

Final Paper: Five Recommendations

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In this final paper, the content being referenced will regard student behaviors in the classroom. There are five recommendations which this paper will cover: building student's self-esteem using Charles Cooley's Looking Glass-Self theory, choose transitions wisely using Ivan Pavlov's Classical Conditioning, when to guide students to learning success with Lev Vygotsky's Zone of Proximal Development, setting achievable goals with Erik Erikson's industry versus inferiority theory, and a three sticky note system using B.F. Skinner's Operant Conditioning. For each recommendation, there will be a technical statement, a statement in everyday language, justification of the recommendation supported by citing theories and studies, and an example of how to apply the recommendation in the classroom setting.

Positive behaviors are needed to create a safe learning environment for the students to feel they can express their thoughts. When student behavior is at its peak then students are at the optimal learning moment and environment. Minor adjustments will be needed along the way, but each teacher can navigate these behaviors as they come with the strong routines and procedures which have been set up in the classroom starting at the beginning of the school year.

Building Student's Self Esteem

Charles Cooley came up with a theory called the Looking Glass-Self in 1964. This theory is based on how people see themselves through other people's perspectives. "This process, known as the looking-glass self involves looking at how others seem to view us and interpreting this as we make judgments about whether we are good or bad, strong or weak, beautiful or ugly, and so on." (Arduini-Van Hoose, 2020) Students can view themselves on how they feel the world sees them. It could come from family, friends, teachers, movie stars, or even people standing in the checkout line. "They all have something to teach us within our community." (Khan Academy, 2015) The looking glass-self is a theory in which students tend to look at themselves as they

think others look at them. Meaning, if a student were to be told, and believed what is said, they are smart, important to others, needed in class, and kind, then the student would believe themselves to be smart, important to others, needed in class, and kind. When students are treated with kindness, respect, and caring citizens in our classroom, then they feel as if they are kind, respectful, and caring citizens in the classroom. What this demonstrates to teachers is students need to know that their teacher is one of their biggest fans to help them grow and flourish in any subject area or even outside of class events. When students feel they are supported and cared for there is a mutual respect between both the teacher and the students.

When working with a student that does not know the math content as strongly as others, meeting with them one-on-one, or small group, before a new unit of study, to build their foundational skills will help them feel successful. When students feel successful they are more likely to behave in class and even try to help others. A sign that they see themselves as worthy and have high self-esteem. When redoing an assignment, it is similar to building schema before starting a new unit. Meeting with a student one-on-one, or small group, and giving them the chance to redo their work before grading the assignment will go a long way. When giving students guidance in learning helps build confidence. Let the student know what they are doing well. This gives them a confidence boost. When students feel as if they are seen in a bad light either with behavior or academics they begin to believe they are not seen in a good regard then they could become less confident and not perform at their top capabilities. So, when in doubt as a teacher working with a student - cheer them to success. We can be one of their biggest cheerleaders. Let them know where they did great work in a skill or problem and give feedback with specific details as to what they did well and what they could do better. Two wonderful

things they are doing and one specific detail about what could be done better is a great way to lead them to success. Critiquing is a powerful tool when used appropriately.

Choose Transitions Wisely

Ivan Pavlov's Classical Conditioning theory is about using procedures to teach a task. A neutral stimulus is given, an unconditioned stimulus follows, and the unconditioned response is set after a few practices of a routine. (Arduini-Van Hoose, 2020) In other words, practicing a task will lead to knowing what will happen next. Pavlov tested animals in his lab to see if his theory would hold. Each animal would follow the same steps over and over again with the same outcome. Eventually, the animals knew what to do and what to expect each time the neutral stimulus occurred.

Following a procedure the same way time and time again is the main goal. Routines are an important part of the classroom, they help keep classroom management in check, and are essential for students to know the expectations set. Pavlov's Classical Conditioning theory supports that routines are needed in the classroom. According to Arduini-Van Hoose (2020) "Your role is to be aware of the classical conditioning paradigm and use it to build positive associations between your teaching activities and learning." In math class, teachers use a math rotation system for students to travel through and meet each station during math time. When it is time for transition between stations, do the transition the same way each time. Give a two minute warning that students' time in the station is about to come to a close and should be wrapping it up and cleaning up, set a timer, ring a bell, or even have a particular ringtone so students know the time is up, and move onto the next rotation. Students know exactly what to do after days or weeks of practicing the routine. When students know how to transition from one rotation to the next, they are more likely to transition quicker, faster, and with less behavior issues. It is as if it is

second nature to them to move from one station to the next. Pavlov's theory is working in your classroom. There are many other ways to set this up and there might be some teachers who do not even realize they are already doing so in their classroom, such as going to lunch, recess, or specials. Pulling out a lunch box or grabbing our whistle, are signals to the students they are about to go to lunch or recess. They can no longer be surprised. (Khan Academy, 2013)

Guide Students to Learning Success

Lev Vygotsky's Sociocultural Theory plays a large role in our culture of academics. The zone of proximal development has a big significance in the classroom when building schema and scaffolding the material for students to learn. Zone of proximal development is when and how a child is able to learn best. This means the student can learn with guidance from the more experienced learner and/or teacher. The zone of proximal development is the distance between what a learner can do without help and what the learner can do with support from someone with more knowledge or experience. (Arduini-Van Hoose, 2020)

