Behaviour management strategies

Lecture 3

Models continuum

Positive behaviour model

March 5

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This week

Models continuum
Autocratic, teacher-centred approaches
Integrating learning and behaviour – Kounin
Positive behaviour model – Jones
Limit setting – the key to discipline
“Well, Timmy, it looks like you’ve just earned yourself 10 minutes in the cage with Mr. Whiskers.”
Fred Jones - Positive Discipline

Jacob Kounin - Preventative discipline

Canter & Canter - Assertive Discipline

B.F. Skinner - Applied Behaviour Analysis

Bill Rogers - Decisive Discipline

William Glasser - Quality Schools

Cognitive Behavioural - Ellis, Wragg, Peterson

Haim Ginott, Carl Rogers - Humanist approaches

Strengths Based Intervention - Durrant, Kowalski
Models of Behaviour Management Continuum

- **Teacher empowered**: Assertive Discipline (Canter & Canter)
- **Student empowered**: Positive Discipline (Fred Jones)

**External Setting**
- Limit Setting (Autocratic)
- Leadership (Democratic)
- Non-directive (Laissez-faire)

**Internal Motivation**
- External Motivation
- Internal Motivation

**Theories**
- Applied Behaviour Analysis (Bill Rogers)
- Behaviour Modification (Bill Rogers)
- Decisive Discipline (Bill Rogers)
- Humanism (Ginott/Rogers)
- Neo-Adlerian (Balson/Dreikurs)
- Neo-Adlerian (Choice Theory: William Glasser)
- Solution-focused (Systems Theory)
- Cognitive-behaviourism (Cognitive-behaviourism)
- Group Management (Jacob Kounin)
- Positive Discipline (Fred Jones)
- Assertive Discipline (Canter & Canter)
- Behaviour Modification (Neo-Adlerian)
- Choice Theory (Choice Theory: William Glasser)
- System Theory (Systems Theory)
- Decisive Discipline (Bill Rogers)
- Humanism (Ginott/Rogers)
- Assertive Discipline (Canter & Canter)
Jacob Kounin
Group Management

Fred Jones
Positive Discipline

Models of Behaviour Management Continuum

- Autocratic
- Limit Setting
- Democratic
- Leadership
- Laissez-faire
- Non-directive
Preventive Discipline - Jacob Kounin

- Teaching and discipline need to be integrated.

- Interested, stimulated and active learners reduce the risk of disruptive behaviour.

- Planned and coordinated activities within lessons reduce the likelihood of disruptive behaviour.

- A positive, productive classroom atmosphere or tone is pervasive for all participants.
Preventive Discipline - Jacob Kounin

- Ripple effect
  - By correcting misbehaviours in one student, it often influences the behaviour of nearby students
  - Conversely, noticing positive behaviour in one or a small group of students draws the attention of the others to your expectations

- Withitness
- Overlapping
- Smoothness
- Momentum
- Group alerting

TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Preventive Discipline - Jacob Kounin

- Ripple effect
- Withitness
- Overlapping
- Smoothness
- Momentum
- Group alerting

- Always be alert to sights and sounds in the classroom.
- Arrange the seats so that students are always within eyesight.
- Scan the room when working with individuals or small groups of students. When helping an individual make sure that you do not have your back to the rest of the class.
- Briefly acknowledge misbehavior at first detection to let the class know that you know. Do not let the misbehaviour escalate before action is taken.


TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Preventive Discipline - Jacob Kounin

- Ripple effect
- Withitness
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- When instructing one group, the teacher should be able to acknowledge difficulties that students outside of the group may be having so that instruction continues moving.

- This also includes distractions from outside the classroom such as notes from the office or students walking through the hallways.


TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Preventive Discipline - Jacob Kounin

- **Ripple effect**
- **Withitness**
- **Overlapping**
- **Smoothness**
  - **Momentum**
  - **Group alerting**

- Preplan the lesson so that extraneous matters are realised ahead of time and taken care of. Supplies for the class should always be preorganised before class begins and close to where they will be used.

- Once students are doing their work and engaged, do not distract them. Leave them to their work and assist individuals with questions or needs.


TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Preventive Discipline - Jacob Kounin

- Ripple effect
- Withitness
- Overlapping
- Smoothness
- Momentum
- Group alerting

- Keep the lesson moving briskly.
- Not over-dwell on a minor or already understood concept.
- Correct students without nagging and quickly return to the lesson.
- Have students move from one activity to the next without being forced to wait for each other and each step in the transition.


TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Preventive Discipline - Jacob Kounin

- Ripple effect
- Withitness
- Overlapping
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- Momentum

- Calling on students at random by asking a question only after scanning the room to make sure students are paying attention.
- Raising group interest by interspersing suspense between questions.
- Having the entire class respond in unison.
- Physically moving around the room and asking students to show what they have done.
- Asking one student to respond and looking at others.


TEXT from http://wik.ed.uiuc.edu/index.php/Kounin,_Jacob
Positive Discipline - Fred Jones

Classroom management procedures must . . .

- be positive and gentle.
- set limits and build cooperation in the absence of coercion
- be economical, practical and simple
- ultimately reduce the teacher's work load.
- offer incentives and encouragement for positive effort

Three different management methods are integrated to form a three-tier approach to discipline management.

- Limit-setting

‘limit-setting and relationship building form a tier of the management system which we might best describe as the interpersonal-interactive level of management.’

from http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html
Three different management methods are integrated to form a three-tier approach to discipline management.

- **Limit-setting**
- **Incentive systems**

make the exchange of positive and negative sanctions prearranged, explicit, concrete, and public.

*from* [http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html](http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html)
Incentive systems

Limit-setting

Incentive systems

Back-up systems

negative sanctions provide a disincentive, and the reinforcement of appropriate behavior is left to chance.

from http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html
There are seven steps in limit setting:

- Eyes in the back of your head
Positive Discipline - Fred Jones

There are seven steps in limit setting:

- Eyes in the back of your head
- Terminate Instruction

Stop what you are doing and concentrate on the disruption
There are seven steps in limit setting:

- Eyes in the back of your head
- Terminate Instruction
- Turn, look, and say the student’s name
There are seven steps in limit setting:

- Eyes in the back of your head
- Terminate Instruction
- Turn, look, and say the student’s name
- Walk to the edge of the student’s desk

*Walk calmly to the front of the student’s desk and avoid comments*
There are seven steps in limit setting:

- Eyes in the back of your head
- Terminate Instruction
- Turn, look, and say the student’s name
- Walk to the edge of the student’s desk
- Prompt
There are seven steps in limit setting:

- Eyes in the back of your head
- Terminate Instruction
- Turn, look, and say the student’s name
- Walk to the edge of the student’s desk
- Prompt
- Palms
There are seven steps in limit setting:

- Eyes in the back of your head  
  Shift and maintain eye contact to show you are still aware
- Terminate Instruction
- Turn, look, and say the student’s name
- Walk to the edge of the student’s desk
- Prompt
- Palms
- Camping out
Setting limits

Redirecting students back to their behaviour and creating a dilemma for which a decision is needed.

Setting a limit is not the same as issuing an ultimatum.

If you don’t finish the work you will stay back at lunch.
Setting limits

Redirecting students back to their behaviour and creating a dilemma for which a decision is needed

⚠️ Setting a limit is not the same as issuing an ultimatum.

You can finish the work now and go out to lunch with the others or if it is unfinished you will stay back at lunch and I can help you with it. You decide.
Setting limits

Redirecting students back to their behaviour and creating a dilemma for which a decision is needed

- Setting a limit is not the same as issuing an ultimatum.

- The purpose of limits is to teach, not to punish.

Through limits, people begin to understand that their actions, positive or negative, result in predictable consequences. By giving such choices and consequences, a structure for good decision making is provided.
Setting limits

Redirecting students back to their behaviour and creating a dilemma for which a decision is needed

- Setting a limit is not the same as issuing an ultimatum.

- The purpose of limits is to teach, not to punish.

- Setting limits is more about listening than talking.

By listening, you will learn more about what’s important to students, and that will help you set more meaningful limits.
Setting limits

Be prepared to enforce your consequences.

Allow time.

Explain which behaviour is inappropriate.

Explain why the behaviour is inappropriate.

Give reasonable choices with consequences.