



**Part One** - Good classroom and behaviour management is essential for your lesson to run smoothly. Knowing how to anticipate and manage problems will allow you to ensure that students spend maximum time on task.

### ★ Starting and ending the lesson

Minimise disruption at the start of the lesson (when students may be arriving from the playground, or lunch) by using set procedures, for example:

- Writing instructions on the board so pupils can start tasks straight away
- Training pupils to read instructions
- Allocating set activities, such as chanting times tables

To avoid problems at the end of the lesson, ensure that you plan and pace it to leave enough time for final activities. Give homework out early to avoid instructions being lost in the rush as pupils collect their belongings.

Other useful strategies include cueing (so pupils know how much time is left), and setting up rules for leaving the classroom (for example, letting pupils go out one by one after answering a final question).

### ★ Flow and momentum

For your lesson to run smoothly you need to establish and reinforce clear rules and procedures from the start. Stick to a small number of clearly understood and consistently enforced rules rather than a large number of regulations which will be harder to enforce. Make sure pupils understand why the rules exist, and involve them as much as possible in setting rules up.

Maintain the momentum of the lesson. Students will become bored and restless if you keep on explaining instructions after they have grasped what they need to do, or if you break down activities into too many different steps. Avoid stopping an activity already begun, or switching between activities without finishing them. This can cause confusion, and may trigger misbehaviour. You can easily prevent this through good lesson planning.

### ★ Seating arrangements

Seating will depend on the type of lesson you have planned. Placing groups around tables for ease of interaction is suitable for cooperative small-group work, but not for individual work. For whole-class discussion, pupils are best seated around a big table, or in a circle or semicircle, rather than in rows.

### ★ Misbehaviour: do's and don'ts

Do encourage desired behaviour. Praise should be specific, referring to a particular piece of work or behaviour, and should not be overused. Rewards, incentives and privileges like the following are also useful:

- House points resulting in a letter of praise to parents or entry into a prize draw
- Badges or symbols such as happy faces which children can wear
- Honour rolls
- Special responsibilities
- Being excused from some forms of work

When correcting misbehaviour do not overreact. Dealing with misbehaviour should not disrupt lesson flow more than the actual misbehaviour itself. The best way is to nip it in the bud in an unobtrusive way, for example, by invading a student's physical space, or by scanning the classroom, moving backwards and forwards on the lookout for any emerging problems.

It may be preferable to ignore minor misbehaviour, but you need to maintain consistency in deciding what you do and don't correct. Don't let your interventions seem either overly authoritarian, or arbitrary.

Follow this sequence when dealing with misbehaviour:

Try to divert misbehaviour, e.g. by distracting the student with a question, picking up the pace, boosting interest by starting a new activity, or removing certain tempting materials with which students can fiddle.

If this doesn't help, then more explicit correction may be needed, by moving close to the disruptive student, making eye-contact, using verbal cues such as naming the student, pointing out in general that the class should be engaged with the lesson, or praising a particularly well-behaved student.



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If this still does not succeed, you should go on to more severe warnings, or if necessary, punishment. Rewards help reinforce desired behaviour, while punishment is used to deter undesired behaviour. Punishment is less effective than praise, but can become necessary.

Start off with a verbal warning for minor misbehaviour, before going on to increasingly serious punishments:

- Making students stay in after school or during play
- Removing privileges
- Expulsion from class or in the worst instances, from school

Whole-class teaching

Studies have found teaching the whole class as a single group (also called direct instruction) to be the most effective method of teaching basic skills. However, to harness the potential of whole-class teaching, you need to ensure that the structure of your lesson and the presentation of its content are absolutely clear to students.

### ★ Lesson structure and pace

The structure must be clear so that students easily understand the content of the lesson and how it relates to what they already know:

Start with review and practice of what was learnt during the previous lesson, e.g. by going over homework.

Clearly state the learning intention / objectives of the lesson at the outset, ('Today we are going to learn about...'), or write them on the board or on a flipchart.

