning as a group. True interdependence is often required. Assessment choices will have a dramatic influence on the way the project proceeds. The group takes part in collaborative research using an inductive or deductive process. Inquiry-based learning is inherently authentic as well as engaging. The skills learned in this kind of activity lend themselves to real life applications, and meet many learning style needs. Inquiry-based learning may be unfamiliar to some students, and will need to be well structured. The process will need to be taught before it can be assumed that students will be able to apply it effectively. It is possible that students can be left behind in the process if they are neglected. Students examine information together and discuss it; then report their findings. The quality of thinking is better as a result of having more perspectives and the opportunity to process verbally rather than just mentally Slavin, It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else. Having effective expectations in place is critical, especially for such things as noise level, how to take turns, and listen effectively. Students are divided into like-sized groups. Those students learn a topic or skill; each group is then divided into new groups so that each group has a representative who can teach each topic or skill. This method can be an effective way to present content. Students learn to become experts and to teach to others. With large numbers it can be more efficient than presentations. The mechanics of the jigsaw are rather tricky at first, and will always require precise coordination of the teacher. Assessment is difficult in that the teacher cannot observe each presentation of content, so must use some other means to ensure quality Gunter et al, Graffiti Model. Groups are given a question or topic. For a set amount of time each group writes answers to the question on a sheet of paper. Groups then rotate to the next sheet of paper. When all groups have completed each station, the original group summarizes the findings for their question or topic. Groups are exposed to each question in the process. Insights from other groups help reinforce the benefits of working collaboratively. Each answer is completed with a depth that no single group could have accomplished. Logistics need to be clearly established or groups may be confused. Groups need to be encouraged to think independently, or they tend to replicate the comments of previous groups Gunter et al, Groups are given a task and can work together to produce one product or independent products depending on the choice of the teacher. The quality of the outcome is usually better. The process itself promotes learning and deeper processing of the material. Can be done soundly and reliably Shindler, Collaborative exams are only recommended for groups who have demonstrated advanced cooperative learning skills and levels of responsibility. Having individuals turn in independent products can be a useful compromise design. Students complete independent assignments, but are allowed to talk to one another and give and receive assistance and peer tutoring. Students learn how to teach one another and explain material in their own words. Students are free to interact as much or as little as they need to in an attempt to meet their goals and needs. Some students may use the time to socialize rather than attend to the academic task. Expectations need to be in place for what qualifies as an appropriate noise level, what constitutes cheating, and what actions qualify as an abuse of the privilege. When deciding which cooperative learning activity format is the best fit, reflect on your desired learning targets. Does the learning lend itself to inquiry i. Is there a product or performance that would logically come out of the activity? Would processing the content collectively bring added benefits when compared to having students process on their own? Design an Effective Task Structure To be effective, cooperative learning activities need to be approached intentionally. When we prepare a group of students for a cooperative learning activity, we are in essence preparing a team for a game. A useful principle to keep in mind is the following: Never ask students to process substantially new content and a new process at the same time. Pick one or the other. Let the students work with content that is at least a little familiar and not too threatening when you ask them to focus primarily on developing cooperative learning skills. When the students have grown comfortable with the dynamics and expectations of cooperative

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learning, they will be ready to work with content of any kind. Getting there should not take long. The task design elements to determine include: Creating Groups Upon examining the many factors involved in creating groups, it becomes readily apparent that this task needs to be undertaken thoughtfully. A good portion of potential management problems will stem from careless group development Lotan, ; Rubin, What is the optimal size for a group? Two students do qualify as a cooperative group, but if possible, consider creating larger groups.

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Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in K-6 Classrooms. by Lee Canter, Katia Petersen, Katia Peterson Practical, effective ways to reduce teasing, bullying, and fighting in classrooms.

