



**SUPPORTIVE STRATEGIES FOR CLASSROOM MANAGEMENT
FOR BACHELOR OF DENTAL SURGERY STUDENTS**

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ABSTRACT

Bachelor of dental surgery students often have faced different problems in their classroom during the professional curriculum. A definite classroom management strategy can help them to overcome their problems in a supportive manner.

KEYWORDS: BDS, Classroom management, Behavior, Skill.

INTRODUCTION

Dentistry is a combination of both art and science. So the students of Bachelor of Dental Surgery (BDS) course learn how to perform a specified work in a scientific as well as esthetically presentable way. Classroom management utilizes wide variation of techniques and professional skills that teachers conveying to their students to keep students orderly, oriented, focused, and attentive on task as well as clinically and academically productive during the BDS classes. Efficient teachers have acquired and practiced definite classroom-management skills and motivate BDS students through active involvement in effective learning and proper clinical application of acquired knowledge in the whole learning curriculum. This paper deals with supportive strategies in comprehensive classroom management of BDS students.

The course curriculum for BDS students includes both theoretical and practical Classes. Classroom management involves : (1) Classroom synchronization (2) Behavior restructuring (3) Active BDS Student participation (4) Teacher's participation (5) Improve Teacher/BED Student interrelationship (6) Supportive Solutions for clinical ambiguity and problem Behaviors (7) Improvisation(8) Effective and skillful learning and clinical application.

(1) CLASSROOM SYNCHRONIZATION

Synchronization between both teacher and BDS students contributes to an effective learning process. The self-confidence and knowledge sharing is improved through class building activities, team activities, and proper attendance. When BDS students realize that they are evaluated by the teachers and other students and are accepted in their classroom and preclinics as well as clinical activities, they develop a sense of belonging to cooperative groups. Then they are listened and encouraged by the teachers cum senior faculties as well as experienced practitioners. Ultimately they develop respect for the teachers and follow them in their future practicing period.

(2) BEHAVIOR RESTRUCTURING

BDS Students have gathered experience and knowledge from following what teachers do and how they interact with patients, and participating in different hands on and teaching module. Behavior restructuring means improvement of responsible behavior. When the teachers share different theoretical and practical knowledge with students, the students learn effective and responsible behavior reshaping. Encouragement is such a quality which provides massive support to the students throughout all aspects of the classroom both theoretically and practically. A supportive classroom environment actually helps to progress in all aspect of professional carrier like BDS. Behavior restructuring includes character development, communication skills, social skills, anger management and self-control skills.

(A) Character development

A good character development is a long time taking and learning process. Learning this skill can be useful in real life as well as in professional life also. The combination of imagination, honesty and knowledge helps to do better in every corner of life. It also improves a person's happiness. This happiness ultimately improves the communication and treatment skill of a student dental surgeon. Only a good teacher with an eminent vision can help the students in this most important matter.

(B) Communication skills

Communication is the activity of conveying meaning through an effective understandable way. Effective communication may be verbal or non-verbal. Listening skills, and clarification has also an important role. Effective communication occurs when a desired thought or information is shared in a definitive undistorted way. That is why effective communication skill has an important role for proper BDS classroom management.

(C) Social skills

Social skill means any ability that facilitates communication and interaction with others. Social rules regulations and relations are created, proposed, communicated, and changed in verbal and nonverbal methods. The process of acustomizing, learning, and practicing these skills is called socialization. According to behaviorists, social skills are learned behaviors that allow people to achieve various social reinforcements. Most of the behavior analysts prefer to use the term behavioral skills rather than social skills. It improves the load bearing capacity and responsibility of BDS students.

(D) Anger management and Self-control skills

Anger is regarded as completely normal, usually healthy, human emotional state that varies in intensity from mild irritation to intense fury. But when it gets out of control, its destructive nature create problems—problems at professional work, in personal relationships, and in the overall quality of life. Anger management is a skill of remaining calm. Self-Control is regarded as thinking skill that helps a person learn to control their feelings and behaviors in order to make precise and perfect decisions. BDS students often faced supplementary examination in their professional carrier. Self-control strategies actually maintain self-motivation and help in achieving personal goals. It also reduces impulsive actions and frustration.

(3) ACTIVE BDS STUDENT PARTICIPATION

Student involvement helps the BDS students to gain more and more practical implication of theoretical knowledge. Involvement activities include maintenance of complete and accurate records of each student's academic, social, and emotional upliftment. Active student participation improves the need of individual BDS students and fulfills their queries.

(4) TEACHER'S PARTICIPATION

Active involvement of teacher makes learning process easier. A good teacher should have enough patience and communication skill to relate with the students. The teacher should have keen sense of values, positive attitude and good aptitude for both theoretical and practical teaching, so that he can guide the whole would be professionals in a positive manner. Academic success positively depends upon good learning ability and teaching module process. So the teacher is not only recognized as a purveyor of knowledge but also as an up bringer of student's total personality professional career.

(5) IMPROVE TEACHER/BDS STUDENT INTERRELATIONSHIP

Teacher should be acquainted with each student's strength and weakness. Teacher can encourage positive improvement, regular progress of the student, a good teacher can communicate positive expectations to their students with kind and helpful behavior. Teacher should be good and patient listener to the students' problems. Teacher should show positive interest in students' generous interests and send positive messages to students keeping lines of communication open. Teacher should try to solve students' problem in group or individual problem solving mode. Teacher should Focus on successes of all students rather than failures.

(6) SUPPORTIVE SOLUTIONS FOR PROBLEM BEHAVIORS DISTRACTING MISBEHAVIORS

Misbehavers or problem behaviors are great challenges in classroom management. Positive teacher/student and student/student relationships help to reduce these in the class. Improper stress management increases misbehavers or problem behaviors in classroom. Stress may be accumulated from huge pressure of both clinical and non clinical course curriculum of BDS courses. So teaching of stress and anger management skills should be included. Good teacher should involve students in the decision-making process to build their confidence in practice life. Increased extracurricular activities, positive communication and effective praise can be helpful in reducing misbehavers or problem behaviors. Easily understood and useful learning process is helpful in increasing learner interests and thus reduces stress.

(7) IMPROVISATION

Improvisation in learning process actually helps us to improve in a new or innovative way. It also helps in improvement of scientific development and continuous upliftment. Every teacher may improvise teaching process through their own way. Improvisation in class room teaching may involve model preparation, audio visual synchronization, live patient demonstration, a class suggestion box inclusion etc.

(8) EFFECTIVE AND SKILLFUL LEARNING

Learning is a continuous and never ending process. When learning is effective it utilizes our theoretical and clinical experiences and helps to overcome the hurdles of life. The effective and skillful learning helps us to learn the subjects in proper way. The effective and skillful learning delineates the golden shake hand of both theory and practical knowledge of dentistry. Every student should improve their professional skill through effective and skillful learning.

SUMMARY

Time and tide wait for none. Effective decision making skill is the foundation for life and time management skills. Decision making can be hard. Almost any decision involves some amount of conflicts or dissatisfaction. A good teacher can make harsh decisions positive through his own personality and experience. Supportive strategies making for classroom management for BDS students should be regarded as an integral part of BDS course curriculum for betterment of this profession.

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