During the lesson, emphasise key points, so students don't get lost in the whole. Make clearly signalled transitions between lesson parts (new topics or practice of a previous topic).

At the end of the lesson, summarise or (preferably) ask your students to summarise, the key points once again.

Bear in mind that in higher grades or for more demanding content, the pacing needs to be slower to allow students more time to develop understanding. Fast-paced lessons are best suited to teaching lower level basic skills and younger students, as they maintain the momentum and the interest of students, and allow a relatively large amount of material to be covered.

### ★ Presenting information to the class

Present information with a high degree of clarity and enthusiasm:

Focus on one point at a time, avoiding digressions and ambiguous phrases or pronouns.

When dealing with more demanding topics, keep repeating and reviewing general rules and key concepts, to help students retain and understand the topic.

Use a variety of media and methods, to help students with different learning styles. Present material in small steps pitched at the students' level, which are then practised before going on to the next step.

Make your presentation of a particular topic as clear as possible by using the most appropriate model:

- Deductive model: Start with general principles or rules and go on to more detailed and specific examples.
- Inductive model: Start with (real-life) examples and move on to general rules or principles.
- Part-whole format: Introduce a topic in its most general form, and then divide it into clear and easily digestible sub-parts.
- Sequential ordering: Teach the content or rule in the order in which it occurs in the real world (e.g. teaching how the steel-making process works by going through the stages from iron ore to finished product).
- Combinatorial relationships: Bring together the various decisions or elements that influence the use of rules, facts or sequences in a single format (e.g. teaching about law by drawing together all the influences on the process of making a law).
- Comparative relationships: Place different elements side by side so that learners can compare and contrast them (e.g. comparing two different beliefs in religious studies).

The following techniques may also help you make presentations clearer:

- Modelling: When presenting certain topics it can be useful to explicitly 'model' or demonstrate a skill or procedure to learners. This can be more effective than using verbal explanations, especially with younger learners or those who prefer a visual learning style. Demonstrate the behaviour by doing it, linking it to skills and behaviours that learners already possess. Go through the different parts of the behaviour in a



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clear, structured and sequential way, explaining what you are doing after each step.

Learners then need to memorise the steps seen, and imitate them.

- Conceptual mapping: This is a framework that can be given to students before the topic of the lesson is presented. The teacher makes an overview diagram linking different parts of a topic, with a ready-made structure. It helps students to store, package and retain the concepts, and to link different lessons to one another. You may find this useful when teaching complex topics which take several lessons to cover.
- Interactive teaching
- Optimise the interaction between you and your students by ensuring that your questioning is as effective as possible. Questioning, either by the teacher or between the students, is a crucial part of review following guided practice or at the end of the lesson.
- Types of questions: -
  - Closed questions have one clear answer (e.g. 'How much is 4 times 8?').
  - Open questions have open-ended answers (e.g. 'What do you think makes a country democratic?')
  - Product questions are designed to find the answer to a particular problem.
  - Process questions are meant to elicit procedures, processes and rules used to get the answer.

The mix of question types you use will depend on the topic and goals of the lesson. Your teaching is likely to be more effective if you use more open than closed questions, and more process than product questions.

- What is the correct wait time?

Wait time depends on the type of question asked. Allow three seconds or slightly longer for a lower level factual recall question, and up to 15 seconds for higher level questions (those requiring more sophisticated thinking skills).

Waiting much longer than this may lead to the other students becoming restless.

Prompt the student after the acceptable wait time has been passed. If you ask a complex question requiring a lot of thought, allow students some time to work the answer out on their own (on paper for example).

- Eliciting student response and prompting

Getting students to answer a question can be a problem, especially with older or shyer students. To overcome this, give students plenty of experience of interactive lessons, and create a non-evaluative, positive atmosphere. Students are more likely to get involved if they feel that a wrong response will not elicit criticism or ridicule from either you or their fellow students.

