Chapter 10
Improving Student Classroom Behavior Through Nonviolent Classroom Management and the Implementation of Emotional Intelligence for Educators

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ABSTRACT

This chapter explored nonviolence classroom management tools and the self-actualization of emotional intelligence (EI) focused on education in the United States (U.S.). The purpose of this chapter was to convey to educators that their attitude or behavior can negatively or positively affect student engagement and classroom management. The aim is to create an atmosphere of positive reinforcements for students to develop and grow, using EI as a tool to examine classroom behaviors. The authors discussed the behavioral problems and facets many present-day schools in the U.S. are confronted with on a daily basis. The implementation of positive behavioral interventions and supports (PBIS) as nonviolent interventions for classroom management is covered. For comparisons, research directions were explored from a universal perspective to include multinational countries. The chapter concluded with a summative conclusion to include thoughts on improving student classroom behavior through nonviolence classroom management and implementing EI for educators.

INTRODUCTION

School disciplinary processes are for students who have violated the school rules. There are many different types of levels of offences, such as drug activity, stealing from others, fighting over a member of the opposite sex, dress code violations, cheating on tests, bringing weapons to school, pulling pranks on school grounds, or bullying. The incidents emphasized the obligation and relevance of educators working together with parents, community partners, and school staff for the betterment of the students. The implementations of proven nonviolent disciplinary strategies or interventions, such as Positive Behavioral Interventions and Supports (PBIS), to improve classroom management allow for the objective of preventing incidents such as Columbine High School and Marjory Stoneman Douglas High School from happening. Additionally, educators who are more aware of their emotions and the emotions of their students may be more effective at classroom management and at leading students toward goal accomplishment by keeping students engaged (Kang, 2017).

Educator’s behavior can negatively or positively affect student engagement and classroom management (Strati, Schmidt, & Maier, 2016). Educators having negative attitudes toward students, develop their behavior within the first few weeks of school. The negative attitudes tend to be display throughout the school year (Safran & Safran, 1985). The education system in the United States has been under attack for the poor quality of education that benefits from it, low graduation rates, ineffective educators and a multitude of other issues that hinder the system. Markow and Pieters (2011)
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