Effective Classroom & Behaviour Management

# Introduction

The subject of effective classroom and behaviour management is an extremely complex and wide-ranging one. Recent research (McNally et al, 2005, Powell and Tod, 2004) has highlighted the importance of addressing this subject with trainee teachers in the ITE programme. Classroom management can be seen as how the physical environment of the classroom is laid out, how the children are arranged in groups, what resources are available in the room, as well as the management of the people within the classroom through rules, discipline and behaviour routines. ‘Management’ could suggest controlling of pupils with the aim of achieving compliance through intervention (Porter, 2004) or else the guidance of pupils to facilitate learning. The term ‘effective’ also needs clarification, as it is not quantifiable. Effective could mean compliance, getting the class to be quiet so that we can teach, making sure that all work is completed.

The role of a teacher is not limited to the delivery of her subject. More and more the teacher is also seen as the main provider of guidance in relation to behaviour and social development. Teachers also have to promote order to facilitate effective learning and achieve the goals set out in the Every Child Matters programme to prepare pupils for the world after school (Porter, 2004). Setting up a framework for behaviour management can help teachers to address this vital aspect of teaching allowing them to provide clear, consistent and considered guidance on appropriate behaviour.

‘Pupil behaviour is indeed an issue for most students in their first teaching experience’ (McNally et al, 2005, p.179).

This essay is intended to address the above and define effective classroom and behaviour management in relation to current theory and practice, relating this to how I will use knowledge of this to aid my own teaching. It will provide a detailed analysis of two of the most popular approaches in schools today, namely Bill Rogers’ positive behaviour management approach and the ‘rewards and positive discipline’ approach used in School X.

It will go on to identify the approach I feel is the most effective at classroom and behaviour management and analyse this further in relation to a specific pupil group, namely SEN pupils. This in turn will lead to the development of my own focus for block teaching experience one and the priorities I will set for effective behaviour management in the classroom.

# Section 1

Many theorists, both psychological and pedagogical, have put forward views on effective behaviour management, from which many approaches have been written from many different angles. Examples include Skinner’s behaviourism theory suggesting that reinforcement of good behaviour through rewards leads to repetition of that behaviour, Glasser’s Choice theory which suggests that rather than controlling pupils we should give them choices (in their work as well as behaviour), Dreikurs’ democratic theory suggesting logical consequences for actions and goal orientation (Belvel and Jordan, 2003). Although all theories have (often subtle) differences, many are based upon a structured plan for behaviour management and most offer some kind of reward (physical rewards, reinforcers or positive feedback) and sanctions (prescribed, chosen or consequential).

**Approach 1**

The first approach I would like to consider in detail is the positive behaviour management approach put forward by Bill Rogers (2007, 2006). The approach was developed after years as a teacher and teacher-mentor providing guidance and advice. It is aimed at enabling teachers to ‘establish more co-operative classrooms where rights and responsibilities work together to the benefit of all’ (Rogers, 2006 p.4). In his approach, Rogers also looks at behaviour beyond the classroom but as the purpose of this essay is to discuss effective classroom and behaviour management, I will not focus on this aspect of his approach.

The approach is intended as a whole-school approach which focuses on a behaviour agreement establishing common rights (to learn, to safety, to respect) which in turn lead to the stipulation of rules to protect those rights and the responsibility of pupils to uphold those rights for themselves and for others. The agreement must be taught to and discussed with the pupils at the start of the year in the ‘establishment phase’ (Rogers, 2006). It must then be signed by students, a copy sent to parents and continually reinforced through its consistent application.

Building positive relationships with pupils is crucial to achieving a classroom environment conducive to learning. Learning students’ names is a vital component of this. Students need to feel that you care about them and are involved in their learning. By building a “profile of each student…gradually you’ll get a picture of what they want to do in life”(Young, 2005) thus you can maintina interest in your lessons by including information relevant to each pupil. It is important to teach enthusiastically and in accordance with the values in the behaviour agreement to guide pupils through learning, addressing the range of abilities in the class and leading pupils to take control of their own behaviour. Relaxed vigilance is also a key element with teachers choosing to ‘tactically ignore’ that behaviour that does not interfere with learning and which is attention-seeking. “Teachers who are sensitive to the unvoiced needs of learner should be more successful in building relationships with them” (Atkinson et al, 2000 cited in Jarvis xxxx p.?)

The above elements of the approach are expressed through the use of language and positive feedback in the least intrusive way possible. According to Rogers, positive feedback has a far greater effect than physical rewards. Hook and Vass (2005 quoted on Interactive Behaviour Management CD ROM) agree, stating “Emotional feedback is the most effective form of reward.” The use of positive language is not necessarily praise but can also be giving rule reminders and choices to redirect potentially disruptive behaviour. He also advocates the use of phrases such as “Settling down now” as opposed to imperatives or questions (Could you settle down, please?) and partial agreement (“Mr Smith might let you do that…”) along with other cues such as tactical pauses, silence, eye contact and circulating to achieve, maintain or restore order.

