

GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 1 - Planning for learning
March 3

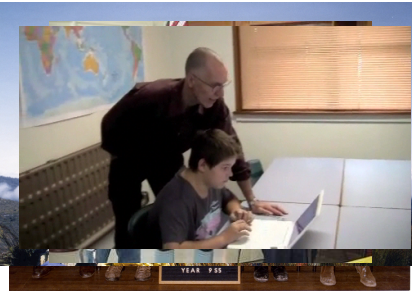
Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

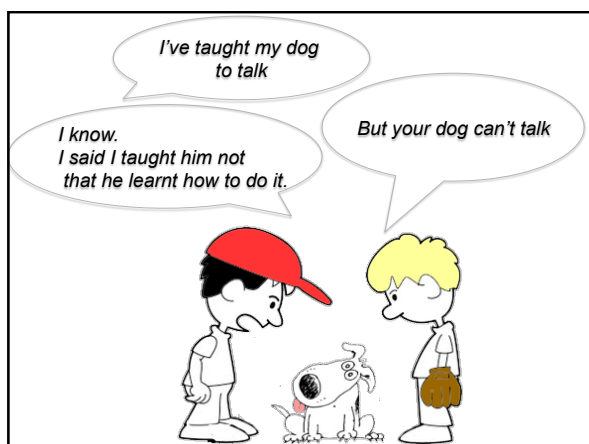
Overview of the next 2 weeks

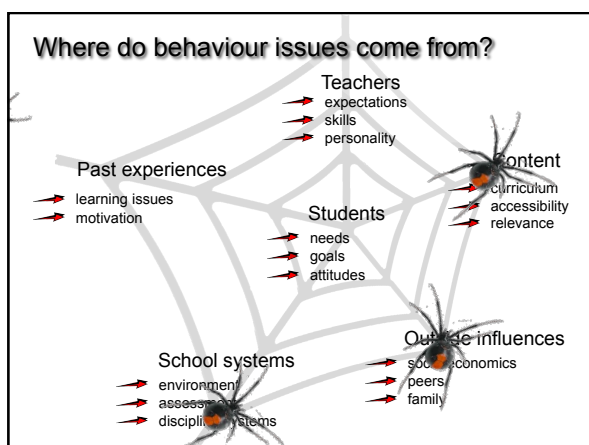
- ⇒ **Background and principles**
- ⇒ **Keeping your cool**
- ⇒ **Understanding the students**
- ⇒ **Crisis development model**
- ⇒ **Positive Behaviour models**
- ⇒ **Practical guide to survival in the classroom**