Evans Encouragement training changes the way teachers run their classrooms and relate to students, resulting in students who are more involved, responsible, and academically successful. Because of strides in school reform, schools are becoming more democratic organizations. Yet teachers are usually trained in stimulus-response psychology—a psychology of traditional classroom management that runs counter to the democratic principles of school reform Graves, Schaps and Lewis. In short, what the reform movement has not addressed is the most critical aspect of educating: The encouragement model is designed to remedy this situation Evans. It reflects the belief that in order to transform schools successfully, we must give teachers the human relations skills they need to manage democratic, cooperative classrooms. Above all, we must train teachers to encourage their students. Toward these ends, we stress six practices Carlson et al. Making relationships a priority; Practicing encouragement and affirmation daily; Making decisions through shared involvement for example, classroom meetings; Resolving conflict; and Having fun on a regular basis. Of course we are not alone in viewing encouragement as central to learning. He believed that learning is only possible when children look hopefully and joyfully to the future. To equip teachers for this task, encouragement training is designed to bring about a fundamental change in how they view and relate to students in the classroom. The training addresses the human relations problems that teachers face daily—student discipline, responsibility, motivation, and their own isolation. We have found that this training must be introduced systematically at all levels of the school and that it is most effective as part of an ongoing improvement plan. In Pinellas County, Florida, three programs exemplify how our model works in practice. Creativity in ChildCare, a community service program that operates 39 centers in the public schools, including full-day preschools and before-and after-school programs for elementary and middle school students. Petersburg Challenge, a school for 4th and 5th graders who became discouraged in traditional schools. Involvement and Belonging The more students are involved in a cooperative atmosphere, the more responsible they become; and the more responsible they become, the more they feel a sense of belonging. Conversely, their sense of belonging gives them the courage to contribute and participate, and the result is a more cooperative and democratic classroom Meredith and Evans. The teachers in the Florida programs invite their students into the learning process by asking them to evaluate their own coursework with portfolios, self-evaluations, and so on. They also train students to conduct parent-student conferences, which replace parent-teacher conferences. Students help create rubrics, and they often work in teams. They manage their own discipline problems through classroom meetings. Traditionally, schools hold tryouts and judge winners and losers. Leanes, however, asked his students to develop a rubric for cheerleading. The students decided that cheerleaders must come to practice and the games; wear uniforms and no heavy makeup or jewelry; get along and be helpful; arrange their own transportation; and never eat, drink, or chew gum during the games. The result is that Carwise has 85 cheerleaders of every shape, size, and color. Everyone who met the criteria had the opportunity to belong. To Encourage, Not Praise To learn the language of encouragement, one must first distinguish it from praise. To praise children is to commend their worth. Praise can easily lead to discouragement by fortifying the idea that unless work is praised, it has no value. The focus is on winning the reward rather than on doing the task for the satisfaction that comes with learning Hitz and Driscoll. Research suggests that the common use of praise also works against a positive self-concept. In contrast, encouraging statements are less judgmental and controlling. They help children appreciate their own work and behavior while separating their work from their worth. Instead of saying "Thomas, your writing is great," thus evaluating the finished product, the teacher points out some strength or improvement, such as, "Thomas, I noticed you worked hard on this last paragraph. Ways to Discourage Half the job of encouragement lies in

