

RESOURCE

BEHAVIOUR MANAGEMENT: POSITIVE BEHAVIOUR MANAGEMENT

ACTIVITY 1: BILL ROGERS - POLICY FOR BEHAVIOUR MANAGEMENT

Bill Rogers is an Australian educator and Professor of Education who has developed a Positive Discipline Programme.

He argues that thoughtful, planned discipline language will improve the quality of discipline transactions by reducing unnecessary emotional exchanges and by focusing on the primary issues.

Rogers argues that there are 19 steps that are arranged in terms of their degree of decisiveness of teacher action. The nineteen steps are the building blocks of a discipline plan.

1. Tactical Ignoring of Behaviour - especially attention seeking behaviour.
2. Non-verbal Messages such as looking at the miscreant. This signals to the pupil that the teacher is aware of the behaviour.
3. Casual Statement or Question – e.g. ‘Lee, should we be working?’
4. Simple Directions – e.g. ‘Lee, please get on with your work. Thank you!’
5. Question and Feedback – e.g. ‘What are you doing?’ ‘Is that what you should be doing?’
6. Rule Restatements, Rule Reminders e.g. ‘Lee you know that we have a rule for working. Please follow it. Thank you.’
7. Distractions and Diversions – e.g. The pupil might try to involve the teacher in an argument. ‘But I was only helping Mark with his work.’ The teacher has to stay with the primary behaviour by ...
8. Defusing – e.g. ‘That may be true Lee. However, please get on with your own work. Thank you.’
9. Taking the Child/Student Aside – Privately and quietly explain to the child why the behaviour is inappropriate.
10. Clear Desist or Command – e.g. ‘Lee stop that now!’
11. Physical Intervention – e.g. moving the child.
12. Assertive Message or Statement – e.g. ‘Lee, I have lost my patience with you. Please do as you are told.’
13. Isolation within the Room – e.g. ‘Lee, take your work and work on your own at that desk.’ (Desk already known and prepared for isolation)
14. Blocking Statements – a blocking statement repeats/re-asserts the primary direction or reminder.
15. Giving Simple Choices – e.g. ‘Lee, you have a choice. Either you.... or’ This allows the child a choice. We may need to add deferred consequences.
16. Time Out in the Room – Time-out sends a clear message to the class about non-negotiable behaviours. Time-out should not be used as a punishment but as a time for the pupil to reflect on their inappropriate behaviour and how to remedy the situation.
17. Can I See You? – Usually at the end of the lesson or during the pupil’s own time such as lunch or playtime.
18. Basic Contracting/Counselling Steps – Talking with the child about the behaviour. Simple contracts may be arranged.
19. Exit Procedure – e.g. Referral to senior management, SENCOs etc.

These nineteen steps have to be balanced by a teacher's encouragement, sense of humour, curriculum, and personal manner towards pupils in their care. Rogers recommends that when developing a discipline plan, it is important to develop it within your own personality and style. When using a plan, a teacher will be at different levels with different students in the same lesson.

He also states that the significant point is to be prepared:

- To deal with frustration and uncertainty
- For likely (normal) disruptions
- Not to get caught in long discussions with pupils
- To be decisive and assertive as may be necessary
- To enjoy teaching

Rogers states that it is very important to recognise that the more teachers work at the relationship-building, the easier it is to teach and control the classroom. Pupils accept correction and direction far more positively when the relationship is based upon mutual respect.

Rogers further states that the classroom environment should be fair and humorous. Teachers should make lessons as interesting, and clear as can be, and to employ respect and encouragement within the classroom.

Rogers' Eight Protocols of Discipline:

- 1) Establish clearly the rights, rules, and responsibilities within your classroom
- 2) Intentionally minimise embarrassment and hostility
- 3) Maximise students' choice over behaviour
- 4) Develop and maintain respect
- 5) Be aware that our expectations affect our behaviour as classroom leaders
- 6) Maintain a judicious sense of humour
- 7) Follow up and follow through (consistency)
- 8) Utilise wider support (peers, senior management, parents)

Rogers' Suggestions for Teacher Behaviour in Discipline Management

- Maintain eye contact
- Use a respectful voice tone (speak clearly and firmly)
- Watch proximity (not too close or overbearing in body language)
- Refer to the class rule. Avoid arguing. Assert, take the student aside, give clear choice or follow up later
- Use appropriate assertion (match teacher behaviour to level of disruption)

Rogers' Model of Decisive Discipline

Rogers suggests that:

- Indecisive teachers hope for compliance but, in the real world, surprisingly get it on many occasions!
- However, decisive teachers expect compliance, they don't demand it.

