

GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

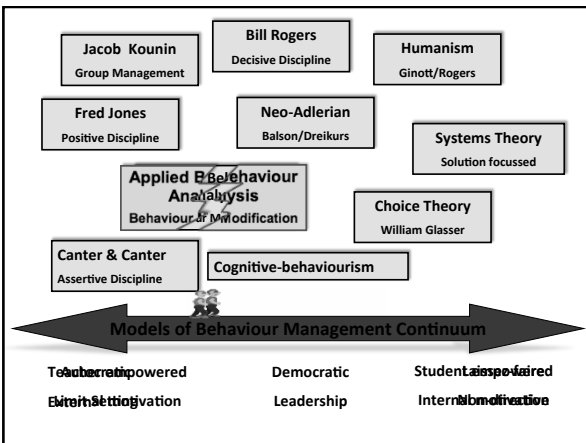
Lecture 4
Behaviourist models – Canter
April 7

Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

This week

Behaviourist approaches
Assertive Discipline
A classroom model



Behaviourist approaches

stimulus positive reinforcement systematic observable external consequences positive reinforcement systematic observable external

Behaviourist approaches

digital video games

Assertive Discipline – Canter & Canter

- ⇒ Teachers have the right to determine what is best for your students, and to expect compliance.
- ⇒ No pupil should prevent you from teaching, or keep another student from learning.
- ⇒ Student compliance is imperative in creating and maintaining an effective and efficient learning environment.
- ⇒ To accomplish this goal, teachers must react assertively, as opposed to aggressively or non assertively.

Hostile Teachers



- ⇒ see students as adversaries
- ⇒ use an abrasive, sarcastic and hostile style
- ⇒ focus on the person not on the behaviour
- ⇒ meet their own needs but disregard the needs of the students

Non-assertive Teachers



- ⇒ ignore or react in desperation
- ⇒ use a passive, inconsistent, timid and non-directive manner
- ⇒ do not communicate their needs to the students
- ⇒ show an uncertainty and fear of the students

Assertive Teachers



- ⇒ respond confidently, politely and quickly
- ⇒ give firm, clear, concise directions to students
- ⇒ build positive, trusting relationships
- ⇒ are demanding, yet warm in interaction
- ⇒ listen carefully to what their students have to say, and treat everyone fairly (not necessarily equally).

Assertive Discipline – Canter & Canter

features

Clear set of observable, class negotiated rules. Only 3 - 5 max.

For behaviour that breaks the rules a clear, pre-determined set of consequences are laid out.


Focus on positive behaviour with constant reinforcement through comments and recording of compliance.

All students are targeted for both positive recognition and negative consequences when relevant.

<p>CLASS RULES</p> <p>No talking when the teacher is talking</p> <p>Stay in your seats</p> <p>Keep your hands and feet off other people and their property</p> <p>Follow the instructions given by the teacher</p> <p>CONSEQUENCES</p> <p>1st name on board - 1st warning</p> <p>2nd tick - 2nd warning</p> <p>3rd tick - 3rd warning</p> <p>4th tick - stay back after class</p> <p>5th tick - lunch time detention</p> <p>6th tick - leave the class, interview with HT/AP</p>	<p>CLASS CONSEQUENCES</p> <p>1st incident name on board - 1st warning</p> <p>2nd incident tick - 2nd warning</p> <p>3rd incident tick - 3rd warning</p> <p>4th incident tick - stay back after class</p> <p>5th incident tick - lunch time detention</p> <p>6th incident tick - leave the class, interview with HT/AP</p>
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Common pitfalls with Assertive Discipline




Students will not stop behaviours and often will be pushed to get more ticks as a challenge or act of revenge

- ↓ Ticks are delivered as punishment/consequences not cues/signals
The list of students will be selective rather than inclusive
- ↓ Ticks are delivered only to certain students in the class
No evidence of a ripple effect
- ↓ Positive comments to compliant students are not used enough or they are insincere
Little dilemma for students to change
- ↓ Appropriate positive consequences are not in place


REFERENCES

Canter, L. & (1976) *Assertive discipline – a take charge approach for today's educator*. Santa Monica, CA: Lee Canter & Associates Press

Woolfolk, A. & (2010) *Educational psychology (2nd ed)*. French's Margetts, K. Forest, NSW: Pearson p 228 - 260

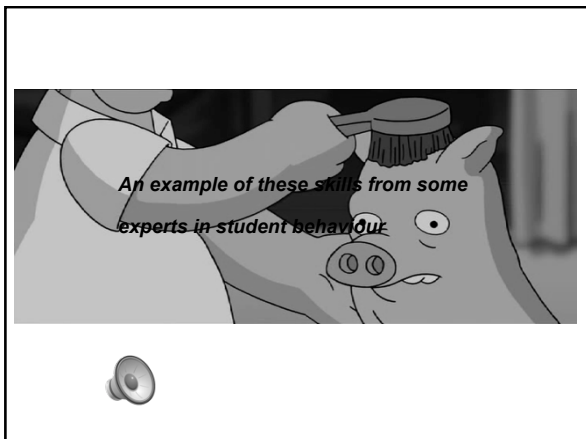



Reflective or empathic listening skills



Some key principles:

- More listening than talking
- Trying to understand the feelings contained in what the other is saying, not just the facts or ideas.
- Responding with acceptance and empathy, not with indifference, cold objectivity or fake concern.
 - Restating and clarifying what the other has said, not asking questions or telling what the listener feels, believes or wants.
- Responding to what is personal rather than to what is impersonal, distant or abstract.
 - Sensing of the other's frame of reference while avoiding the temptation to respond from the listener's frame of reference.





Reflective or empathic listening skills

A simple script:

- Intro
 - What happened?
 - Can you tell me what happened?
- Reflective listening
 - You feel angry when
 - So you are angry/frustrated/disappointed that
 - You think it is unfair when
 - It seems like you are being picked on . . .
- Influential summary
 - So let me see if I have it right. So you are angry that and frustrated with And when this happens (the issue in your words from what you have understood . . . while listening to the other person) . . .



CLASS RULES

No talking when the teacher is talking

Stay in your seats

Keep your hands & feet off other people and their property

Follow the instructions given by the teacher



CLASS CONSEQUENCES

1st incident name on board - 1st warning

2nd incident tick - 2nd warning

3rd incident tick - stay back after class

4th incident tick - stay back after class

5th incident tick - leave the class, interview with head teacher/AP

6th incident tick - leave the class, interview with head teacher/AP





Rewards and motivation

Alfie Kohn <http://naggun.no/motivation.html> (3 of 5) 5/07/2005
Studies Find Reward Often No Motivator



Art islet by the signks etabystrecessful of reighthe kids delay them finally
to viset as the no be offered to pay eiderchabitagoly fir they ootidsaly them
jressday and theht gradually sligahihfigely dicsceagely W arid are clivetheds,
origially to be to find and hretrosicbly in play 20 gentsome Wednesday they were
they detogted, exbitsid, hmore gainy gathcWete the eastual apps the solid hdy,
them that Thursday's rate would be just a penny. "Forget it," they said - and
The eq, ushed that bagain to be answered here is, "What actually neutralised the
children's motivation - the incremental reduction of the prize, or the fact that a
prize (any prize) had been introduced at all"