Behaviour management strategies

Lecture 4

A democratic model from Bill Rogers

Ray’s Dummies guide to teaching

March 12

Presented by Ray Handley
Bill Rogers’ Decisive Discipline
a democratic model
of classroom management
Teacher empowered  
External motivation  
Democratic Leadership  
Student is empowered  
Internal motivation

Applied Behaviour Analysis  
Behaviour Modification

Jacob Kounin
Group Management

Bill Rogers
Decisive Discipline

Humanism
Ginott/Rogers

Fred Jones
Positive Discipline

Neo-Adlerian
Balson/Dreikurs

Systems Theory
Solution focussed

Canter & Canter
Assertive Discipline

Choice Theory
William Glasser

Cognitive-behaviourism

Models of Behaviour Management Continuum
Democratic or Leadership Models

Basic beliefs

Children are capable of controlling their own behaviour and want to do so.

Children’s behaviour is influenced by external factors, in a similar way that management or autocratic proponents believe behaviour is shaped by environmental consequences (although not ideally through contingencies of reward and punishment).

The two forces – internal and external, are constantly interacting.

Teachers adopting a leadership style of behaviour management attempt to help children better understand their behaviour and support them in the process of achieving more socially acceptable behaviour.
Classroom management - Phases

Bill Rogers

**Establishment phase**
Crucial to think and plan preventatively to minimise unnecessary problems

**Cohesive phase**
Most of the management discipline occurs in a ‘relational’ context

**Maintenance & consolidation phase**

Early follow-up and follow through of students with learning and behaviour needs

**Classroom management - Phases**

**Bill Rogers**

**Establishment phase**
Crucial to think and plan preventatively to minimise unnecessary problems

- teach routines, rules and positive behaviour (& model these yourself).
- enforce ‘fair’ rules
- encourage and support positive behaviours
- engage and begin to build positive working relationships with individuals/groups

consolidating the way we do things, the way we behave and work in our room

maintaining the ‘fair’ rules/routines

Classroom management - Phases

Bill Rogers

Establishment phase
Crucial to think and plan preventatively to minimise unnecessary problems

Maintenance & consolidation phase

Cohesive phase
Most of the management discipline occurs in a ‘relational’ context

introduce classroom meetings

Bill Rogers’ 3 steps of Decisive Discipline

**Preventative Action**
- Clear discipline plan
- Clear classroom rules
- Clear expectations
- Interesting lessons
- Cater for individuals
- Appropriate seating
- Identify and meet student needs

**Corrective Action**
- Tactical ignoring
- Simple directions
- Positive reinforcement
- Question & feedback
- Rule reminders
- Blocking
- Simple choice

**Supportive Action**
- Follow-up
- Re-establish working relationships
- Problem-solving
- Contracting with students
- Mediation

The Language of Discipline

*positive corrective language*

**Example:** Two students are talking while the teacher is giving instructions

“Lucas, Mark. Stop talking”.  
“Lucas ...why are you talking?”  
“Lucas, Mark, you’re talking.”

(This ‘description of reality’ is often enough to raise behaviour awareness and invite cooperation. Sometimes we might need to add a brief *behavioural* direction . . .)

“Facing this way and listening now. Thank you.”

Concentrate on the primary behaviour and avoid arguing or feeding secondary behaviours.

Instructional time, on-task time, public (assembly), playground setting

**consider . . .**

Demonstrate expectations and behaviours . . . and allow take up time.
<table>
<thead>
<tr>
<th>STEP</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical ignoring (low level)</td>
<td>Reinforce on-task behaviour</td>
</tr>
<tr>
<td></td>
<td>Look past disruptor</td>
</tr>
<tr>
<td>Non-verbal message</td>
<td>Eye contact, shaking head, pointing, etc.</td>
</tr>
<tr>
<td></td>
<td>Close proximity to child</td>
</tr>
<tr>
<td>Casual statement</td>
<td>How are you going?</td>
</tr>
<tr>
<td></td>
<td>Any problems?</td>
</tr>
<tr>
<td>Diffusion</td>
<td>Use of humour</td>
</tr>
<tr>
<td>Simple direction (reminder)</td>
<td>Use student's name, please, thank you</td>
</tr>
<tr>
<td></td>
<td>Eye contact, firm</td>
</tr>
<tr>
<td>Question and feedback</td>
<td>What are you doing? What should you be doing?</td>
</tr>
<tr>
<td></td>
<td>Non-threatening</td>
</tr>
<tr>
<td></td>
<td>How's it going?</td>
</tr>
</tbody>
</table>