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avoiding discouragement. In particular, a teacher can discourage students in any of five general ways Evans , Dinkmeyer and Eckstein Setting high expectations or unreasonable standards; Focusing on mistakes to motivate; Making pessimistic interpretations; Comparing people; and Dominating by being too helpful. Teachers can learn the various ways they discourage through a series of structured exercises. In our training, teachers role-played how they welcome a new colleague on the first day of school. They found themselves saying things like, "Only nine more months until summer vacation," "Whatever made you decide to become a teacher? For their part, newer teachers often reported encountering apathy, cynicism, and, occasionally, hostility from senior faculty who were weary from struggling with students and the bureaucracy. We all need to learn how some of our seemingly innocuous behavior irritates others. Grousing griping or complaining , for example, is a common behavior that is destructive to relationships, no matter how nicely it is done. In our grousing exercise, teachers are directed to think of a specific student or colleague and not grouse to that person for four consecutive days. Teachers who have followed through with this assignment usually were more encouraging, felt better about themselves, and reported improved, less tense relationships Evans and Corsini. This technique is an extremely good way to prepare teachers to apply the principles and practices of encouragement. Natural and Logical Consequences Using consequences in place of rewards and punishment in the Florida schools was the key to creating a democratic classroom atmosphere Glasser For example, a young boy who decides not to eat experiences hunger. He soon learns that eating lunch is to his own benefit. Only when consequences are potentially very harmful should a teacher step in. Understandably, many feel irresponsible if they do nothing. Teachers use logical consequences when they need to maintain order but cannot rely on natural occurrences to inhibit certain behaviors. For example, a student was constantly tipping his chair and the teacher did not want the natural consequence to occur. Therefore, the teacher removed the chair until the student agreed not to tip it again. In doing so, the teacher did not violate any of what I like to think as the four Rs of logical consequences. Most important, the teacher gave the student a second chance to sit in the chair appropriatelyâ€”without threats or bribes. In all these ways, the use of logical consequences differs from punishment. The teacher refrains from exercising his or her personal authority and imposing his or her will on the students; instead, the teacher allows the reality of the situation to play out. This is not an easy thing to do, but the more the teacher is able to let the situation take over, the better it will work. Consider this other strategy that a teacher used after attempting unsuccessfully to quiet his class. He informed the students that when they got noisy, he would leave the room and would return only when they decided to behave and sent someone to get him. The teacher recalled waiting on pins and needles. Eventually, two boys did come and get him, and since then, the students have been more cooperative. Using natural and logical consequences is one of several more advanced encouragement methods that help promote cooperation and responsibility. Others include classroom meetings and limited choices, described below, and conflict resolution. Managing Through Meetings Classroom meetings have several purposes. They are opportunities to make decisions about the operations of the class, to help students resolve interpersonal problems, and to give encouragement. They should also be fun. They also must teach students some very basic behavior, such as how to sit in a circle, give statements of encouragement, write agenda items, vote, and apply the characteristics of a logical consequence. In the three Florida programs, these meetings have turned out to be the most effective way to manage a democratic class. Teachers using the meetings have the best relationships with their students and the most orderly classes. Petersburg Challenge, 4th and 5th graders conduct the meetings to solve their problems. They also say encouraging things to one another regularly and resolve disputes by understanding how a consequence is related, reasonable, respectful, and promotes responsible behavior. For example, a group of students decided in democratic fashion to ask two classmates who were fighting to meet alone and work out their differences by talking about them. Petersburg students went on to challenge the classroom meeting process and voted to have no required homework. Their teacher boldly supported their decision, but she had the students write a letter notifying their parents of their decision and of the meeting process itself. Two weeks later, these students decided they would like to study subjects outside class. They

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asked to have an "assignment box" placed in the classroom—a box containing descriptions of topics beyond those covered in class that they could pursue on their own. By taking a chance and giving her students control over homework, this teacher won their cooperation. Her students have now advanced to the point where they use classroom meetings to help her decide ways of learning the curriculum. Teachers with Creativity in ChildCare have expanded classroom meetings into the Encouragement Exchange, a weekly meeting that teachers and other staff members may attend to discuss concerns and encourage one another. They may focus, for example, on a student, a staff problem, or a featured article or book. In all three Florida schools, the teachers begin their staff meetings with encouragement sessions. They may take 10 minutes of valuable time, but the sessions set the tone and reduce conflict. Limited Choices During encouragement training teachers learn how to foster responsibility by giving students limited choices. Teachers have asked their students, "Do you want to work on the even or odd numbered problems? They are more apt to work than ordering students around or engaging in power struggles. For example, one teacher reported that getting her students to the art lab frequently precipitated a power struggle. Out of desperation, she decided to ask, "Do you want to get to the art lab before or after I do? An obvious question is: What if the students had said they preferred neither alternative? In that case, the teacher would simply reply that these are the only possible choices. Naturally there will always be some students who will respond in this way, but for many others, the invitation to be involved in a decision will be a new experience. If the teacher continues to give students limited choices and a chance to talk about it, the practice eventually will pay off. Encouraging Parents, Teachers, and Classes Students are more apt to be encouraged if their parents and teachers are encouraged themselves. In fact, whole classes sometimes need encouragement. For these purposes, the Florida programs have used these additional techniques.

