



EDGD801
Learning and behaviour

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

4Rs



Jacob Kounin
Group Management

Bill Rogers
Decisive Discipline

Humanism
Ginott/Rogers

Fred Jones
Positive Discipline

Neo-Adlerian
Balson/Dreikurs

Systems Theory
Solution focussed

Applied Behaviour Analysis
Behaviour Modification

Choice Theory
William Glasser

Canter & Canter
Assertive Discipline

Cognitive-behaviourism



Models of Behaviour Management Continuum

Teacher-centered
Authoritarian
External Motivation

Democratic
Leadership

Student-centered
Non-directive
Internal Motivation

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



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



Maintenance & consolidation phase

Cohesive phase

Most of the management discipline occurs in a 'relational' context



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*



Classroom management - Phases

Bill Rogers

Establishment phase

Crucial to think and plan preventatively to minimise unnecessary problems

Maintenance & consolidation phase

- ✦ *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

✶ *introduce classroom meetings*

Cohesive phase

Most of the management discipline occurs in a 'relational' context

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 co-operation. Sometimes we might need to add a brief **behavioural** direction . . .)*

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

Bill Rogers - Language of Management and Discipline

from Bill Rogers Behaviour Management: A whole school approach (revised 2002)

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

Examples of classroom management strategies

STEP

STRATEGIES

Tactical ignoring (low level)

Reinforce on-task behaviour
Look past disruptor

Non-verbal message

Eye contact, shaking head, pointing, etc.
Close proximity to child

Casual statement

How are you going?
Any problems?

Diffusion

Use of humour

Simple direction (reminder)

Use student's name
Use excuse me, please, thank you
Eye contact, firm

Question and feedback

What are you doing? What should you be doing?
Non-threatening
How's it going?

Examples of classroom management strategies

STEP

STRATEGIES

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

STEP

STRATEGIES

Simple choice

"It's your choice. Work quietly or move."
Final warning

Isolation to "Thinking Chair"

Ask to move to "thinking chair" (3-5 minutes)

Isolation to "Cool-Off Area"

5-15 minutes
Simple choice first
Cool off or isolation
Reflect on own behaviour
Return when ready to obey fair rules

Relocation to Buddy Classroom

Complete Reflection Sheet
Work in buddy teacher classroom for remainder of session
Discuss re-entry with class teacher prior to commencement of next session (verbal agreement)

STUDENT REFLECTION

To be completed by students in time-out or on detention, and returned to the teacher so that a behaviour plan can be negotiated.

Name: Year: Class: Teacher:

What happened? (To cause you to be on detention)

What rule or right was affected/broken? (By your behaviour)

What was your part in this situation? (How do you see the situation?)

What can you do to fix things up, change things?

How can your teacher help?

Student's Signature:

Date:

An example of a student time out or reflection sheet

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

2012 edition

EDGD801

Ray's Teaching Tips FOR DUMMIES

* Special South Coast Edition *

Some simple tips for
success in the
classroom during PEX

**A Reference
for the
Rest of Us!**

FREE eTips at elearning.uow



The 'FOR DUMMIES' series of publications and website resources is the property of Wiley Publishing, Inc. All rights reserved.

Find out more: <http://au.dummies.com/Section/index.html>

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



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.

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 ^{metaphorical} 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.



Ray's Teaching tips for dummies

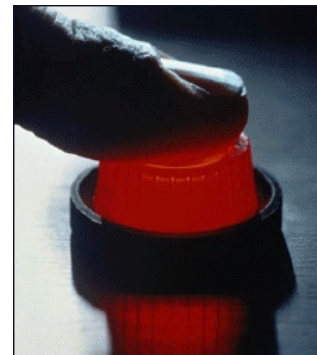
9 teaching tips

5

Button pushing

Kids like to press buttons

. . . and you are the biggest
one around.



Ray's Teaching tips for dummies



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.

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.



9 teaching tips

8

Keep cool

At all costs keep your cool.

. . . and learn how to find it
when it gets lost..



Ray's Teaching tips for dummies

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

no
no
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)* ?



[Click to watch short video](#)

For more information on training and publications from Bill Rogers . . . 

References

Rogers, W. (1989) *Making a discipline plan*. Sydney: Nelson

Rogers, W. (1990) *Know the fair rule*. Hawthorn, Vic: ACER

Rogers, W. (2006) *Cracking the hard class* (Second Edition) London: Paul Chapman Publishing.