... a bit of history



Head Teacher, C. Campbell, The City School, York, UK

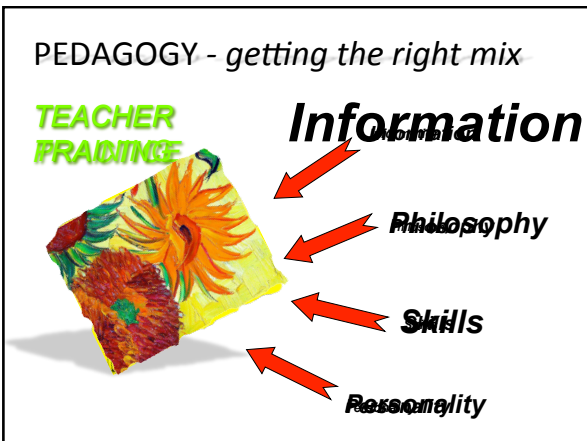


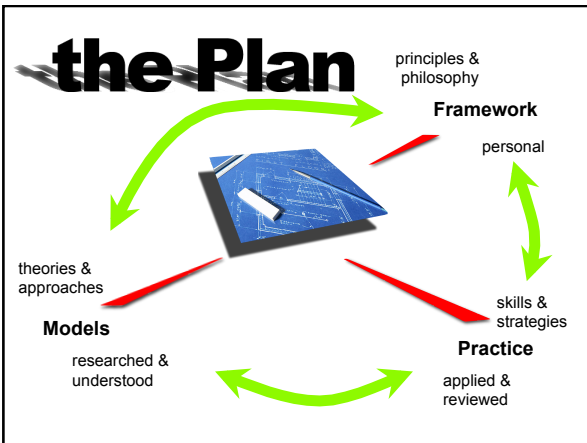


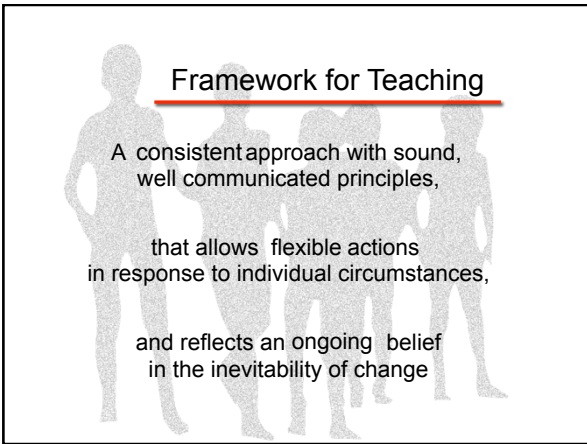
The word 'pedagogy' originates from the Greek skills of leading a child, to mean "child" and "lead", then put them together to get a literal meaning of "leading a child". Educational methods. (University of Pennsylvania)

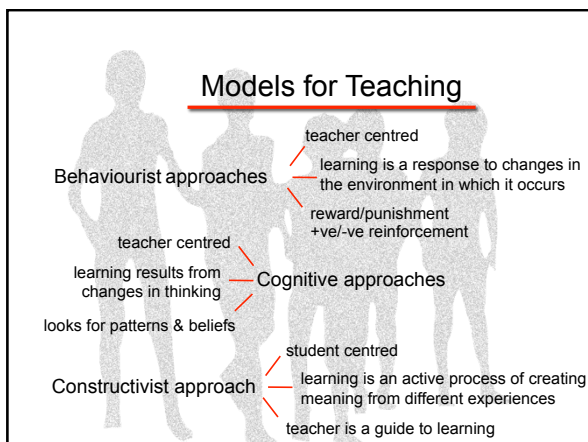
In Ancient Greece, a slave (paidagogos) was assigned to a wealthy master's son, to take him to school, supervise him while in school, and carrying his equipment such as musical instruments.

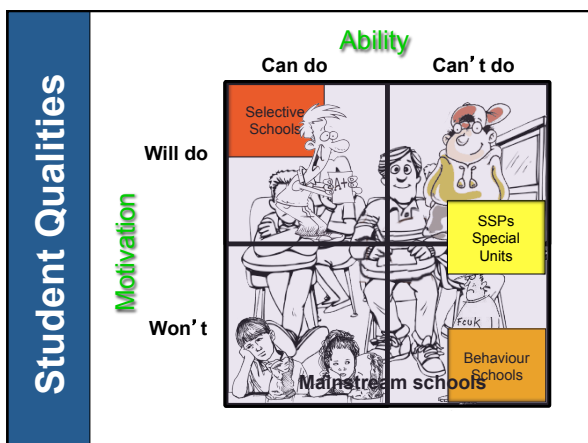
Let's talk 'pedagogy'