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3: Encouragement: The Key to Reforming Classrooms - Educational Leadership

Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in K-6 Classrooms by Lee Canter, Katia Petersen starting at. *Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in K-6 Classrooms* has 0 available edition to buy at Alibris.

For years, resolving such conflicts for children filled my days. I lost valuable teaching time, and the children learned nothing about resolving their own conflicts—or preventing conflicts from happening in the first place. Finally, I began teaching student-to-student conflict resolution protocols. Once children learn these protocols, pairs or small groups can independently explain their upsets to each other, come up with reasonable resolutions, and follow through with changes in their behavior. But before children can learn to use any protocol independently, they need a firm grasp of some basic social skills: Cooling off when upset Speaking directly to each other Speaking assertively, honestly, and kindly Listening carefully to others and accurately paraphrasing their words Proposing solutions and agreeing on a solution to try You can teach these skills intentionally, whether or not you plan to move on to independent student-to-student conflict resolution. I begin during the first weeks of school. And teaching basic skills yields powerful benefits: My techniques for teaching the five skills always included whole-class discussions. Some of the richest of these were explorations of literature in which characters experience conflict. I also used teachable moments—moments when a conflict had just erupted. Using the teachable moment Beginning with the first days of the school year, students have predictable conflicts about sharing materials, choosing work partners, or deciding whom to play with. These are times when you can teach the basic skills by guiding the children in navigating a difficult interpersonal moment. A classic teachable moment arose on a beautiful fall day one year when I was teaching second grade. It was recess, and the playground was full of second graders running, swinging, climbing, and tossing balls. In the seven-step conversation that followed, I introduced the basic skills and gave both girls opportunities to practice as we worked together on solving their problem. My comments to you are in italics. The children cool off. Taking steps to calm ourselves allows us to do the clear thinking and careful listening needed for peacefully resolving interpersonal problems. The first child aggrieved party states the issue. Make sure you look at her. Instead, they were going to talk to each other. She needed a sentence starter. The second child listens and paraphrases what he or she heard. Listening and paraphrasing; Speaking directly to each other Joanne was defensive, ready to explain how she was in the right. It also helps the partner feel heard. I stopped her again. Right now you just need to let her know you listened by telling what you heard. Sometimes they need to have their partner repeat what he or she said. The second child states his or her point of view. This helps them wait their turn and focus on listening. The first child listens and paraphrases what he or she heard. Clearly, Emily also needed help suspending the urge to argue her case and instead paraphrasing so her partner feels heard. The process continues until both children feel they have been fully heard. Joanne shook her head. Unspoken grievances will fester and result in more conflict, sooner or later. The children reach a solution. The two girls ran off to enjoy the rest of their recess. The next day I watched to make sure they followed through on their agreement. They did, playing happily with each other. Agreeing on a plan is one thing; actually following through is another. When children are just learning to resolve interpersonal problems, they especially need your supportive check-in to make sure the agreed-upon solution is working for both of them. Teachable moments turn into lifelong skills When we patiently guide children in using basic problem-solving skills when conflict erupts, we get them back on track so they can continue their academic and social learning. But we also accomplish much more than that. We nurture in them kindness, consideration of others, respectful assertion of their needs, and cooperation. These are habits and skills that will serve them well for a lifetime. Caltha Crowe has nearly forty years of experience teaching elementary school.