As a teacher, we are striving to show students are growing and making progress from one test to the next. There is data collected at the beginning, middle, and end of the year to show growth happening and taking place. Though, how does a student grow? Vygotsky's zone of proximal development explains the best time the student can learn. That is when they are being guided by another with more experience who can help the student build a scaffold of knowledge, so they understand the content. When the more experienced learner guides the less experienced learner with probing questions and giving them step-by-step instructions to learn at their own pace, this allows them to build upon prior knowledge and self-reflect with what they knew and what they now know. Probing questions and step-by-step instruction can be used at the small group table or one-on-one meet ups instead of the whole group as not every single student in the

room needs the same scaffolding. When meeting with students on their level, teachers can grow the students more effectively. Using the theory zone of proximal development is a great tool to help students grow in the beginning, middle, and end of year assessments in the data used to decide small groups and what needs to be taught. Utilizing the student's zone of proximal development allows the student to self-reflect about their own understanding and self-development. (Guavain, M. & Richert, R. 2016)

Setting Achievable Goals

Erik Erikson's industry versus inferiority is when a child (student) develops a sense of mastery and competence. This is when the child begins to have the feeling of being "competent and worthy in the eyes of the world at large, or more precisely in the eyes of classmates and teachers." (Arduini-Van Hoose, 2020) The skill of industry is for the student to have become successful and have the satisfaction of a job well done and skills learned. "If not, the child risks feeling inferiority compared to others." (Arduini-Van Hoose, 2020)

As teachers, setting goals is a way to help the student grow. When a student is seeing themselves grow through the industry stage, they are learning about who they are and that they can be successful students. The goals will need to be realistic. If the student is struggling with subtracting then their goal should not be to master long division. Step back and set a goal of working towards subtraction without regrouping at 80% mastery before moving onto subtraction with regrouping at 80% mastery. Once those two are accomplished the teacher can guide the student to multiplication up to four by one, then long division. All depends on what the student needs. When working with the student, be careful to not hint at perfectionism, but rather that the teacher sees their effort and the growth the student has made in such a short amount of time.

Making academic goals beyond reach could lead to the student losing confidence. (Arduini-Van Hoose, 2020 p. 336)

When students are setting goals in the classroom, help them with finding more than one goal. There could be one for reading, one for math, and one for behavior, if needed. Setting goals is a confidence booster when met. These goals are sub-goals to reach a big goal at the end of the school year and that is moving onto the next grade level. Remind the students that when a big goal (moving onto the next grade level) is broken down into little subgoals they are able to reach the big goal in a way that is not as overwhelming.

Three Sticky Notes

Psychologist B. F. Skinner proposed a theory that learning “is the result of consequences based on the law of effect” theory by psychologist Edward Thorndike. (Arduini-Van Hoose, 2020) Skinner’s theory is referred to as operant conditioning. “Operant conditioning focuses on how the consequences of a behavior affect the behavior over time. It begins with the idea that certain consequences tend to make certain behaviors happen more frequently.” (Arduini-Van Hoose, 2020) Arduini-Van Hoose continues to discuss positive and negative reinforcement and positive and negative punishment. When referring to a positive reinforcement or punishment situation it is being added to. When referring to a negative reinforcement or punishment it is taken away from. Reinforcement is an event which increases the behavior while punishment is an event that decreases the behavior repeating.

Teachers can encourage students to learn, make friends, or make good choices with guidance when a topic is confusing instead of a paper with red marks. Teachers everywhere have one student that pushes the boundaries in the classroom. If the student that normally pushes the boundaries is absent then another student pops up and takes their place. Students know what they

are doing. Setting firm boundaries and expectations does not always help with some students. A recommendation is to use Skinner's operant conditioning in the classroom by helping the student see they can behave as the others students do. Sometimes a student needs an extrinsic reward to complete a desired behavior.

A common misbehavior in class are students calling out during mini lessons. The desired behavior is for the student to raise their hand and wait to be called on before answering. When this happens repeatedly, the teacher would speak with the student ahead of time one-on-one and let them know about the three sticky notes the teacher will put on the student's desk. If the student calls out in the mini lesson then the teacher will quietly walk by and take a sticky note. Nothing is said to the student as the sticky note is a visual cue to the student they spoke out of turn and the teacher is simply taking the note as a non-verbal cue for them to remember they wait to be called on. If the student shows the desired behavior then the teacher will leave the sticky notes on the desk. When a sticky note is left on the desk then the student earns a reward. If no stickies left then no reward. The key is to have the discussion one-on-one with the student ahead of time so they know the expectations. When the student has earned three or more rewards then the teacher can lower it to two sticky notes. Make it a challenge for them. "Are you up for a challenge today? I think you could do this in two sticky notes!" Let the student know you believe in them by the enthusiasm in your voice. The sticky note system works best in short time frames as all year round.

Utilizing the three sticky notes is a negative punishment (taking a sticky note) and positive reinforcement [reward when having kept the sticky note(s) so that they continue to behave well in the whole group setting]. Teachers are able to use this to help a student see how they can do better in a whole group setting in order for other students to learn and understand

better, as well. Every student is different and not everyone will note work well with taking away any item, including a sticky note. It is a tool meant to help and guide a student to self reflect.

Conclusion

Each of these five recommendations for teachers to take into consideration are to help with student behaviors in their classroom. They come with 20 years of experience in the classroom of 3rd and 4th graders. These have been used and tested in the classroom; many fellow coworkers have found success using each of these, as well. They are considered to be tools in a teacher's toolbox. With a little bit of practice with each one of these recommendations a teacher can help any student in the classroom understand the content, focus on their work, and be able to apply their knowledge to learn better when practicing the content. Maybe they can use classical conditioning on themselves.

References

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