

GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 3
Models continuum
Positive behaviour model
March 10 – 2:30pm

Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

This week

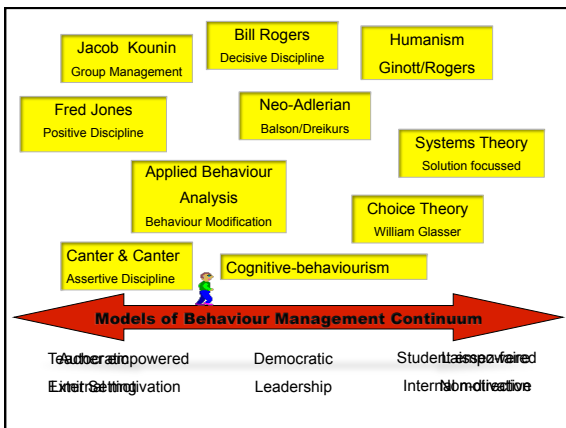
Models continuum
Autocratic, teacher-centred approaches
Integrating learning and behaviour – Kounin
Positive behaviour model – Jones
Key skills - Detachment
- Tactical ignoring
- Limit setting the key to discipline

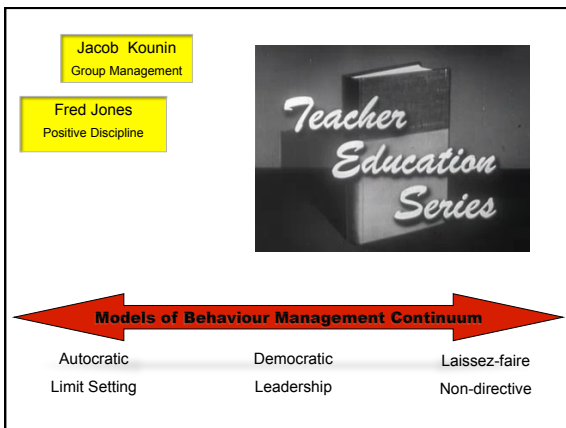


The Approaches or Models

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
 Understanding behaviour - Dreikurs, Balson
 Haim Ginott, Carl Rogers - Humanist approaches
 Strengths Based Intervention - Durrant, Kowalski

Note: A yellow box highlights the following text in the original image:
 Looking for exceptions
 Doing it differently
 Scaling





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**

- ⇒ Withitness
- ⇒ Overlapping
- ⇒ Smoothness
- ⇒ Momentum
- ⇒ Group alerting

- 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

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.
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.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.
TEXT from http://wik.ed.uiuc.edu/index.php/Kounin_Jacob

Preventive Discipline - Jacob Kounin

- ↪ Ripple effect
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- ↪ **Overlapping**
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- ↪ Group alerting

- 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.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc. TEXT from http://wik.ed.uiuc.edu/index.php/Kounin_Jacob

Preventive Discipline - Jacob Kounin

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- 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.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc. TEXT from http://wik.ed.uiuc.edu/index.php/Kounin_Jacob

Preventive Discipline - Jacob Kounin

- ↪ Ripple effect
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- ↪ **Momentum**
- ↪ Group alerting

- Keep the lesson moving briskly.
- Do 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.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc. TEXT from http://wik.ed.uiuc.edu/index.php/Kounin_Jacob

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- 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.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.
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

Jones, Fred (2000) *Tools for Teaching*. Santa Cruz, CA: Frederick Jones and Associates.

Positive Discipline - Fred Jones

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

Positive Discipline - Fred Jones




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

Positive Discipline - Fred Jones



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

- ⇒ Limit-setting
- ⇒ Incentive systems
- ⇒ Back-up systems


negative sanctions provide a disincentive, or the containment of behaviour when co-operation is lost

from http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html

Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head


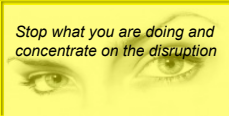


Positive Discipline - Fred Jones

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

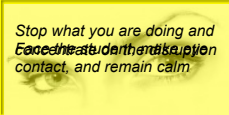


Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
- ⇒ Turn, look, and say the student's name

Stop what you are doing and Face the student, make eye contact, and remain calm

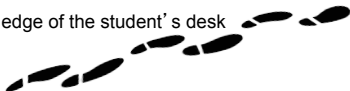
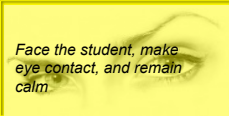


Positive Discipline - Fred Jones

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

Face the student, make eye contact, and remain calm



Positive Discipline - Fred Jones

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

Walk calmly to the front of the student's desk and avoid comments

Demonstrate what is expected

Positive Discipline - Fred Jones

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

Let the student know what is expected

Demonstrate what is expected


Positive Discipline - Fred Jones

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
- ⇒ Camping out

Shift and maintain eye contact to show you are still aware

Lean towards the student




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.