The behaviour agreement also addresses behavioural consequences (correction) as inevitabilities for unacceptable behaviour. Rogers believes the consequences for the broken rule must be linked to the If the child teased someone or called out, a detention in which the child explores the reasons for their behaviour through a questionnaire or a discussion with the teacher might be a suitable consequence. Rogers also points out the importance of behaviour recovery, teacher support and rebuilding relationships. Behaviour has to be worked through to address any issues at the heart of the behaviour and work on positive actions to move forward.

Although the teacher has an authoritative role, it is not an authoritarian one. Rogers believes that it is the pupil’s job to control his own behaviour. The teacher can lead, guide and support the pupil to manage themselves. Controlling through authoritarian actions suggests intent to harm or shame pupils into compliance. What Rogers proposes is to show pupils that teachers are enabling them to take responsibility for their own actions.

In terms of the teacher’s role in this approach, Rogers gives practical advice based on the importance of being a reflective practitioner. The aim of the approach is to address behaviours and actions in their own right, not to let emotion cloud judgement. A teacher cannot control the behaviour of others but can control their own reaction to a situation (Rogers, 2006). Teachers are encouraged to use tools such as the behaviour agreement and use of positive language to respond in a reasoned and calm way to any conflicts that may arise. To further help the teacher, Rogers distinguishes between primary (the behaviour that broke the rule) and secondary (often unconscious reactive behaviour such as muttering, sulking, etc.) behaviours. These secondary behaviours can cause teachers the most frustration but should be ignored, focussing instead on the primary behavioural issue.

Rogers’ approach does not fit neatly into one theoretical category. Perhaps it is inherent in a practical and useful approach that it is drawn from a number of effective principles and practices, hand-picking those elements which combine to provide a useful and comprehensive framework. Certain aspects of the approach appear to be based on the behaviourist theory of learning. This theory was advocated by, among others, Skinner and Pavlov and suggests that behaviour in the direction of required behaviour is directly linked to rewards and consequences (behaviour reinforcers) (Skinner in Case and Bereiter, 1984). Pupils will behave favourably in order to receive a reward. The reward in turn reinforces the actions of the learner and so they repeat the actions the teacher desires in order to continue receiving the reward. This approach is reflected in the positive feedback and behaviour consequences elements of the behaviour agreement. If pupils exhibit certain behaviours and we can ‘catch them being good’ (Kevin Holloway) they receive either an immediate reward in the form of constructive feedback or a behavioural consequence. However, it may more sensibly be linked with cognitive behaviourism (e.g. Gagné in Case and Bereiter, 1984) as through the positive feedback and redirection strategies that Rogers proposes, it provides pupils with the stages needed to get from their current behaviour to the required behaviour.

Elements of the approach also have their roots in Vygotsky’s social constructivist theory of learning. Building on the theory by Piaget (Jarvis, xxxx) that states we are agents of our own learning and we need to understand the rules by which the world operates in order to increase our own reasoning, Vygotsky asserts that people learn through social interaction. The teacher passes on information about correct behaviour and effective social interaction by way of teaching the behaviour agreement with rules rights and responsibilities (providing reasons for rules and rewards) and implementing this in lessons. The teacher gives instructions (initiates the task), the pupils respond and the teacher provides feedback to build on their learning. As the teacher provides reasons for behavioural actions and tries to understand the reasons behind these actions, pupils will be able to form their own links between their behaviour and its outcomes. The establishment phase of the behaviour agreement also addresses the Zone of Proximal Development (Vygotsky cited in Jarvis, xxxx) which is the gap between what the child understands alone and what he can then understand through interaction with the teacher, or even Mercer’s (cited in Jarvis, xxxx) Intermental Development Zone which suggests that there is not a gap between learner and teacher but a shared communicative space in which the understanding and purpose can be passed to the learner, leading to a sense of ownership of the rules. Although not explicit in his work, Rogers emphasises this through the need to guide pupils to the correct course of action through effective teaching, addressing a wide range of abilities using a variety of teaching approaches. Vygotsky (Jarvis, xxxx) supports this approach stating that we can use language as a tool by getting pupils to repeat instructions back to internalise them. Jarvis (xxxx) asserts that it is generally accepted now that learning is a social process in which the learner takes on understanding from an experienced tutor.

Schon (1983, 1987 in Jarvis xxxx) – cognitive and social constructivist. Ability of expert to respond automatically to a situation without diveting attentional resources and distraction. Implicit and automatic actions become explicit and reflected upon.