Prompting can be useful to help students answer questions. There are three kinds of prompts:

Verbal prompts: These include cues, reminders, instructions, tips, references to previous lessons, or giving part sentences for students to complete.

- Gestural prompts: The teacher models the behaviour of students so as to pre-empt any mistake, e.g. by pointing to the object they want a student to use, or showing how to hold a pen correctly.

- Physical prompts: These may be necessary among young learners. For example, if the student cannot yet hold a crayon or form letters or numbers, you can take their hand and guide them. It is best to use mainly verbal prompts, to prevent students becoming overly dependent on your guidance.

- Responding to students' answers

Vary your acknowledgement of a student's response according to the confidence with which they gave it:

A correct, quick and firm response must be acknowledged in a businesslike way (a nod or a gesture, although lower ability and less self-confident students may need more praise). You may want to follow up by asking the student another question.

When a student answers a question correctly but hesitantly, give the student positive but more explicit feedback, to help them remember that the response was correct. If many students seem hesitant, find out why, and if necessary re-attach the material.

Incorrect answers can be of two types, carelessness or lack of effort, or else lack of understanding or knowledge. In both cases you need to acknowledge that the answer is incorrect in a businesslike way without resorting to personal criticism of the student:

With carelessness or lack of effort, move swiftly on to the next student - the denial of possible praise is the best response to this problem.

Where there is lack of understanding or knowledge, prompt the student, simplify the question (by breaking it into a series of small steps) or provide hints. If this fails, look to the next student for the correct answer, rather than giving it yourself.



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When a student answers a question partially correctly, first make clear which part was correct and which was not, to avoid confusing either the student or the class. Then prompt the student to correct the incorrect part of the answer. If this doesn't work, ask another student to correct the part-answer.

**Part 2** (This booklet has been compiled from information presented at a seminar for overseas-qualified teachers aimed at assisting them to meet the requirements for full registration.)

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Behaviour management is the ability of the teacher to establish a classroom atmosphere which is fully conducive to learning and productive interaction. It involves an approach to teaching which values the rights and individuality of each student, which promotes a positive view of people and which is based on interesting and varied methods of teaching. This approach enables the teacher to redress problem situations which may arise and take action where necessary. Behaviour management is a crucial aspect of teaching. If classroom control is inadequate, effective teaching cannot occur. In addition, human interaction and communication may not be operating at their optimal levels. The classroom climate can quickly degenerate under these circumstances.

“... behaviour management difficulties have a way of sneaking up on teachers and schools, leaving them without the necessary tools to deal with the difficulties, never mind the notion of prevention.” (Cope, 1999, p.18)

Bob Cope also points out that maintaining discipline is getting harder and needs increased behaviour development planning because there is no quick fix for discipline. This booklet attempts to look at the major areas which are relevant for behaviour management.

These include:

- Creating a positive classroom atmosphere
- Creating conditions conducive to learning
- How to handle inappropriate behaviour
- How some schools approach the issue of behaviour management
- Resources and assistance for teachers

### ★ DEVELOPING A POSITIVE CLASSROOM ATMOSPHERE

The best way to ensure good behaviour management is to set up a classroom situation where the need for negative action should rarely arise. In particular, it is important to focus on two crucial areas:

#### ★ SUPPORTIVE CLASSROOM ENVIRONMENT:

Children need to be given praise and encouragement before problems develop and so that everyone feels valued and respected. Good behaviour, extra effort and good work should be acknowledged. Communication with students needs to be positive.

