



Interesting Facts

About Person Centered Classroom Management

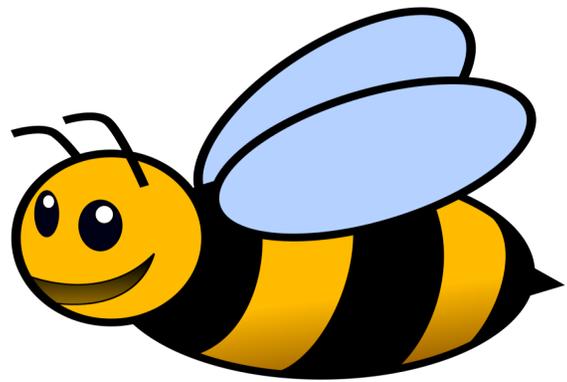
Consistency Management and Cooperative Discipline (CMCD), a person centered model developed by H. Jerome Freiberg, includes the initial work of Carl Rogers and is a well known classroom management strategy. CMCD has earned the following accolades:

- CMCD teachers and students gain 2.6 to 5.4 weeks of instructional time for learning.
- CMCD was included in a meta-analysis review and listed as one of a few programs that improved mathematics achievement.
- CMCD improved student discipline and reading in a national study.
- South Carolina recognized CMCD for dropout prevention.



THANKS FOR READING!

BUZZ BACK SOON



The Honeybee Hives Person Centered Classroom References

Person Centered Website

Consistency Management & Cooperative Discipline. (n.d.). Retrieved April

25, 2015, from <http://cmcd.coe.uh.edu/>

**Person Centered Journal Article*

Freiberg, H.J, & Lamb, S.M. (2009).

Dimensions of Person-Centered

Classroom Management. *Theory Into*

Practice, 48(2), 99-105.

Person Centered Journal Article

Walker, J.M, (2009). A Person Centered

Approach to Classroom Management.

Theory Into Practice, 48 (2), 95-98.



Mrs. Henderson's Honeybee Hive Presents

AN EDUCATORS GUIDE TO PERSON CENTERED CLASSROOM MANAGEMENT



For more helpful learning tools, please visit,

<http://studentweb2.reinhardt.edu/psoe/Henderson138660/index.html>



WHAT IS PERSON CENTERED CLASSROOM MANAGEMENT?

Origins

- The term person centered first appeared in the fields of counseling and psychology. It centers around teachers and students both seeing each other as people and not just as the roles they play in the classroom.
- Concept developed by Dr. Carl Rogers, who wanted to merge the ideals of humanism and behaviorism to create a new person centered strategy.
- Concept was highlighted in his classic work Client Centered Therapy in 1951.
- In 1969 Rogers transitioned to schools with his book, Freedom to Learn, which applied his person centered principles into classroom environments.

Present Day

- The third edition of Freedom to Learn was co-authored by H. Jerome Freiberg in 1994.
- Freiberg incorporated and expanded on Rogers' work providing more research on person centeredness specifically as it relates to the practice of classroom management.
- Freiberg has since created the CDCM model of person centered classroom management.



WHAT ARE SOME PROS & CONS OF PERSON CENTERED CLASSROOM MANAGEMENT?

**Pros*

- Leadership is shared.
- Management is a form of guidance.
- Students are facilitators for the operations of the classroom.
- Discipline comes from the self.
- All students have the opportunity to become an integral part of the management of the classroom.
- Rules are developed by the teacher and students in the form of a classroom constitution or compact.
- Rewards are mostly intrinsic.
- Students share in classroom responsibilities.

Cons

- Requires educators to make students responsible for their behavior which takes some of the educators control away.
- Requires educators to show unconditional positive regard to students at all times, even when they are misbehaving. This practice can be hard for some.
- Student consequences reflect individual differences that educators must keep up with.



HOW IS PERSON CENTERED CLASSROOM MANAGEMENT IMPLEMENTED?

Person centered classroom management is implemented using the following four principals:

- 1. Social-Emotional Emphasis:**
Delivering a nurturing and positive climate enables students to take risks, build trust, and develop a strong sense of community.
- 2. School Connectedness:**
Students take on responsibilities and have some degree of responsible freedom and choice within the classroom.
- 3. Positive School and Classroom Climate:**
Teachers must establish caring interpersonal relationships with students. The classroom climate is warm and productive, a place where students feel safe to express their ideas/opinions and make mistakes.
- 4. Student Self-Discipline:**
Teachers help students develop socially, emotionally, and academically, using responsible consequences with the goal of self-discipline.