ultimatum





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

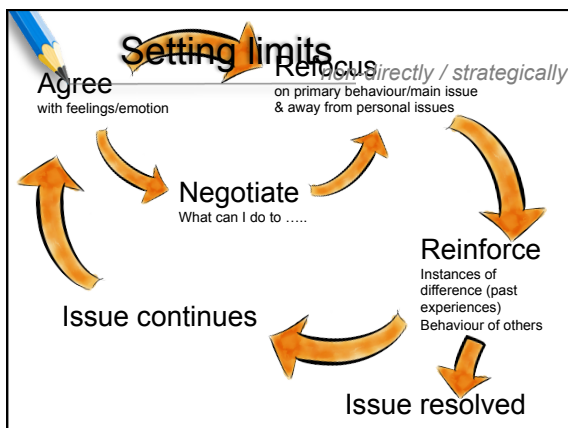
- Setting a limit is not the same as issuing an ultimatum.
- The purpose of limits is to teach, not to punish.
- Setting limits is more about listening than talking.
By listening, you will learn more about what's important to students, and that will help you set more meaningful limits.

Setting limits *directly*

Be prepared to enforce your consequences. Explain which behaviour is inappropriate

Allow time. **5 Steps** Explain why the behaviour is inappropriate.

Give reasonable choices with consequences.



Tactical ignoring



Tactical ignoring is a conscious decision to ignore certain behaviour and keep the focus on the flow of the lesson, or on acknowledging and reinforcing positive behaviour.

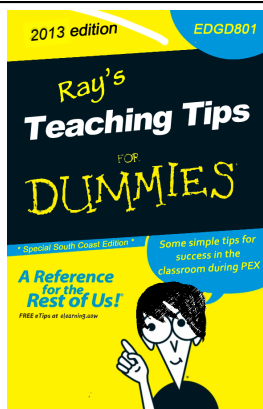
For example - a teacher ignores several students calling out. A general rule reminder is given to the whole class:

'Remember our rule for hands up, everyone.'

Rogers, B. (2007) Behaviour Management: A Whole-School Approach. UK: Sage (p139)

Tactical ignoring






Contents

Introduction


9 tips for survival in the classroom

1. Realistic expectations
2. A thick skin
3. The moving target
4. More than intentions
5. Button pushing
6. More poker than pedagogy
7. Use your instincts
8. Keep cool
9. Chunk/funk/dunk



Ray's Teaching Tips for dummies

Introduction



You've done the MindMap, looked at many of the theories and seen some of the approaches recommended.

So what happens now . . .

Here's a common sense guide to applying this knowledge for success with teaching kids in *your* classroom.

Ray's Teaching Tips for dummies


9 teaching tips

1

Realistic expectations

Don't go in with the expectation that teaching kids will make you feel good.

Just feel good to be working with kids.




Ray's Teaching Tips for dummies

9 teaching tips

2

A thick skin

You need a thick skin
... and some ^{metaphorical}body
armour wouldn't be a
bad idea.




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9 teaching tips

3

The moving target

Understand you are an easy
target
... so move around.



Prime Target


Ray's Teaching Tips for Dummies

9 teaching tips

4

More than intentions

Just being caring, enthusiastic
and young doesn't mean a
thing
... on their own.




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9 teaching tips

5


Button pushing

Kids like to press buttons
... and you are the biggest one around.



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9 teaching tips



6

More poker than pedagogy

Managing student learning is just as much a mix of theatre and poker as knowledge and skills

... *know when to hold them and know when to fold them.*

It's largely bluff and dare.

Ray's Teaching Tips for dummies


9 teaching tips

7

Use your instincts

Use your instincts and intuition

... by the time you know what students are up to it is already too late.




Ray's Teaching Tips for dummies

9 teaching tips

8

Keep cool

At all costs keep your cool.
... and learn how to find it
when it gets lost..



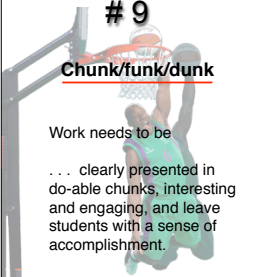
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9 teaching tips

9

Chunk/funk/dunk

Work needs to be
... clearly presented in
do-able chunks, interesting
and engaging, and leave
students with a sense of
accomplishment.



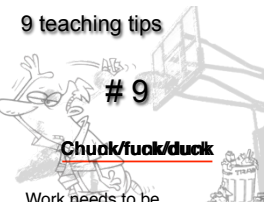
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9 teaching tips


9

Chuok/fuok/duck

Work needs to be
... clearly presented in do-able
chunks, interesting and
engaging, and leave students
with a sense of accomplishment.



Ray's Teaching Tips for dummies

	<p>Follow these tips and your teaching will be</p> <ul style="list-style-type: none">... fun and relaxing, challenging and rewarding, and exciting and unpredictable... often with only moments between each experience.  <p><small>Ray's Teaching Tips for dummies</small></p>	
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