



Classroom Meeting of Model : A Way of Solving Social Problem

KEYWORDS

Classroom Meeting Model

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ABSTRACT *Classroom Meeting Model is based on William Glasser's Reality Therapy (Classroom meeting strategy). It is the belief of William Glasser that various everyday problems do not develop mental illness and do not require the specific attention of highly trained specialists. Skilled general people of the society, specifically parents and teachers are sufficient capable to solve the majority of human problems. Glasser also feels that the people of the society fail because of their interpersonal relations. Therefore, therapy or assistance must be provided through a social medium such as the group mechanism. Glasser tries to apply his principles to the classroom through the way of the classroom meeting. In classroom meeting, the teacher and the students make nonjudgemental discussions of problems based on personal, behavior or academic to get collective solutions. Assumptions of the Model. The assumptions of the model are It is impossible to form a successful identity without the fulfillment of love and self-worth. Traditional therapies rely on insight to change behavior. Reality therapy is not interested in insights as to why something happened but in what is done. Reality therapy teaches patients better ways to fulfill needs now and in the future. The Goal of the Model are to fulfill a commitment to behavioural change, to fulfill one's emotional needs for self-worth; love and identity. The application of the classroom meeting model are to conduct more classroom meetings at any stage of schooling, to involve organizing for the activities of the day, to share opinion of each other. etc*

Classroom Meeting Model is based on William Glasser's Reality Therapy (Classroom meeting strategy). It is the belief of William Glasser that various everyday problems do not develop mental illness and do not require the specific attention of highly trained specialists. Skilled general people of the society, specifically parents and teachers are sufficient capable to solve the majority of human problems. Glasser also feels that the people of the society fail because of their interpersonal relations. Therefore, therapy or assistance must be provided through a social medium such as the group mechanism.

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According to Glasser, most of the problems of human beings occur due to failures of social functioning. We have two basic needs: love and affection imbibed in our relationships with other person of the society. Human beings have problems due to failing to satisfy their basic needs for relatedness (love) and respect (self-worth). As Glasser said that "from birth to old age we need to love and be loved. Throughout our lives our health and happiness depend on our ability to do so.... When we cannot satisfy our total need for love, we will suffer and react with many psychological symptoms from mild discomfort through anxiety and depression to complete withdrawal from the world around us. Equal in importance to the need for love is to feel that we are worthwhile both to ourselves and to others".

Glasser further stated that "To be worthwhile we must maintain satisfactory standard of behavior. To do so we must correct ourselves when we do wrong and credit ourselves when we do right. If we do not evaluate our own behavior, or having evaluated it, we do not act to improve our conduct where it is below our standards, we will not fulfill our need to be worthwhile and we will suffer as acutely as when we fail to love or be loved. Morals, standards, values or right and wrong behavior are all intimately related to the fulfillment of our need for self worth".

Assumptions of the Model

The assumptions of the model are as under:

1. It is impossible to form a successful identity without the fulfillment of love and self-worth.
2. Traditional therapies rely on insight to change behavior.
3. Reality therapy is not interested in insights as to why something happened but in what is done.
4. Reality therapy teaches patients better ways to fulfill needs now and in the future.

The Goal of the Model

The goal of the model are as under :

1. To fulfill a commitment to behavioural change
2. To fulfill one's emotional needs for self-worth; love and identity.

Requirement of Reality Therapy

There are three general essentials of reality therapy :

1. Intense personal involvement
2. Facing reality and rejecting irresponsible behavior
3. Learning better ways to behave

Reality : The quality of reality plays significant role to establish a standard of behavior. The people of the society require to make the assessment of their behavior in terms of its consequences to themselves and to others. For this, we choose realistic behaviours.

Responsibility : Responsibility is indicative of behavior capable of fulfilling our need for self-worth. According to Glaser, Responsibility is defined as "the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs". It also includes the efforts to fulfill the commitments one has made.

Morality : The people of the society must do what is "right" in order to get a measure of self-worth. The people must maintain a standard of behavior which they set and evaluate.

Involvement : One of the most important key of success in reality therapy is the process of involvement: the love of parents or personal involvement of a teacher. According to Glasser, "the student will realize that someone cares "enough about him not only to accept him but to help him fulfill his needs in the real world". Emotional involvement desires more than

caring and being cared for. According to Glasser, "Involvement is a combination of love and discipline". Glasser further said that "to begin to be successful children must receive at school what they lack; a good relationship with other people, both children and adult".