Rogers approach also links to other apporaches of behaviour management. Similarities that can be drawn from Glasser’s control theory (Porter, 2004). This approach is a more democratic one that suggests that individuals behave as they do because they think that the behaviour will help meet their needs. The teacher must ensure that students are able to make choices and meet their own needs but without violating the needs of others. Teachers build caring relationships with students so they gain the strength to take responsibility for themselves. This links with Rogers’ rights and responsibilities – that no one person should remove another students’ right to learn, be safe or have respect. The behaviour agreement shows pupils how they can control their own behaviour and the use of positive language and emphasis on building positive relationships all help to build the child’s self-esteeem and ability to take responsibility.

Rogers’ approach also echoes some elements of the Leadership model proposed by Belvel and Jordan (2003) which focuses on looking at the problem behaviour rather than the child, counselling the student, tactical ignoring and facilitation to achieve behaviour recovery.

When analysing Rogers’ approach to behaviour management, it may initially appear that the two sides of the approach (behaviourist and social constructivist or democratic) are in conflict with one another. The behaviourist side does not express a desire by the learner to find meaning in what they are being asked to do, simply to repeat actions. However, as Rogers’ approach does not rely solely on this theory, the elements of social constructivism redress this deficit.

The use of rewards is a different question, which has long been under scrutiny..

Kohn (XXXX) in his review of rewards and their negative effects states that rewards, even as simple as praise and feedback, are used to control and “our attention is properly focused… not on ‘that’ (the thing desired) but on the requirement that ‘one must do this in order to get that’.” p.4. Thus a reward can detract from the intrinsic nature of learning. Focus shifts from the lesson to an attempt to gain a reward (i.e. praise). Studies show that rewards lead to not to an increased effort or understanding on the part of the student but merely compliance in order to receive the reward. Kohn suggests that the negative effect of rewards an be minimised by giving them as a surprise so children are not working towards them. He also advocates making the reward as similar as possible to the task to ensure that the reward can be linked back to the action.

In light of this, the use of positive feedback (which is a reward in itself) is also questionable. I am unsure whether through its excessive use we are really enabling pupils to go out into the world as confident adults capable of integrating into society. As suitable as positive feedback may seem in the classroom, self-esteem must surely be effected when as adults, they are not praised daily for their efforts and when the reward for good work is not a credit or a word of praise but more work and responsibility.

On the opposite side of the coin, we must also look at the effects of punishments. Kohn (xxxx, p.20) states, “A child’s misbehaviour is best construed as a ‘teachable moment,’ a problem to be solved together rather than an infraction that requires a punitive response.” Porter (2004) states that authoritarian responses provoke disruptive student behaviour and that children naturally make mistakes as sometimes they are overwhelmed emotionally. Rogers’ democratic approach ensures that mistakes are not punished but followed up and learned from.

Does Rogers’ approach motivate pupils to behave well and facilitate learning? Kohn (xxxx) states that it is not possible to make somebody be motivated to work and that motivation is not simply manipulation of behaviour. We need to give pupils a reason to think about what kind of person they want to be, “the job of educators is neither to make students motivated not to sit passively: it is to set up the conditions that make learning possible.” (Kohn, xxxx, p. 199). The aim, as addressed in the behaviour agreement, should then be to guide pupils through the teacher’s effort to communicate respect and care (Rogers). Burnard (xxxx, p.4) backs this up by stating that “Behaviour programmes start with the adults looking at their own behaviour and how they can control it to help a child develop strong positive responses to social situations.”

The approach promotes self-responsibility through thinking about the consequences of actions, has a preventative focus and gives a positive view of individuals, focusing on the good behaviour rather than the bad. Taking a step back and focusing on primary behaviour helps to reduce tension and also the follow-up and follow-through stages help to get to the root of the problem. The approach is not a surface approach intended to simply keep students on track to refocus on the lesson.

Although the positive behaviour management appears to be effective on paper, I would question the ability of every teacher to be able to take a step back from all situations and react calmly when provoked by a very difficult student. Rogers does provide some guidance in the use of other staff or the ‘teacher time-out’ as support in his approach. Sometimes, however, there are personality differences that may make it impossible for a teacher and a student to ‘get along’. What happens in this instance? Although the approach does give suggestions for dealing with particularly difficult students, it does not guide teachers through a communicative dead-end. It is also extremely difficult to keep an eye on 30 students at once, especially as a beginning teacher when you are not only trying to remember the lesson you are going to teach, the students’ names and the next activity on your lesson plan but also to praise students at every opportunity and to even notice when disruptive behaviour is occurring! It is only through experience and practice that these can be synthesised into the daily routine. At first, the approach may seem overwhelming to the new teacher. “Sets of practical tips, seductive concepts or the next big idea, whatever it is, are unlikely to remove or de-problematise the difficulties of the first encounters.” (McNally et al, 2005, p.179). “Concepts such as ‘relaxed vigilance’ and ‘tactical ignoring’ (Rogers, 1995), for example, are eminently sensible but may mean much more to experienced teachers than beginners with little experience of their own to relate to.” (McNally et al, 2005, p.181).

