**Question:**

**After reviewing Chapter 12 of the text, do you think communication (oral and written) plays a role in behavior management?  Elaborate on why or why not.  Support your ideas with one outside academic source from the Ashford Library and the textbook.  What are three to four of the most important variables you will include in a management plan (classroom and/or any type of supervision) in your future profession and explain why they are important to you?  Your initial post should be 300-words minimum.**

After reviewing Chapter 12 of the text, I do think that communication plays a role in behavior management. Effective communication, both by the educator and students is required for a respectful and well-organized learning environment. Educators must practice management by using time-management skills and planning build children’s cognitive framework and get them ready to learn (Hall et al., 2014). This is also related to content management, for example, putting up different turkey-related crafts on the walls of the classroom to get students ready to make Thanksgiving Day turkey crafts. My effectively communicating what the teacher expects of the students, students have a better chance of managing their behaviors effectively. Conduct management has to do with managing how students conduct themselves (Hall et al., 2014). Rules help with this, by teaching students what is expected and allowed. Moreover, these rules must be rational, beneficial to the learning environment, and it helps if they make sense to students (Hall et al., 2014). Judicious discipline requires kids to take responsibility for their own behavior and get alone well with others (Hall et al., 2014). If rules are explained, children are more likely to follow along with the appropriate behaviors and work well with others. Choice theory maintains that if teachers help students meet their five needs, that students are more likely to behave appropriately (Hall et al., 2014). These are just some of the methods teachers can communicate to students in order to help kids with behavior management. The oral communication between students is also important in managing the overall behavior of a classroom. Covenant management needs to occur, which involves students building relationships with each other, improving their communication skills, and understanding that unconditional positive regard for others is required (Hall et al., 2014). If students are not managing their behaviors, behavior modification may be necessary. This may require teachers and students getting together to develop a plan to change behavior, going through a value judgement with the student, and making sure to not punish or criticize if the appropriate behavior is not always met (Hall et al., 2014). All of these things are important in managing student behaviors, because if these variables are not taken into consideration, the classroom can turn into a chaotic and turbulent learning experience.

 It is even more important to manage behaviors through the use of effective communication strategies with children dealing with ADHD and ODD (Barclay et al., 2001). Communication training, behavior management training, and the combination of both therapies can help children with ADHD and ODD learn to better manage their behaviors by communicating effectively to solve problems. Kids with these disorders are more likely to get into conflict with their parents and teachers, and that’s why it’s very important for these children to learn how to effectively communicate and modify their behaviors to appropriate with what is expected of them in society (Barclay et al., 2001). For some reason that is not yet clear through research, the combination of communication training and behavior management training is found to be a more positive and worthwhile experience than either therapy on its own (Barclay et al., 2001). Thus, communication is definitely important in behavior management, both for healthy children and those with ODD or ADHD.

References

Barcley, R. A., Edwards, G., Laneri, M., Fletcher, K., & Metevia, L. (2001). The efficacy of problem-solving communication training alone, behavior management training alone, and their combination for parent-adolescent conflict in teenagers with ADHD and ODD. *Journal of Consulting and Clinical Psychology, 69*(6), 926-941. DOI: 10.1037//0022-006X.69.6.926

Hall, G.E., Quinn, L.F., & Gollnick, D.M. (2014).  Introduction to teaching: Making a difference in student learning.  Los Angeles: Sage Publishing.