The following are some further ways of developing a supportive classroom environment:

- Listen to, respect, hear, laugh with and acknowledge students.
- Talk with and show interest in students when they are involved in work and play
- Consider individual and cultural differences
- Catch students doing the right thing
- Use a respectful tone.
- State redirections as what to do rather than what not to do

#### ★ PREVENTION IS BETTER THAN CURE

Certain strategies will go a long way towards preventing behaviour problems



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- ★ REMEMBER: CHILDREN RESPOND TO COURTESY AND RESPECT.
- ★ THE WAY YOU SPEAK IN FRONT OF A CHILD AND THE WAY YOU SPEAK TO A CHILD WILL CONTRIBUTE GREATLY TO THE BEHAVIOUR HE/SHE DEMONSTRATES

The way a teacher conducts a lesson and the content of that lesson can have a lot to do with the management of the classroom and what happens there. Engaging lessons are crucial for a good classroom atmosphere. In addition, if children are provided with interesting and achievable learning and recreational activities, they will be less inclined to behave anti-socially. Teachers must plan well to involve and educate all of the students in their classes and give them positive learning experiences. The following need to be considered in lesson planning:

- Lessons should have a variety of activities. Use a wide range of resources, a wide range of audio-visual materials. Don't forget the people resources: use the students to reiterate, clarify, reinforce, and participate actively by putting answers on the board
  - Vary the introduction — use an attention-getting activity on the blackboard, or verbally.
  - When planning lessons, give your utmost attention to the pacing of the lesson. If your lesson moves too slowly students will have time to engage in unproductive activities; if it moves too fast students will become frustrated and give up, thus looking for other things to do.
- Activities must cater for all learning styles and must allow all students to feel success at some time during the lesson (students who feel success are less likely to become disruptive).
- Revise the previous lesson. Outline the lesson and explain where you are headed so that students have an understanding of the context of the lesson.
- Remember the phases of orientating, enhancing and synthesising, and use these to plan lessons.
- Give students' adequate warning of planned activities. Level the activities at the ability level of the class, and the individuals within.
- Keep records of all lesson plans, including your self-evaluation notes so you can be sure not to keep making the same mistakes. When you are making your self-evaluation notes, suggest things you could have done instead, both in terms of planning and behavior management.
- Keep folders for all your own files grouped according to subject, year level and unit title.
- It is not enough to plan one lesson ahead or two, you must have an overall year plan in terms of what topics will be taught, a unit plan which will give more detail and your daily working plan which provides a blow by blow description of your lesson including all the administrative tasks you have to remember to carry out.

### ★ PROCEDURES AND STRUCTURES CONDUCTIVE TO LEARNING

A good classroom atmosphere is engendered when students know exactly what is required of them in terms of expectations and where the setup and procedures of the classroom are such as to allow for 'proactive behaviour management'. This can be fostered in the following ways.

### ★ SCHOOL AND CLASS RULES

Most schools have a set of school rules which outline their requirements concerning learning, behaviour, movement and communication. Each teacher should be fully aware of these rules.

Classroom teachers can usually also establish their own 'classroom rules'. These need to:

- be established at the beginning of the school year
- involve the whole class in rule setting
- comprise four or five essential rules only
- be phrased positively e.g. we raise our hand to speak
- be discussed thoroughly by the class
- have procedures for carrying out each rule (e.g. what the behaviour actually looks like)
- have appropriate consequences for not being followed
- be displayed where they can be seen



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- be reviewed at the start of each session until the class is familiar with them, then
- be reinforced by acknowledging students often who demonstrate using the rules
- be applied equally to all members of the class
- be followed through consistently

### ★ Rules need to be:

- clear & simple
- few in number
- fair
- linked with consequences
- used consistently
- based on certainty not severity
- collaboratively devised
- Unacceptable consequences include:
  - physical punishment
  - humiliating punishment
  - writing lines or repeated number facts
  - sarcasm or name calling
  - withdrawal from learning
  - sending to unsupervised areas

### ★ CLEAR EXPECTATIONS

Teachers should ensure that instructions are clearly understood:

- Give detailed, itemised instructions - be explicit, take students through step by step - the younger the student the smaller the step.
- Give a range of details in your instructions; try to keep instructions action orientated.
- Younger grades/ year levels need more direction, for example, not 'Describe the main character' but "Describe the main character by writing down his/her name, age, physical characteristics such as hair colour, type of clothes".
- Make sure your instructions are not ambiguous. Use 'please' and 'thank you' advisedly.
- Support what you say with written instructions for visual learners.
- When setting tasks, make sure all students (even those with specific difficulties) will be able to succeed.
- Raising your voice can be a useful tool providing it is used infrequently and in short bursts.
- Learning tasks need to be chosen carefully:
  - Are the tasks appropriate to individual ability levels?
  - Are the tasks stimulating and motivating?
  - Have the tasks been broken down into achievable, manageable components? (small tasks provide for quick success)
- Is the lesson well prepared?

### ★ CLASSROOM ARRANGEMENTS

- Is this the most appropriate/supportive/motivating seating arrangement?
- What is the best location of particular students in the room?
- Where is the best location for staff in the room?
- Are the room and resources well organised, orderly and visually appealing?
- The classroom can be arranged in such a way as to maximise learning potential:
- Explore different seating arrangements - different plans for different classes, different activities

- The setup of the classroom can influence student behaviour, for example



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some students who are easily distracted do not respond well to open classrooms.

If this is unavoidable, seat this type of student in a more 'closed' position, not on the fringe of the room.

- Younger grades/ year levels often get 'excited' about changes - don't make them unnecessarily —use this to your advantage when planning lessons.
- A desk out on its own can be a useful deterrent for uncooperative students.
- Follow a routine so that students are secure in the knowledge of what is expected of them.
- Reward correct behaviour - 'You may sit near your friends if you can work quietly'.
- Move around the classroom. Use the back and the sides of the classroom as different vantage points.
- Move amongst the class while they are working. Use a range of subtle corrective techniques — open the unopened textbook, write a quick comment on a notebook. A significant look, the unsaid comment can often be more effective than the spoken comment.
- Don't be tempted to allow unnecessary student movement, for example, a supposed trip to the rubbish bin can be an attempt to disrupt or avoid work.
- Use your non-verbal language and be aware of that of your students
- All movement of your class should be purpose-directed.
- A routine established to 'settle' the class is essential, for example, lining up outside the classroom may be appropriate, stand behind chairs until quiet, (sit them down as they follow directions).
- When control is secure, vary class structure i.e. in groups, on the floor, etc.

### ★ HANDLING INAPPROPRIATE BEHAVIOUR

As already noted, a positive classroom atmosphere is the first step towards avoiding behavioural problems, together with structures and procedures focused on learning. Nevertheless, behavioural problems may still occur, and teachers need to be prepared for dealing with these situations.

One experienced teacher has outlined the following areas which may need to be considered.

### ★ ACTIONS AND CONSEQUENCES

- Be consistent at all times. Don't change the rules because you've had a bad day, and more importantly, don't change the consequences of inappropriate behaviour.
- Write yourself a plan - what you will do if a student behaves in a particular way. Having decided beforehand ensures consistency.
- Your plan should be a graduated one. If you "go right off" the first time a student speaks out of turn, you have very few options left.
- There must always be a balance - positive/negative - don't just reprimand and punish. Reward and comment on 'good' positive behaviour as well.
- If positive behaviour is hard to find, then remember, a small step forward is better than no step at all. Jamie's behaviour may not be ideal but effort must also be rewarded.
- Have a copy of your classroom rules (rewards and sanctions) posted on the wall. Refer to the school behaviour policy to make sure your rules and the consequences are in keeping with the directives of the school administration.
- Classroom rules must apply to all students although this may seem tough at times. If a 'good' student has disobeyed a class rule the same punishment must apply.
- The key word is respect. Encourage respect for each other in your classroom — it's catching.
- One way of showing respect for your students is to be prepared for lessons.
- The tone of your classroom is a factor in the behaviour management plan. Your classroom should be a good place to be. An angry, unhappy teacher will not have an effectively managed classroom
- If things are not as you would like them to be, ask for help. There is no shame in this if you are prepared to act on advice given. Teachers are nice people, most are only too happy to help and would rather see a struggling teacher trying to correct the situation than insisting that there's no problem.
  