Constant reinforcement of the agreement may also interfere with the running of the lesson, although it could be said that this may interfere less than the disruptive behaviour that might otherwise ensue. Students would also need to have good verbal skills and enough self-esteem to be able to work on the follow-up and follow-through stages of the plan with the teacher.

In Rogers’ approach, the teacher integrates the rules, rights and responsibilities of students into the system in order for students to construct their own understanding of the behaviour agreement and the reasons for the content therein. The approach seems to balance the positive elements of behaviourism with the understanding of social constructivism, drawing on many years of experience that reflect other current practitioners. However, it is not a catch-all approach and many schools may take the approach as a basis on which to build to best-fit their school environment.

“His book appears to be

concerned more with coping with the way things are than bringing about any

change in the philosophical approach to teaching and learning.” (p.242 Golby and Viant, 2007). No practical advice on how to change problem behaviours.

REORDER AS POSITIVES AND NEGATIVES/LIMITATIONS.

**Approach 2**

The second approach I will evaluate is the approach used in school X, which appears to be largely based on Canter and Canter’s limit setting approach. The approach is entitled ‘Rewards and Positive Discipline’ and is based on Enterprise Ethos of the school. This approach could be termed as a behaviour improvement programme (behaviour4learning – ref?).

This approach has recently been redeveloped through suggestions from staff, leading to an overhaul last year of the school sanctions policy, which now features centrally in the approach.

The school ‘Enterprise ethos’ is displayed on every wall (see appendix A) and contains 8 elements from problem solving and decision making to evaluation and presentation. Although these come from the business and enterprise specialism of the school, they apply to most areas of school life and relate to the aims and outcomes described in the government Every Child Matters policy and assessment for learning. The enterprise ethos centres on 3 main statements - to accept responsibility, to be cooperative, and to care for others and environment. The senior manager in charge of behaviour at School X states that these statements are "good to use in dialogue as nobody can argue with them".

The main statement underpinning the whole enterprise ethos is "Working together to make a brighter future". This is backed up by the school mission statement (see appendix B) which includes contributing positively to society, having a positive learning environment, and an appropriate curriculum. Canter & Canter’s approach supports this stating that pupils are accountable for their academic and also their social conduct. Although the approach is largely authoritarian, students have the power to make choices about their behaviour. Canter and Canter state that it is ok to incorporate other approaches into the assertive discipline plan as practitioners see fit. For example, stimulus-response theories of behaviour and reward (behaviouristic theories) as evidenced in this approach.

The approach appears to have its roots in positive behaviour management and effective communication but in contrast to Rogers, relies heavily on sanctions and tangible rewards. The approach appears to be more closely linked to Canter and Canter’s Assertive Discipline which states that teachers have the right (and responsibility) to impose order and that students need adults to make it clear what is expected of them. The enterprise ethos document clearly lays out the positive and negative consequences for individuals and the group to ensure that students comply with expectations.

The approach is largely a positive approach that rewards achievement. Rewards are given as credits or points (for full details of rewards, see Appendix C ‘Rewards and Positive Discipline’). Pupils are encouraged to not only collect rewards but also to keep behaviour stars, which, if enough are retained, lead to an end-of-year trip allowance for the student. As well as individual awards, the system also encourages class and school-wide awards in the form of house points and awards for the best form, best attendees, form with most credits. In addition to positive feedback, Canter and Canter advocate the use of rewards such as notes to parents, phone calls, awards such as certificates, special privileges, and tangible rewards. Verbal recognition is still considered the most meaningful and they consider that tangible rewards should be used sparingly and appropriately, as a result of behaviour and not as a bribe. There needs to be interest in the reward for it to be effective, such as a reward of a film with popcorn for the whole class at the end of term if they collect enough points.

Sanctions are given in stages and follow a logical progression. See appendix D for details of the sanctions policy. However, progression is not followed in the usual way for certain misdemeanours, also outlined in appendix D and for any behaviour that may potentially cause harm to students or staff. In applying the policies that form School X’s approach, teachers must be assertive but also try to be positive and supportive. Although the plan should be followed as much as possible, there are also occasions where behaviour cannot follow the plan. A severe clause must be included in the plan that enables the teacher to remove the student from the situation immediately to avoid potential harm to students or the teacher. Individualised behaviour plans detailing specific improvements required and meaningful corrective actions are also possible.

Canter and Canter (xxxx) p.64 “Corrective actions must be seen as natural outcomes of inappropriate behaviour.” It is fundamental to self-management to give students the choice of and responsibility for their actions. The added bonus is that the teacher is no longer the bad guy. Corrective actions do not need to be severe. They are most effective when used consistently. But it must be clear what we are trying to reward otherwise they correct the behaviour at the point but are not shown to have any long-term effect. Canter and Canter maintain it is important to choose the minimal and most immediate action possible as this gives you scope, should the behaviour persist. It is also important not to make assumptions about behaviour but to give clear rules and directions. Canter & Canter suggest that consequences are applied on a step-by-step basis in a structured order that pupils are aware of. It is important to be consistent with corrective actions and be firm but calm. Refocus students who are trying to argue with you and give positive feedback as soon as possible after the corrective action. School X also advocates progress to the higher-stage sanctions only when absolutely necessary.