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4: Coaching Children in Handling Everyday Conflicts | Responsive Classroom

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In fact, it is not necessarily a sign that there are problems with the classroom management or with the health of the classroom community. But it does often lead to unhappiness, discomfort, and or the need for members of the class to emotionally withdrawal or attack. So making sense of conflict, and providing our students with the skills, knowledge and dispositions to process it effectively is essential to creating a functional democratic classroom. Where does conflict originate? It comes from many sources, and it takes many forms. Sometimes it is brought into the class from the outside, and sometimes it is created within the class. Either way, when it is examined with a sufficient amount of awareness, it can be a useful means to personal and collective growth. Our job as teachers is to help our students see that conflict can be an opportunity, rather than just a source of grief. In the most recent classrooms that you have observed, was there conflict present? What form did it take?

Exploring the Most Common Sources of Conflict

The most common sources of classroom conflict include the following: Students have competing ideas. As teachers, some of us are more comfortable working in an arena with conflicting and competing ideas. Research into teaching style suggests that harmony-seeking Feelers which make up a majority of teachers tend to be less comfortable than logic-seeking Thinkers with the emotional climate that is created when disagreement is present Myers-Briggs, But suppressing conflict can also suppress getting at what can be the meaningful essence of an issue or idea. So Feelers need to consider tolerating some healthy conflict in the name of learning. Conversely, the Thinker teacher should be aware that the feeling half of his or her students might not view argument and debate as the source of stimulation that they do. They need to recognize that what they see as healthy conflict or directness can lead to real discomfort, and can even turn off or shut down some of their students. In general, intellectual conflict is a powerful ingredient in a classroom that needs to be treated with care. And above all, we as teachers needs to model effective communication skills and conflict resolution. We need to help them learn the skills of self-expression, while keeping the dignity and respect of others paramount. Helping students keep in mind that their ideas have changed over time and will undoubtedly change in the future can be useful. As they better distinguish their ideas from themselves, then they find it much easier to discuss them without getting defensive. We as teachers need to allow students to disagree and permit them time to process those emotions. As they learn that not always being right or having others agree is not the end of the world, they become more comfortable with self-expression and less fearful of conflict. It may be worth getting to know how your students react to conflict. Why do some students always need to be right? Why do some students feel so personally attacked when someone disagrees with their idea? How can we help our students express themselves and feel safe? In addition, we need to help students express their ideas in ways that do not attack others. Practicing how to phrase opinions at the beginning of the year is time well spent. Putting the exercise on butcher paper and leaving it on the wall for a few weeks to refer to may be helpful as well. And as we continuously need to keep in mind the most powerful learning in this area will come from the modeling of the teacher. So model what you want to see from your students. Expect this to be more challenging than it sounds.

Students have Competing Needs and Desires.

No matter how clear our expectations. No matter how well understood our social contract. No matter how well we promote community among the members of the class, we know there will be some level of conflict that comes from students competing needs and desires. But the difference between a democratic classroom with an intentional process for dealing with conflict and an authoritarian classroom where the teacher acts as the judge is that in a democratic classroom, conflict is an opportunity for all parties to grow, while in an authoritarian classroom, conflict is just a source of trouble for all concerned. Moreover, in a democratic classroom, each conflict leads to more learning and skill building, which leads to more effective conflict resolution and less future pain and suffering. Teacher-based resolutions

