



**Illinois Wesleyan University**  
**Digital Commons @ IWU**

---

John Wesley Powell Student Research  
Conference

2018, 29th Annual JWP Conference

---

Apr 21st, 9:00 AM - 10:00 AM

## **Classroom Management: Behaviorism and Student Productivity**

Kelly Kaveney  
*Illinois Wesleyan University*

Follow this and additional works at: <https://digitalcommons.iwu.edu/jwprc>

---

Kaveney, Kelly, "Classroom Management: Behaviorism and Student Productivity" (2018).  
*John Wesley Powell Student Research Conference*. 4.  
<https://digitalcommons.iwu.edu/jwprc/2018/ESposters/4>

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at the Ames Library at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

# Classroom Management: Behaviorism and Student Productivity

Kelly Kaveney and Leah Nillas\*

*Educational Studies, Illinois Wesleyan University*

## Research Question

- How can the implementation of classroom management strategies regarding student behavior create a conducive learning environment for all students?

## Literature Review

- “It’s an entire philosophy, an attitude and sense of confidence that needs to become intuitive” (Willis, 2012).
- Research often included elementary rather than secondary education classes, and some studies were set in environments different from where I conducted my studies.

## Methodology

- Participants consisted of 29 Honors English II students in a public rural school district.
- 25/29 students identified as white/caucasian.
- 17 Females, 12 Males.
- I collected data by looking at students’ behaviors in the classroom while testing various classroom management techniques.

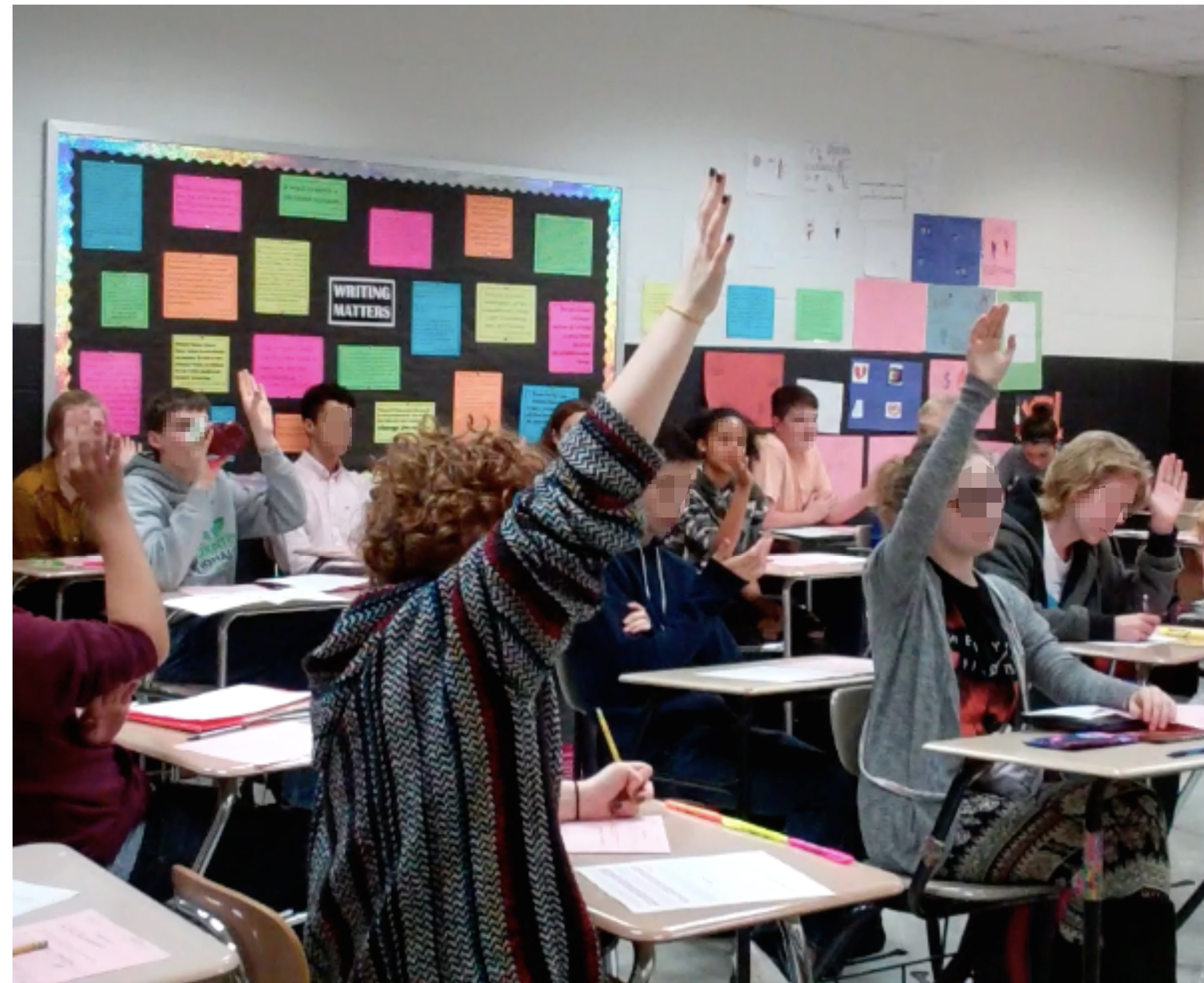


Figure 1. Students participating in class.



Figure 2. “Silent Llama” technique.

## Results and Data Analysis

- Before
  - Classroom norms:
    - No cellphones.
    - Respect others.
    - Don’t talk when others are talking.
    - “Silent Llama” sign.
  - Prior behavior from students
    - Quiet down when asked.
    - Talkative, get off topic.
- During
  - Student was not productive during class time.
  - Students were reminded of classroom rules and asked to quiet down multiple times during class period.
  - Students were off task and continued to talk between activities.
- After
  - Students responded well to conversations regarding poor behavior, and behavior improved.

## Conclusion

- Effective classroom management strategies are entirely dependent on each individual class.
- Collecting data from other classes would have led to stronger results.
- It is important to remain strong and confident in rules that are expected of the class from the beginning of the year.