Decisive teachers' verbal and body language convey an expectation that their reasonable requests will be followed

Key Ideas:

- If teachers can keep the language at the least intrusive level they will keep their emotions under control. Instead of snatching objects off a student's desk an example would be 'Lee, I want you to put that magazine in your bag or my desk – thanks.' ('Thanks' is said expectantly, not pleadingly).
- Choice gives the ownership back to the student. If Lee argues, we can redirect or make the consequences clear. The repercussions can be immediate or delayed according to the situation and context.

Key Point - It is not the severity of the consequences that matters, but rather the fair, reasonable, certainty of the consequences that is important.

Levels of Decisive Teacher Action

Rogers proposes four ever-increasing levels of decisive teacher action. As with any skill development, each of these steps requires practice.

- Tactical ignoring as a first action, balanced with selective attention and encouragement
 - Simple direction or rule restatement
 - Secondary behaviour (giving a clear choice)
 - Imposing time-out

Rogers stresses:

- The value of rules established with students.
- Avoid asking misbehaving students why they have misbehaved (i.e. 'Why are you calling out?' 'Are you late?')
- Maximising student choice

1. What are the strengths of this approach to behaviour management?
2. What areas are you less comfortable with?
3. What ideas can you take from this article and apply to your own professional practice

ACTIVITY 2: ASSERTIVE DISCIPLINE

Lee Canter's Effectiveness of Assertive Discipline

(Source: Author unknown. Available from:

http://www.schoolweb.middlesbrough.gov.uk/staffroom/ianmawson/im_class_man.15_b.html [Accessed 1 March 2004].)

There is a considerable amount of research to suggest that Assertive Discipline is a very effective behaviour management programme. However, although the author has used it effectively, he does have serious criticisms of it which are based around:

- Its 'prescriptiveness' does not allow for the fact that children are different and react and behave in different ways. It does not allow for the teacher's freedom of choice or discretion in deciding what to do about a pupil's misbehaviour.
- Some pupils spend a great deal of time 'in trouble' and some quickly hit the limit. Exclusion rates can increase dramatically. The following true example illustrates the possible problem: A pupil is lightly tapping his fingers on the desk.

Teacher: Guy, stop tapping on the table.

Pupil: I am not doing anything.

Teacher: Yes, you are. Will you please stop tapping on the table?

Pupil: I am not doing anything. You can't hear anything.

Teacher: Guy, this is a warning. Will you stop tapping?

Pupil: (Becoming agitated). You always pick on me! You are being unfair.

Teacher: Guy, you have not stopped! Please go to the isolation desk.

Pupil: I will not! You are always picking on me. I am not doing anything.

Teacher: Guy, this is another warning! You will now go to the isolation desk for 15 minutes.

Pupil: (Sitting still) You are always picking on me. It is not fair.

Teacher: Right, you understand the procedure. I am now asking you to go to Mrs. Smith's class for the rest of the session.

Pupil: I will not. I have not done anything.

Teacher: Are you refusing to do as I ask? I must warn you that you are in danger of being excluded. Will you please go to Mrs. Smith? If you refuse, I will have to ask you to go to the headteacher for 'headteacher's isolation'.

Pupil: I have not done anything. I should not be punished. Teacher: Are you refusing to go to isolation?

Pupil: Yes, I have not done anything!

Teacher: Right. Will you go to the head's office?



Pupil: No!

Teacher: (Asks another pupil to go to the headteacher for help). You are now in serious trouble.

Pupil: I am not bothered. I have not done anything.

(Headteacher enters the room and speaks with the teacher.)

H/teacher: Guy! Will you come with me to do your isolation?

Pupil: No, I have not done anything. She is always picking on me.

H/teacher: Are you refusing to follow my instructions?

Pupil: No ...But I am not going to do isolation as I have not done anything. H/teacher: You have refused to follow my instructions. That is a very serious offence.

Pupil: I have not done anything. She is always picking on me. H/teacher: Guy, are you refusing to do a headteacher's isolation? Pupil: I am not going to do it as I have not done anything.

The situation had escalated because of the prescriptive nature of the Assertive Discipline Programme. All the parties were tied into a system that did not allow for the teacher's and headteacher's discretion. The pupil was excluded for three days as that was the procedure if a pupil refused to do a 'headteacher's isolation'.

Run through the scene several times, trying to adopt a flexible and non- confrontational approach to managing behaviour in order to see how the situation might be dealt with more effectively.

Some of the non-confrontational strategies that you might try could include:

- using a distraction
- finding a way to use rewards
- focusing on what another pupil is doing
- offering the pupil a 'way out'
- Using humour to defuse the situation