Dententions take the form of monontonous work such as copying. Teachers are encouraged through the new system to talk to pupils to re-establish relationships.

All students have access to the enterprise ethos and other school rules from their planners (see Appendix E), which contain an overview of policies and classroom rules. The enterprise ethos and other classroom rules are also displayed on the wall of every classroom. Some of these rules were developed by students in their ‘Life Skills’ classes at the start of the year. Canter and Canter advocate including pupils in providing suggestions for the rules stating that pupils can often be more strict than teachers. However, it is a good idea to make sure that you have an idea rules you would like to include before asking. This approach gives pupils ownership of the rules. When they are broken it is possible to relate this back to the pupils and point out that the rules are rules that they set for themselves, once again putting the responsibility on the student. Students are also given an opportunity to take a wider role in decisions about their learning through the student voice policy which includes the school council, year group monitoring, student reps, sixth form committee, etc. (see appendix F for details).

Pupils are given a clear indication of the meaning of their learning through the consistent communication of lesson objectives (WALT). Each classroom contains a separate board on which these objectives are written and remain for the duration of the lesson.

Staff support for the approach is gained through a consistent school-wide policy, the use of red cards in difficult situations and also through the recording of any previous sanctions at whatever stage through the use of a school-wide database. This enables teachers to start each day with a clean slate but also to have back-up regarding past behaviour of a student, should parents call and dispute the sanctions given.

All of the above is reinforced through life skills policy (delivery of 5 outcomes of ECM) - promoting self-esteem, emotional and social skills, etc. as well as expectations of behaviour, organisation an work and the code of conduct for students (both of these are also displayed on classroom walls). Canter and Canter state that Positive behaviour management should be integrated into day-to-day teaching – into transitions, small group activities (through monitoring redirection and corrective actions), in class discussions (by circulating, standing by inattentive students, making eye contact). They also assert that positive feedback gives the ‘good’ pupils the most attention.

Whereas Canter and Canter focus on a classroom discipline plan that suits the teacher, Rogers emphasises a whole school approach. The approach in school X falls somewhere in between. It is intended to be a whole school approach - the only staff that tend not to use the rewards and positive discipline policy tend to be Senior managers who feel they have enough control over their lessons to not have to use the enterprise ethos and rewards and sanctions in place. “Crucially, it is important to recognize that there are many teachers who do not

have problems with classroom discipline; many have developed a wide range of

appropriate skills and 'manage' the students in their classes without a great deal of

anguish. In contrast, it has been found that classroom teachers who do not have this

ability to deal with student misbehaviour sometimes embrace the practical techniques

of AD like the mythical drowning person would a flotation device.” (Rigoni and Waldford, 1998, p.447) although this view is refuted in a counter article by Melling and Swinson (1998).

The enterprise ethos roughly contains the components of a classroom discipline plan – rules (the 3 statements), which must be followed, supportive feedback for students for following the rules (credits) and corrective actions (sanctions) that are used consistently for any deviance from the rules. However, there are some issues. Canter & Canter state that rules should be explicit – the rules in the enterprise ethos are more like goals as they are open to interpretation. In addition, the sanctions are sequential but not necessarily directly linked to the behaviour.

The approach in School X enables teachers to be consistent, protect pupils’ rights and increases the likelihood of parental and management support. It helps to avoid hasty, emotional and hostile responses to students. It is an effective tool for the teacher, which enables the teacher to gain support from parents and management.

The approach is an authoritarian approach that seems to be most closely linked with behaviourism – that positive behaviour will lead to positive consequences and negative behaviour to negative consequences, reinforced through rewards and sanctions clearly defined in the policy. However, Belvel and Jordan (2003) state that younger secondary age children (11-13) do not have the formation of the link between actions and consequences so the ‘deviancy control’ method of behaviour management implicit in assertive discipline will not work. It leads to conformity, suppression and dependence on external controls. The more controls are applied through consequences, the more controls need to be applied. This assumption echoes Piaget’s theory of developmental stages (Jarivs, xxxx) stating that children are at least age 11 before they are capable of fully logical thought. The National Curriculum at Key Stage 3, therefore, does not include any formal reasoning but aims to introduce concepts to children at an age when they can cope with them. However, this does not challenge the brightest pupils in the class.

Canter & Canter also described as a social learning theory (Ferguson and Houghton, 1992). Pwell and Tod, p.6 “Learning in school contexts is influenced by the interaction of a range of indiviual, curricular and social variables.” Workshop of six one hour sessions (including one follow up session). Leads to

Skinner – behaviour modification model.