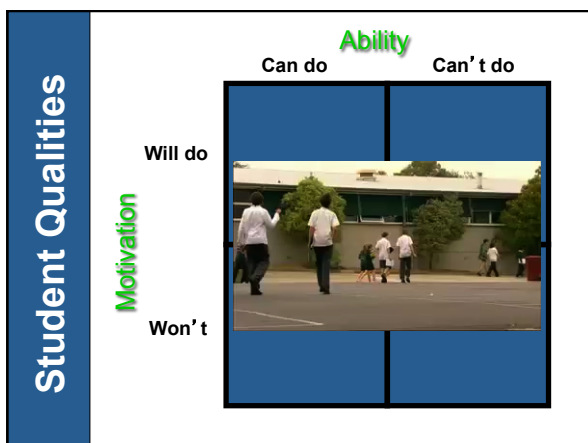






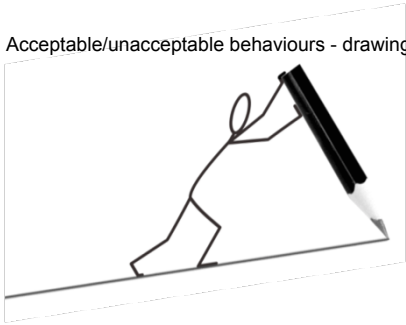






Next Rational detachment

Acceptable/unacceptable behaviours - drawing the line



Rational Detachment

Letting go while staying connected

The ability to stay in control of one's own behaviour and not take acting out behaviour personally

KEY POINTS

Can't control many factors but staff can control their own response to acting out behaviours

Self control is needed to avoid overreacting or acting inappropriately

Need to find positive outlets for negative energy absorbed during a crisis

Find your own warning cues and ways to detach at home, at work and in a crisis



cpi Based on training materials from the Crisis Prevention Institute Milwaukee USA

Rational Detachment

A WINDOW ON BEHAVIOUR

Remedies ↑

breathe

humour

change course

take responsibility

responsibility

sick feeling

sweating

panic

raised voice ↓

Acceptable Behaviours
(detached/calm)

All behaviours

experienced

Unacceptable behaviours
(taken personally)

- Problem owned by others
- Response to focus on the problem
- Personal feelings and thoughts explained
- Stress is controlled by you

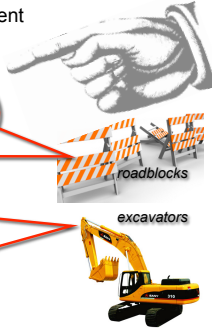
- Problem owned by us
- Reaction that focuses on blame and denial
- Personal attack used to fight back and hurt other person
- Generalisations & absolutes
- Stress controls you

adapted from Thomas Gordon (1974) *Teacher Effectiveness Training*. Wyden Publishing, NY.

Words and expressions we use when we own the problem

... and lose our rational detachment

- ◇ *Why don't you ?*
- ◇ *When are you ?*
- ◇ *But*
- ◇ *You should*
- ◇ *Every time I*
- ◇ *You never*



Words and expressions we use to enable other people to resolve an issue

- ◇ *What happened ?*
- ◇ *What can I do to ?*
- ◇ *. . . and*
- ◇ *Is it worth it ?*
- ◇ *Sometimes I*
- ◇ *What is different about ?*
- ◇ *What would you do if you were in my shoes?*



Rational Detachment

Letting go control - holding on to the relationship



Rational Detachment

Letting go control - holding on to the relationship

for an interview with Capt. Sullenberger explaining how he coped with the situation . . . [click](#)

Some more key points . . .

- o acknowledge emotions and then focus on the task at hand
- o have a plan and know the next step
- o develop the skills and be ready to use them in a variety of situations
- o know what to avoid and maintain a focus on getting the task done

Rational Detachment

Letting go control - holding on to the relationship

Some similarities with fishing . . .

Gear or tools These must be good quality, in good working order and right for the conditions

Bait Must be desirable to the type of fish you are after otherwise you will not get a bite.

Timing Important otherwise opportunities will be lost

Location Time and place must both be right or you will be casting into an empty sea

Patience Conditions change so the opportunity may come along with time.

Perseverance If at first you don't succeed, keep trying.



Rational Detachment

Letting go control - holding on to the relationship

Some tips for success . . .

Stay in the boat or on the rocks. In the water you'll only get wet and cold.

If the fish aren't biting cast around.

To go after big fish you'll have to cast in deep water

You'll have a few disappointments. Come back another time.

Be creative. It's not the size of the hook or the thickness of the line but how you play the game that is important.





References:

Mergel, B. 1998 *Instructional Design & Learning Theory*. University of Saskatchewan, viewed on January 24 2011, <http://www.usask.ca/education/coursework/802papers/mergel/brenda.htm>

Woolfolk, A. & Margetts, K. 2010 *Educational Psychology* 2nd Edition, Pearson, Australia. Chapter 1