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lead to dependent and passive students who learn little about how to deal with the conflicts that arise in their lives, in or out of the classroom. What Teachers should avoid with regard to conflict between students: This leads to the advantage of the advantaged. The powerful will ultimately use the vacuum of justice to get their way over the less powerful. This sends the message that students are too immature to solve their own problems, and impedes their moral and social growth. Siding solely with the victim. Be empathetic, but being used as a tool to get back at an aggressor will lead to more dependence and a cycle of victimization for the weak party and an identity as a bully for the aggressor. The more you encourage it, the more you will get it. You encourage it by acting as judge, siding with the victim, or not encouraging students to seek their own solutions before they come to you. What Teachers should encourage with regard to conflict between students: An effective and uniform system helps support a sense of safety and learning for students. I-messages and empathy are difficult skills to learn, but they are effective and save a lot of pain and suffering. It may feel difficult not to intervene at first, but as time goes on you will be surprised at how empowering it can be for the students, especially those that have previously been dependent on adult interventions. Too often conflicts escalate because students all feel the need to point out the misbehavior of other students. If a conflict or a series of conflicts send the message that something is not working, use the opportunity to brainstorm a contract modification. This activity can be a very conspicuous opportunity to model the principle "conflict is an opportunity for growth. It may take the form of resistance stemming from a feeling that basic needs are not being met. It may take the form of mistrust, if you are inconsistent with your consequences, or use arbitrary punishments. But in one form or another, student discomfort will lead to conflict. Create a safe, needs satisfying, consistent classroom climate and you will have to do a lot less conflict resolution and power struggle management. As you have been asked to do throughout the book, reflect on the relationship between teacher action and student reaction. Recall classrooms in which there is nearly no conflict, and other classes in the same school in which there is a great deal. What is the difference? In your opinion how much of the conflict in any class is created both directly and indirectly by the actions of the teacher? Even if you are being successful at creating a healthy needs satisfying classroom where the expectations are clear, there are bound to be cases in which your needs and those of your students will be at odds. Sometimes just explaining the rationale behind your expectations can help student see why they are necessary. Sometimes it may be necessary to engage in a process of problem solving to achieve understanding. For example, a teacher may have a homework policy that makes perfect sense to them, but a good number of their students do not do most or all of their homework. In cases like this, it is important that we listen to our students needs. Ask them what they would change in the policy to ensure that everyone came with their homework completed. After listening to suggestions, you can find a practicable compromise that works for all parties. Chapter Reflection 15 "e": Recall our discussions in Chapters 6 and 11 related to boundary setting. It can be a potent tool for the teacher to promote clear expectations and student empowerment, but can also lead to an excessive amount of bargaining if it is not done intentionally, and proactively. Students bring in displaced anger from outside the class that plays out in conflict dramas and attempts at power struggles. Following the steps outlined below for dealing with a power struggle can help strengthen the social contract, keep us from getting hooked into something destructive, and lead to a growth opportunity for the student. Having a system for conflict resolution in place for our classroom or school can have many positive benefits. First, it will reduce the amount and intensity of the conflicts that do occur. Second, it will help students build useful skills to solve their own problems - skills that will be valuable both within the school walls, and outside in their homes and communities. Third, the conflict resolution skills discussed below will act to promote a deeper sense of responsibility, community and success psychology among the student body of a school or classroom. Naomi Drew, author of the book *Hope and Healing* offers a 6-step process for successful conflict resolution. It can be used by students for self-mediation, or used by a peer mediator. These steps provide a useful framework for examining how to make a conflict an opportunity for growth rather than disharmony. Help students develop the habit of taking a moment to turn their attention inward and notice that they are most likely wanting to react

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out of a pain-based mechanism whenever they feel they have been hurt, threatened or wronged. This pain-body reaction blinds us to reason, and actually desires to invite more pain and tries to escalate the drama and the conflict to achieve this. Just helping students develop their awareness alone will save a great deal of suffering for all parties over time. Help the students consciously witness the tendency within them for the pain reaction to rise when first confronted by a conflict. As Tolle suggests when one brings conscious awareness to the inner pain reaction, it will begin to fade. Then the student can then begin to shift their attention away from the past where the pain-body wants to keep it into the present moment where they will be able to think rationally. Once they feel they are ready to approach the problem constructively, they are ready to go on to the next step and engage with others to problem solve. Can you recognize this pain-body reaction within yourself when it arises? We all have a pain-body, and while the triggers may be different e. When the pain-body reaction arises, notice how you actually desire more pain and a perpetuation of the angry emotions. Seeing it within yourself will make you much more effective when you see it arise within your students. The result will be an escalation of pain as each participant engages in the pain-feeding frenzy. On the surface, this may appear like communication, but in reality, it is simple two people using each other to supply their inner pain-mechanism and defend their egos. If we examine it closely, this is what is going on in most arguments. And it is important to remind participants that both events and feelings are useful information at this stage in the process.

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