Critique -

Porter (2004) states that homes lack stability, support and discipline so children in turn lack the self-esteem and self-control needed to choose responsible behaviour. Teachers in turn lack the confidence to be clear about expectations and consequences. However, the classroom belongs to the teacher and the teacher has a right to determine expectations and consequences for students. This approach helps to “teach pupils how to exercise control over themselves, although no specific approaches are recommended for transferring control back to the students” (Porter xxxx p23).

Kohn (xxxx) would again take issue here with the subject of rewards. He suggests that there is an incorrect underlying assumption that deserving people will be rewarded. Rewards can also cause further problems if used inconsistently. Through my own observation, I have seen the negative impact that can be felt by a child who feels they have undeservedly ‘missed out’ on a credit. Kohn (xxx) also suggests that rewarding pupils is easier than getting to the root of the problem. He adds that pupils are less likely to notice or remember things that are not immediately relevant to the reward; they do what is necessary to get the reward and no more. For example, from observation in school it is clear that when asked to give an answer to get a reward, pupils will give the simplest possible answer in order to be certain of achieving the reward. Even grades are seen as rewards and pupils are encouraged to learn for tests doing what they need to maximise grades but otherwise may challenge themselves more. They undermine the intrinsic motivation to learn. In essence, rewards are quick-fixes that undermine the prosocial values we are trying to teach (Kohn xxxx).

However, a study by Ferguson and Houghton (1992) revealed that the use of appropriate praise increased on-task behaviour in pupils (only one in the 24 pupils observed did not). Although “Canter makes no provision in his Assertive Discipline programme for instructing teachers on how to maximise their use of praise.” (Ferguson and Houghton, 1992, p. 92)

Porter (in relation to behaviourism but principal can be applied to assertive discipline: punishment can increase undesirable behaviour – Jones&Jones 1998 – increased punitive control raised misbehaviour from 9% to 31%. Punishment has limited effect on learning. Hard to do consistently. Can make pupils fearful and fursturated. Makes pupils more careful, not more honest or responsible. Cannot be good all the time – praise can therefore be counter=productive, teachers need a high level of expertise to use praise well. One study showed assertive discipline achieved a decline in of-task behaviour from 12.5& to 7.5% (Canter, 1989) but findings from other studies less positive when schools did not already have serious behavioural problems in which case any plan would have improved matters.

Ferguson and Houghton, 1992 *Of the 24 children, all*

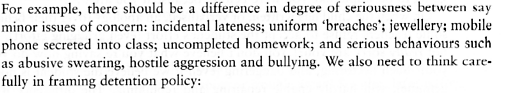
*but one evidenced increases in levels of on-task behaviour. However, observations conducted*

*during a follow-up phase revealed reductions in the use of praise by the teachers and in some*

*levels of on-task behaviour.*

Burnard (2005?) asserts that used incorrectly, rewards can cause a negative behaviour to continue. Inappropriate behavioural occurrence -> Positive reinforcement -> Sustains inappropriate behaviour. Even though positive reinforcement is addressing inappropriate behaviour, the child involved is still receiving positive feedback.

Questions have also been raised about the severity of the assertive discipline approach. Canter’s defence is that this is the case only when implemented improperly, which in my opinion means that it is open to abuse. ‘Realistically, the only choice assertive discipline offers is, “Behave, or else!”’ (Porter, 2004, page ref.).



(Rogers, 2007)

Rogers suggests DT should be linked to the behaviour that lead to DT but here, monotonous tasks are given.

The approach in School X appears to rely heavily on teachers to exercise control – I am as yet unsure as to whether the approach impacts behaviour when the teacher is not there. There is some evidence that the approach must be ‘known’ to the teachers and the teacher known to the class for it to be effective, that is, supply teachers struggle to maintain discipline in School X as they are not fully versed in the details of the approach.

The positive recognition side of the approach in the form of credits is worthwhile to show that it is not always bad behaviour that gets the attention, however, we must take on board Kohn’s comments about the negative effects of reward. At the moment there does not seem to be a viable, practical alternative for use in schools, other than emphasising instead the learning itself and its inherent values. In addition, praise that is given constantly to pupils appears to lose meaning after a while, hence the credit system to reinforce it. When students leave school they may be surprise that praise in such large measure is not an inherent part of day-to-day life.

The extent to which the rewards also encourage competition is also questionable. If children are seeking to maximise their own rewards, there is little incentive for cooperative learning. This problem is somewhat redressed by the class and house incentives but the emphasis should be more on cooperative games (see how far as a class you can get) rather than competitive ones.

Although the approach can be connected to Behaviourism, there is no educational theory to back it up. It imposes solutions on students but fails to teach them how to think about and solve problems.

