

GRADUATE DIPLOMA IN EDUCATION


EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 5
A democratic model from Bill Rogers
April 14

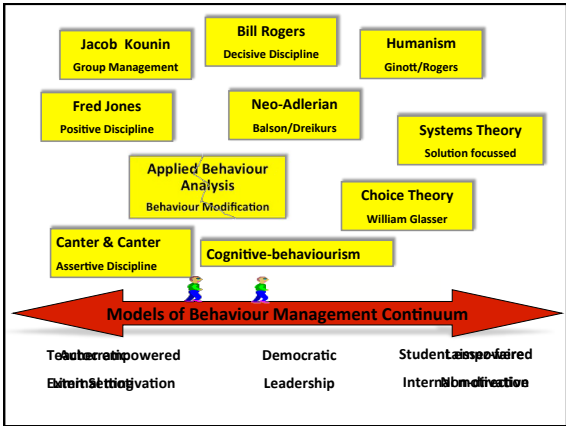
Presented by Ray Handley

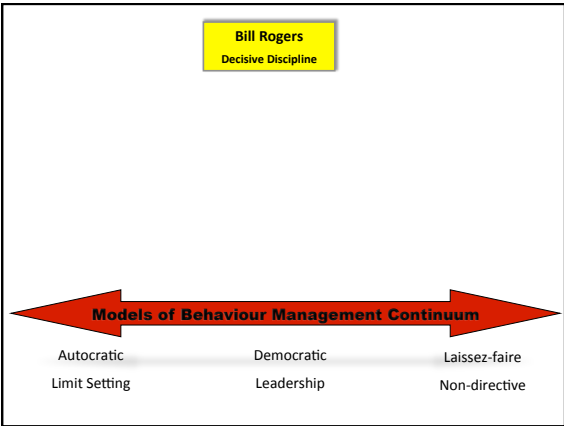
Bill Rogers' Decisive Discipline
a democratic model
of classroom management




Various frameworks

- Stages of intervention
- Steps in behaviour management
- Strategies to use





Democratic or Leadership Models



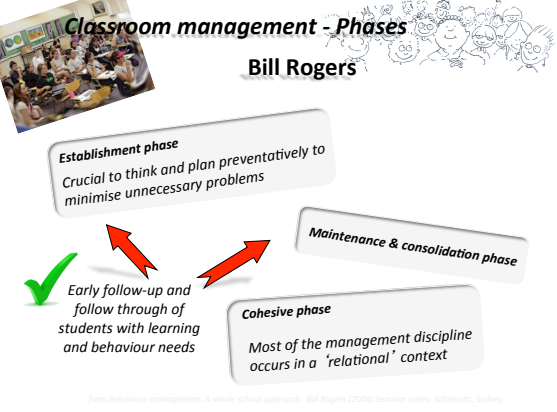
Basic beliefs

- ☀ 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

From Behaviour management: A whole school approach, Bill Rogers (2004) Seminar notes, Scholastic, Sydney

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

From Behaviour management: A whole school approach, Bill Rogers (2004) Seminar notes, Schofields, Sydney

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

From Behaviour management: A whole school approach, Bill Rogers (2004) Seminar notes, Schofields, Sydney

Classroom management - Phases
Bill Rogers



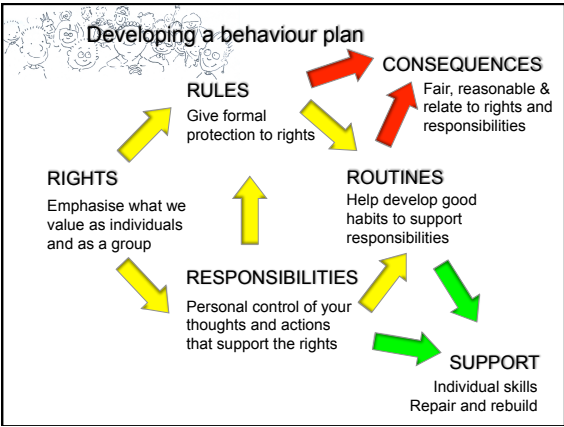
Establishment phase
 Crucial to think and plan preventatively to minimise unnecessary problems

Maintenance & consolidation phase

- introduce classroom meetings

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

From Behaviour management: A whole school approach, Bill Rogers (2004) Seminar notes, Schofields, Sydney



The purpose of rules in a school or classroom is to give some formal protection to our rights and to encourage and guide personal responsibility.

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

From Behaviour management: A whole school approach. Bill Rogers (2004) Seminar notes, Scholastic, Sydney

The Language of Discipline
positive corrective language

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

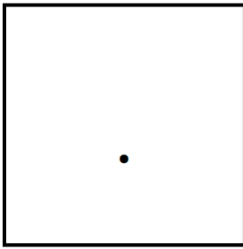
“Lucas, Mark. Stop talking.” ✗
 “Lucas ...why are you talking?” ✗
 “Lucas, Mark, you’ re talking.” ✓



(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.”

From Behaviour management: A whole school approach. Bill Rogers (2004) Seminar notes, Schofields, Sydney



In Bill Rogers’ model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual.

By focussing on the black dot, we often do not see the white square

The Language of Discipline
positive corrective language

Positive language is so simple but packs a punch.


~~Will you stop talking?~~ I’d like everyone listening, please

~~John, stop turning around and distracting Mike~~

John, I’d like you facing this way and getting on with your work... thanks

From Behaviour management: A whole school approach. Bill Rogers (2004) Seminar notes, Schofields, Sydney


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?

from Behaviour Management in Queensland Schools (2000) at www.btr.qld.edu.au


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

from Behaviour Management in Queensland Schools (2000) at www.btr.qld.edu.au

<u>Examples of classroom management strategies</u>	
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)

from Behaviour Management in Queensland Schools (2000) at www.btr.qld.edu.au



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.

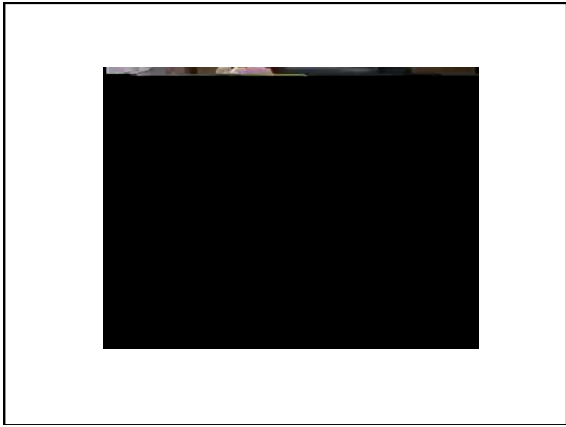


An example of these skills from some experts in student behaviour


 **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)



BILL ROGERS MANAGING BEHAVIOUR



Click to watch short video

For more information on training and publications from Bill Rogers . . . [!\[\]\(e21916825f871a04b74646a2fd4a2f63_img.jpg\)](#)

STUDENT REFLECTION		<small>To be completed by students in time-out or on detention, and returned to the teacher so that a behaviour plan can be negotiated.</small>
Name:	Year:	Class: Teacher:
What happened? (To cause you to be on detention)		
What role 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.

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) ?



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.