In isolation, the individuals can not develop the categories to fulfill their needs for a successful identity. The aim of a teaching strategy based on reality therapy is to reduce loneliness.

The classroom meeting is a mechanism which develops a caring social group, self discipline, and behavioural commitment. The meeting is a time when students and teachers join, preferably daily, in an open-ended, nonjudgemental discussion of behavioural problems, personal problems and academic or curriculum issues.

There are three types of classroom meetings as under :

1. Problem-solving meetings
2. Open-ended meetings
3. Similar to the open-ended meeting but tied directly to what the class is studying.

Problem-solving meetings is usually related with behavioural and social problems. In open-ended meeting, students try to find the answers of thought provoking questions related to their lines.

Model of Teaching :

The model of teaching consists of different steps such as syntax, Social system, principles of reaction, support system, application, destructional and nurturant effects.

Syntax :

The syntax of this model involves six phases as under :

Phase I : Establishing a climate of involvement

Phase II : Exposing the problem for discussion

Phase III : Making a personal value judgement

Phase IV : Identifying Alternative courses of Action

Phase V : Making a commitment

Phase VI: Behavioural follow-up

Phase one is an essential for all classroom meeting. The students are encouraged to participate and make interaction for themselves. Each and every participant share opinions without blame or evaluation. An environment of involvement is one of warm, personal, concerned relationships, feelings and opinions are received without fear, judgment or evaluation. Views of each and everyone are equally valued and respected. More emphasis is given on description and solution with the consideration of directness and honesty.

Phase Two : In phase two, the teacher presents issue or problems. The students are also encouraged to bring up issue or problems. Initially the teacher exposes the problem for discussion. The students are also induced to explain problems. The students and teacher provide examples, describe problem fully, identify consequences and try to identify social norms.

Phase Three : In phase three, the students are encouraged to make a personal value judgement about their behavior. For this purpose, the students try to identify the values behind their behavior and those identified values would become social norm. The students are further encouraged to choose between behaviours and summarize the values they see for themselves in the behavior they have chosen.

Phase Four : In phase four the students are induced further

to make the specification of behavioural alternatives and agree on specific ones.

Phase Five : In phase five, the activity of phase four is followed by a public commitment to carry out the specific behaviours.

Phase Six : In phase six, a later meeting, the teacher tries to ask the students to make the evaluation of the effectiveness of the new behaviours. The teacher also reinforces the students for future actions.

Social System :

The teacher makes the structure of the classroom for effective classroom meeting. The social environment of classroom must be conducive and congenial for open ended discussion. The teacher plays the effective leadership role for better supports and guidance to the students at the time of discussion and finding out the solutions of various thought provoking questions and problems. The students are also encouraged to initiate topic for the discussion. The students make value judgements and provide decisions. In this case, the teacher is here nonjudgemental.

Principles of Reaction :

The behavior of teacher is governed by three principles as under:

1. Principles of involvement : developing a warm, personal, interested and the sensitive relationship with the students.
2. The teacher must prod students to accept responsibility for diagnosing their own behavior in themselves and their classmates.
3. The classroom group as a whole finds out, choose, and follows through with alternative courses of behaviour.

Support System :

The teacher must has a warm personality. He must be skilled in interpersonal relations as well as group discussion techniques. The teacher must be able create a climate of openness and nondefensiveness. He must guide the group toward behavioural evaluation, commitment and follow-up.

Application :

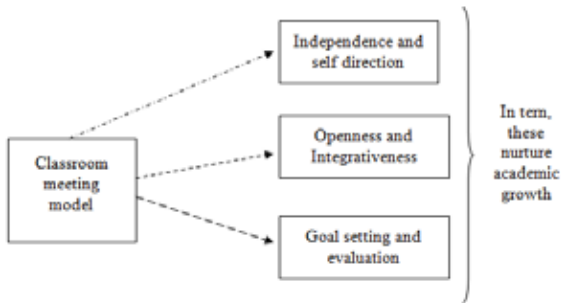
The application of the classroom meeting model are as under:

1. To conduct more classroom meetings at any stage of schooling.
2. To involves organizing for the activities of the day.
3. To share opinion of each other.
4. To accept feelings and emotions of the students.
5. To develop responsibility behaviour.
6. To develop good leadership.
7. To develop social problem-solving skills
8. To encourage the students to express their feelings openly and honestly.
9. To help in framing curriculum
10. To make more academic discussion for creativity, innovations and good researches.

Instructional and Nurturant Effects :

The following diagram shows the instructional and nurturant effects;

--Instructional Nurturant



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