A further and pertinent point made by some commentators suggests that if controlling approaches work, why do they have to be used throughout the school years? (Porter, 2004)

Glasser (in Porter, 2004) asserts that behavioural disruptions occur because school work does not meet students’ needs in terms of what they are being asked to do and how teachers relate to them. Perhaps changes to the KS3 curriculum will address this and take pupils down a more relevant path. Glasser suggests we should teach students control over their lives and skills to solve problems. Although School X’s life skills policy and government programmes such as Every Child Matters attempt to address this, the discipline system does not back this up. The control remains firmly with the teacher other than the suggestion of ‘choice’ through choosing the correct behaviour. This form of choice (behave or else!) is undemocratic and does not lead to thoughtful consideration of actions in relation to consequences.

Glasser also states that in order to promote feelings of power, you must expect and support responsible behaviour and high-quality work through relevant curriclum and leading rather than managing students. This is echoed in School X’s mission statement but in reality, much of the focus is placed on passing exams and students are often ‘levelled’ early giving them no incentive to produce high-quality work beyond the level they have been given. Indeed, in some subject areas, all pupils in a year group are given a false ceiling in year 7 as it is felt that they may otherwise reach Level 6 too early and have nowhere to go from there. This echoes Kohn’s point that learning for rewards (grades and recognition in exams) can limit pupils where otherwise they may have progressed further. There is little of no assessment of the benefits that success will bring in achieving personal needs and quite often an opinion that as the pupils will not expect to achieve, there is not point in knocking their self-esteem by encouraging them only to have them fail. The system of foundation and higher papers in exams further impacts on this – I was present in a discussion about how the mix of higher and foundation papers for exam subjects impacted on grade C results and therefore which exams the children should be entered for. There is no consideration of pushing the child to achieve the higher level but in ‘fiddling the system’ in order to achieve the best results for the school. In this way, Glasser would suggest that the school environment does not meet the physical, social and emotional needs of the students. How can the students be expected to behave appropriately when they are praised for completing simple tasks but not pushed to improve beyond the level that is deemed appropriate for them?

It can be difficult to communicate with students about their behaviour without resorting to controlling methods or imposing own solutions and to avoid responding in a way that allows students to make excuses for their behaviour (Edwards 1997).

Section 2

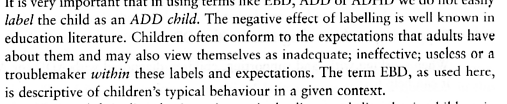
* Comparative evaluation of the two approaches (see above and see what can be moved down here).

Of the two approaches described, my preferred approach is that of Bill Rogers. He puts firm emphasis on positive behaviour and deals with behaviour recovery rather than sanctions. His practical tips for helping teachers to control disruptive situations provide guidance for beginning teachers. He also moves away from tangible reward towards promoting choice for the pupils t get to the root of the behaviour problem and renew pupils’ interest in learning. His methods help to show the child the connection between their behaviour, their learning and the learning of others. From obesrvations in school, this aspect is key. Students have to be reminded that their behaviour is affecting not only themselves but others in the classroom and the approach at School X does not compel teachers to draw on this observation enough, referring back to the classroom rules.

Obersvations in School X where teacher shouted ‘Are you stupid?’ to settle class. Leading to resentment and anger. Working but not interested, a lot of off-task chat. Also Spanish class in which Mrs Y did nothing ot try to control the class, let behaviour (putting make up on) continue and addressed pupils now and again for shouting across room. Class had one task for whole hour and not interest in it.

Section 3

I would now like to look at Rogers’ positive behaviour approach in relation to students with emotional and behavioural difficulties, in particular at School X.

* It is uncertain whether students with severe EBD will be able to work on the counselling side of this approach. However, Rogers does set goals for behaviour that can be worked on with students and worked through using individual behaviour plans as necessary
* Concentrate on primary behaviour.
* 
* (Rogers, 2006 page 155). Example of discussion with child who has ADHD About who really controls his behaviour – tablets or him?
* School-wide approach. IBP - with colleague support (make sure all teachers are using it.) Positive role models. (Rogers) For ADD and ADHD - Make routines clear, give small incremental targets, check for understanding of task, provide additional help, reduce distractions on table (give table pencil case with minimal stuff in) (rogers 2006). For attention-seeking behaviour – some pupils can pursue goals through attention seeking behaviours- talk to child after class to establish what the goal is ‘disclosing’ their behavioural goal – suggest what you think it might be, ask for agreement – may respond non-verbally with a shrug, etc. Then work on IBP. An approach that involves the whole group can highlight to the child what his peers think of the behaviour and why.
* Home environment, background and history have influence. We have no control over this. Energy better placed supporting the student. Don’t blame home environment or excuse their behaviour because of it. Don’t make child a victim. Have a time-out plan for when they are overwhelmed. May need to withdraw other students to settle the disruptive student. Relocate child to another class. Red card system. Case supervisor from senior management team – discuss behaviours and teach improvements through the plan. IBP - Guide pupil on how to enter a room, put hand up without calling out, use partner voice, manage frustration and anger. Behaviour recovery in manageable stages including goal disclosure, modelling, rehearsal and descriptive feedback.
* Let child calm down before attempting to address the issue. Let them come back after class and if they refuse, catch up with them tomorrow. Nothing to be gained from discussions in anger.
* Knowledge is power – EBD register. Recognising what provokes students and what difficulties they may face – getting to know the students!!!