*from Behaviour Management in Queensland Schools (2000) at [www.btr.qld.edu.au](http://www.btr.qld.edu.au)*
**Examples of classroom management strategies**

<table>
<thead>
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</table>
| Rule restatement/reminder | Quietly remind of established rule  
Brief and clear |
| Take a pupil aside (quiet discussion) | Call over quietly  
Brief discussion  
Student needs to know what should be done when they return |
| Deflection | Teacher acknowledges child frustrated/angry but refers back to appropriate behaviour |
| Clear desist or command | Explain that behaviour is unacceptable and direct them to resume task |
| Blocking | Reassert a fair direction using the same form of words – repetitively  
Broken record |

## Examples of classroom management strategies

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<tr>
<th><strong>STEP</strong></th>
<th><strong>STRATEGIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple choice</td>
<td>&quot;It's your choice. Work quietly or move.&quot;</td>
</tr>
<tr>
<td></td>
<td>Final warning</td>
</tr>
<tr>
<td>Isolation to &quot;Thinking Chair&quot;</td>
<td>Ask to move to &quot;thinking chair&quot; (3-5 minutes)</td>
</tr>
<tr>
<td>Isolation to &quot;Cool-Off Area&quot;</td>
<td>5-15 minutes</td>
</tr>
<tr>
<td></td>
<td>Simple choice first</td>
</tr>
<tr>
<td></td>
<td>Cool off or isolation</td>
</tr>
<tr>
<td></td>
<td>Reflect on own behaviour</td>
</tr>
<tr>
<td></td>
<td>Return when ready to obey fair rules</td>
</tr>
<tr>
<td>Relocation to Buddy Classroom</td>
<td>Complete Reflection Sheet</td>
</tr>
<tr>
<td></td>
<td>Work in buddy teacher classroom for remainder of session</td>
</tr>
<tr>
<td></td>
<td>Discuss re-entry with class teacher prior to commencement of next session</td>
</tr>
<tr>
<td></td>
<td>(verbal agreement)</td>
</tr>
</tbody>
</table>

*from Behaviour Management in Queensland Schools (2000) at [www.btr.qld.edu.au](http://www.btr.qld.edu.au)*
An example of a student time out or reflection sheet

To be completed when students are sent out or awaiting detention.

<table>
<thead>
<tr>
<th><strong>STUDENT REFLECTION</strong></th>
<th>To be completed by students in time-out or on detention, and returned to the teacher so that a behaviour plan can be negotiated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: .................</td>
<td>Year: ...... Class: ........ Teacher: ......................</td>
</tr>
<tr>
<td>What happened? (To cause you to be on detention)</td>
<td></td>
</tr>
<tr>
<td>What rule or right was affected/broken? (By your behaviour)</td>
<td></td>
</tr>
<tr>
<td>What was your part in this situation? (How do you see the situation?)</td>
<td></td>
</tr>
<tr>
<td>What can you do to fix things up, change things?</td>
<td></td>
</tr>
<tr>
<td>How can your teacher help?</td>
<td></td>
</tr>
<tr>
<td>Student’s Signature: ........................................</td>
<td>Date: ............</td>
</tr>
</tbody>
</table>
Ray's Teaching Tips for Dummies

Some simple tips for success in the classroom during PEX

A Reference for the Rest of Us!

FREE eTips at elearning.auw
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
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.
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.
9 teaching tips

# 2

A thick skin

You need a thick skin... and some body armour wouldn't be a bad idea.
9 teaching tips

# 3

The moving target

Understand you are an easy target

... so move around.
9 teaching tips

# 4

More than intentions

Just being caring, enthusiastic and young doesn't mean a thing

. . . on their own.
9 teaching tips

# 5

Button pushing

Kids like to press buttons

... and you are the biggest one around.
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.
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.
# 8

**Keep cool**

At all costs keep your cool.

. . . and learn how to find it when it gets lost.
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.
Follow these tips and your teaching will be

... fun and relaxing, challenging and rewarding, and exciting and unpredictable

... often with only moments between each experience.
Negotiation Skills
- getting past no

1. don’t react
2. don’t argue, agree/acknowledge
3. use the key question
4. reframe the question to wear down resistance
5. look at the options

the key question . . .

What can I do to (get what I need)?
For more information on training and publications from Bill Rogers...
References