- All teachers were struggling at some time in their career with some class or another and have learned from those around them. Ask your Head of Department or a senior manager for some recommendations of teachers whose lessons you could observe to discover and



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develop some more management techniques. Each successful teacher has his/her own style but they all have some things in common. You need to work out what these are.

- Remember you are a role model — no double standards

### ★ USING A RANGE OF REPRIMANDS

- Learn the names of all of the students in your class as quickly as possible — a seating plan can help with this.
- Use a student's name as many times as possible during a lesson, use 'getting to know you' activities like pairing off and finding out about the other student, then reporting this.
- Reprimands must be balanced with positive comments to be effective — for example, make a student stand up for being talkative in class but balance this with positive reinforcement for correct behaviour — "Mark, when you show me you know how to be quiet for five minutes, you may sit down. Well done, Mark, you may sit down." (Note: 'when' not 'if' implies the student will follow your directions, that you don't expect any other possibility.)
- Some reprimands: stand student up; move student; move student to sit by him/herself;
- allocate unpleasant activity within class; lunchtime detention; litter duty; referral to higher powers such as Head of Department, Year Coordinator, or Deputy Principal.
- Corrective action should not punish the teacher — endless lunchtime detentions with the same student rarely achieve anything — any punishment inflicted too often becomes ineffective.
- Never make a threat that you cannot carry out — it makes you look foolish and undermines your authority.
- When you deliver a detention carry it out at all costs — this sends a message that you mean business to the student and the rest of the class.
- Be careful about the way you phrase the instructions you give students — your tone, your manner, the words you use have so much impact on whether or not your instructions are carried out.
- A confident teacher carries an air of authority, has a 'presence' that comes from being well-prepared, from considering all possibilities and being prepared for them.
- Reprimands are always directed at the behaviour, not the student, as the aim of all reprimands is to correct behaviour to ensure a positive classroom environment.
- Don't use line writing — use a useful text as parents might challenge and rightly so.
- Maintain your credibility by handling your problems yourself if possible — but seek help if necessary.

### ★ DEALING WITH DIVERSIONS

- Make your life easier by having your own bag of tricks —pens, pencils, glue, scissors, stapler, etc and sheets of scrap paper to eliminate those time wasting and very annoying "Miss, I forgot my..."
- Keep a notebook to record details of misdemeanours, action taken, results observed, how many times a student needs to use your bag of tricks, any medical disorders in your class and what to do about them, any particularly good things (brilliant work in an assignment, successful group leaders, success your students have in any other field, any information that helps you to keep your perspective as sometimes with a troublesome group it is easy to become very negative).
- Keep a file of your rolls — use these to record homework/absenteeism/numbers of books handed out /criteria sheets handed out saves a lot of trouble later with "I wasn't here" or "I didn't get that sheet" etc.
- Maintain your focus during your lesson, don't ignore the nuisance behaviour but don't let it dominate your lesson.
- Look out for the student who is frequently late to class — make some inquiries with other teachers, support teachers, or year coordinators, to find out why. If there's no good reason the student should make up the lost time.

- Students who constantly attempt to create a diversion in class do so for a number of reasons:



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to taunt the teacher; to get attention from the teacher, to get attention from the class, to avoid work, because it's fun — whatever the reason deal with it quickly and don't give the perpetrator the opportunity to achieve his/her goal or he/she will most certainly repeat the action. If the behaviour is attention-seeking, explain to the student that there are positive ways to achieve the same result.