Give examples of how the chosen approach can promote effective learning for this group based on examples seen. School inclusion policy: “Students with Emotional and/or Behavioural Problems / Vulnerable Students

Students who have emotional and/or behavioural difficulties are supported through the SEN team, the Learning Support Unit and the Pastoral System.  A range of strategies and interventions are used to help children overcome barriers to learning. These include monitoring reports; home school liaison; involvement of external agencies; pastoral support plans; counselling. A t Key Stage 4 many of the same strategies are used and in addition individualised learning programmes are agreed for identified children for whom the traditional curriculum is inappropriate. This programme could include college, work placement or a combination of these. Individual needs are identified at the Key Stage 3 to 4 transition point and appropriate programmes established.”

* Jarvis (xxxx) p.56 “Snyder (2000) found a positive correlation between grade average and visual intelligence scores in 128 US high school students in conventional education settings.” Teachers address visual learning styles. EBD students addressed in right way? Rogers emphasis on getting to know individual and meeting their needs.
* Can EBD pupils benefit in improved relationships (building relationships) – Adley and Shayer (2002 and 1994 in Jarvis xxxx) – cognitive acceleration through group work and whole class dicussions of solutions. Studies show improved GCSE grades when technique used in year 7 and 8. Not specifically SEN though.
* Link between sociometric status (popularity) and educational achievement (Jarvis, xxxx). Including EBD pupils through positive feedback etc. Often marginalised.
* Kohn (xxxx) more rewards offered to pupils with SEN. Counter-productive as this does not support autonomy. Mastery versus ability (also Powell and Tod – performance learning curriculum much less motivating than mastery learning curriculum. Motivations is improved if positive outcomes are made meaningful and achievable.
* Interactive Behaviour Management CD Rom – DFES inclusive schooling policy (2001) supports positive behaviour management approach. Suggests providing samples of work to help pupils understand the task, team work, use of additional support materials. If they are engaged they are less likely to misbehave –give them the tools to do this.
* Powell and Tod (2004) – discourage competitive classroom contexts and encourage positive interpersonal relationships. Set goals with pupils to overcome barriers to learning and develop shared understanding. Expectations of success correlate with persistent effort. Low self-efficacy and low attainment are correlated with disruptive behaviour in males.
* Definiton: “Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity.  Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.  They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.” <http://www.teachernet.gov.uk/wholeschool/sen/datatypes/Behaviour_emotionalldevelopment/>

“A recent Ofsted report, Special educational

needs and disability: towards inclusive schools, confirmed that

pupils with emotional, behavioural and social difficulties (EBSD) are the most difficult group for schools to manage.” P. 3 Managing Challenging Behaviour (OFsted report).

Attendance an issue which leads to a break in learning, which leads to further problems with bheaviour. Advocates ‘nurture groups’ (similar to Rogers case supervisor and working with whole school making sure everyone aware of plan but with external help from Educational Welfare Officers). Ofsted report states pupils appreciate clear and consistent rules and consistent expectations from ALL teachers. Primary to secondary transition a concern – establishment phase can help to overcome this.

* Justify choice through these examples

# Section 4

* Define the principle elements of the school behavioural policy
* Define and outline the areas of the policy I intend to focus on
  + Reference key QTS
  + Define priorities
* Justify choices made
* Outline a strategy for implementation.
  + Including weekly slots and mentor targets
  + Record and evaluate events.
  + Observation – Of skilled teachers vs. not so skilled using ABC (antecedent, bevhaiour, consequence) (Burnard, 2005). Of individual children seeing how different teachers deal with their behaviour and how child reacts in different settings i.e. group work, pair work, whole class work (shadow an SEN pupil for a day).
  + Task analysis of inappropriate behaviour – break it down and then reconstruct ‘correct behaviour’ so child understands it and has control. Focuses on individual child’s needs (Burnard, 2005).
  + Set targets – helps pupils feel you are concerned and belong. Be specific. (Burnard, 2005 and Rogers).
  + Plan in behaviour management into lessons. How will I react if the class does not settle down? (Rogers and Canter both suggest this).
  + Build in strategies to address needs of all learners (link to psychology) so that their needs are met (as suggested in choice theory).
  + Difficulty in BTE1 of using own style – have to fall in with school style and to an extent the style of the teacher with whom you are teaching.
  + Need to step forward and take control, not look to teacher to solve.
  + QTS standards.

# Conclusion