

# Innovation Proposal for INS Miquel Biada

## From a punitive approach to the Logical consequences Methodology

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### Introduction and Context

- School: INS Miquel Biada (Mataró)
- Classes: Second of ESO D and E
- Aim: To offer a classroom management methodology that deals preventively and actively against confrontations about homework and classroom materials, supporting proactive planning against reactive punitive approaches.
- A secondary aim of this project was that the changes had to develop students' autonomy and look and feel natural to them.
- The procedural and goal conflicts observed in those classes hindered the normal development of the sessions. (Homework and appreciation for classroom materials)
- Every issue is today addressed with "tutorías" and "fullos de conflictes", whatever their origin is.
- Questionnaires and interviews were used to provide data on the issue.
- Tutor of second of ESO E: "these students lack self-management skills and lack the maturity to not let themselves get carried by momentum or assume their responsibility."

### Framework

- Not attending classroom management could have serious consequences for students and teachers alike. (Armstrong, 2016)
- Behavior and limit testing reflects how students figure out the world around them.
- Punitive strategies are not a deterrent for strong willed students to act wrong again. The relocate the problem in time and space. They inspire, like authoritarian stances, to rebel.
- **Logical consequences** (Mackenzie & Stanzone, 2010):
  - Are authoritative (Elliot, 2016)
  - Are experiential learning opportunities
  - Is a form of restorative justice
  - Promote self-efficacy (Hallett F. & Hallett G., 2016)
  - Are proactive (Henley, 2006)
  - Can look fair and legitimate to the eyes of the students.
- All key features, according to literature, to deal with behavior in a more sensible manner.

### Bibliography:

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### The Innovative proposal

- It is not a power struggle, control your tone and body language.
- They need to be consistent and temporary.
- Try to have parents and the teacher community on board.

#### Step 1: Rules

- Use the first 2 weeks to inform the students of everything they need to know beforehand.
- Include what noncompliance encompasses and introduce classroom jobs.

#### Step 2: The classroom rental center

Everything the student needs to borrow for one reason or another will be available to them in exchange for taking care of one classroom job.

#### Step 3: The time bank

Account for the students' non handed in homework by adding time to their accounts in the bank.  
Set the make-up sessions in the students free time. The loss of that valued time is the consequence.

### Conclusions

- This paper has targeted two problems in particular, homework and lack of responsibility towards materials.
- Logical consequences matches these students learning style, which their teachers described as experiential and mostly guided by their feelings.

The inefficacy of punitive models opens the door to the school to make new considerations.

#### Weaknesses:

- Cooperation and the will of the students to participate is key.
- It does not deal with challenging behaviors.
- Students with autism, dyslexia, adhd, sebd, ocd conduct disorders, anxiety disorder, intellectual disabilities, post-traumatic stress or specific language impairments are not addressed.
- It needs more testing.

#### Final remarks:

- Thought-out classroom structure is imperative.
- Teachers need to develop skills that allow them to understand what moves students and to create a healthy environment in which people can first coexist to be able to learn.
- Personal growth.