- Get to know your students so you know whether you are dealing with typical behaviour knowing the reason usually makes dealing with the behaviour easier.
- Dealing with these problems yourself will encourage the respect of the class but if all your efforts fail to achieve the desired result then remember, you have other people to call on - ask other teachers what they would do in the same circumstances and then refer to your chain of disciplinary action as outlined in your School Behaviour Management Policy if all else fails.
- Selective blindness and deafness have their places, but don't try this if students know you saw or heard.

### ★ ENFORCING CORRECTIVE ACTIONS

- If the worst scenario occurs, you've given a directive and the student refuses to cooperate depending on the circumstances you might need to refer to other staff, Head of Department, Year Coordinator, etc. BUT don't force a confrontation — if you have given a reasonable directive in a reasonable manner, try to give the student time out to calm him/herself, then carry out your plan of action and consequence.
- You must not lose your position of authority in front of a class — never fight a battle you can't win. So, if you take a stand, be forceful rather than aggressive and don't give the student the opportunity to make mileage of the situation — give the directive and redirect your attention to the rest of the class.
- The student doing the right thing should get the majority of your attention — don't let the naughty students make you lose your perspective.
- Remove the student from the primary focus of the class — get the rest of the class back on task and then redirect your attention to the problem, quietly and out of earshot of the class if possible.
- If you have let the problem get out hand and the student has the attention and the amusement of the class and refuses to leave the classroom you will need to seek help from another teacher, preferably a 'power' person — a strong person who you know will rescue you without you losing too much face.
- It is far better to 'nip a situation in the bud' than try to rescue a bad situation — be aware of the language you choose when you are addressing a student — don't use inflammatory language, personal insults, or ridicule and be aware of your body language (are you provoking the student?)
- Don't insist on certain behaviour and then pause, waiting for the student to concur — if you have a loud, rebellious student on your hands this gives this type of student the opportunity to grandstand.
- The pregnant pause is a useful tool but make sure that it will pass the advantage to you.
- Don't be afraid to ask for advice or help or to observe an effective teacher in action nobody has all the answers but experience gives you a wider repertoire to choose from. Evaluate your own performance constantly then you will become a more effective teacher.

### ★ SOME UNDERLYING CAUSES OF MISBEHAVIOUR

It often helps to be able to understand why some children behave the way they do. In some cases, this reflects certain needs

- Belonging — teacher or class attention
- Power — influencing others
- Self-expression
- Stress reduction
- Fun/entertainment
- Communication
- Freedom/choice

In other cases, students misbehave because of underlying learning disabilities, and these need to be fully investigated:



- Short attention span
- Poor memory
- Difficulty following directions
- Poor reading
- Poor eye/hand coordination
- Difficulty with sequencing
- Inability to discriminate letters, numerals and sounds
- Disorganisation
- Time management problems
- Sensory perception problems
- Different learning styles
- Covers up problems
- Unaware of social cues
- Not open to new experiences
- Low self-esteem

We can summarise much of what has been said about behaviour management by referring to Bill Rogers' Three 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
  - (Further information on these areas can be obtained from the references below.)
  
- ★ ADDITIONAL PROGRAMS

The following operate alongside classroom programs in a school for the prevention of unacceptable behaviour:

- Supportive School Environment
- Class meetings — problem solving
- Counselling
- Small Group Discussions
- Peer Support Program
- Student Representative Council
- Developing positive relationships between children.



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### ★ CLASSROOM MANAGEMENT STRATEGIES AT ONE PRIMARY SCHOOL

How a school and the individual teachers carry out these actions has implications for the success or otherwise of classroom management. Some schools provide guidelines for teachers in this area, as in this example.

STEPS	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?
Rule restatement/reminder	Quietly remind of established rule Brief and clear
Deflection to appropriate behaviour	Teacher acknowledges child frustrated/angry, but refers back
Take a pupil aside (quiet discussion)	Call over quietly Brief discussion Student needs to know what should be done on return
Clear desist or command	Explain that behaviour is unacceptable and direct them to resume task
Simple choice	It's your choice" Work quietly or move I'll have to ask... 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