Effective Classroom & Behaviour Management

# Introduction

The role of a teacher is not limited to the delivery of her subject. As stated by Porter (2004), teachers have two functions. The first is to teach the curriculum and the second is 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.

This essay is intended to address what constitutes effective classroom and behaviour management to enable the deliver of the two objectives of the teacher stated above.

Firstly, I will give a brief overview of some of the many approaches to this that are in current use, followed by a more detailed analysis of two of the most popular approaches in schools today, namely Bill Rogers’ positive behaviour management approach and the approach used in School X, which is largely based on Canter & Canter’s Assertive Discipline approach.

Following the above, I will select an approach I feel is the most effective at classroom and behaviour management and analyse this further in relation to a specific pupil group, mainly SEN pupils. This in turn will lead to the development of my own focus for block teaching experience 1 and the priorities I will set for effective behaviour management in the classroom.

Before continuing, I would first like to clarify what I understand the statement ‘effective classroom and behaviour management’ to mean as it is open to interpretation. The term ‘management’ in this context suggests controlling of pupils to get them to comply. We must then look at the term ‘effective’ in relation to this. When looking at effective behaviour and classroom management, what are we hoping to be effective in? As suggested by Bill Rogers (2???) are we looking for compliance? Trying to get pupils to shut up? Getting the work done? It is important that we are first of all clear in what this statement means.

For the purpose of this assignment, I have interpreted ‘effective classroom and behaviour management’ to mean using appropriate routines, rules and responsibilities within the classroom to facilitate effective teaching and learning. The physical classroom environment also plays a part in classroom management but will not be focussed on in great detail here.

As with any other discipline, skills involved in ‘good’ behaviour need to be taught and the teacher is replacing parents more and more in that role.

* Define classroom & behaviour management – what the terms mean

Porter: 1. Problems with definition:

Behaviour – to whom is it appropriate or inappropriate? Disruptive students – who is to blame? The student then examined clinically.

Behaviour management suggests intervention. But prevention is better solution.

Burnard: “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.” Pg. 4.

Classroom management means – how rules are displayed, how room is laid out, how sanctions/rewards are delivered, routines in the classroom. As well as other behaviour related techniques.

* Explain why it is important

Porter: Teachers have two functions: 1 to teach curriculum and 2 to promote order to facilitate effective learning and reach goals set out in ECM to prepare pupils for world after school (order, compliance, self-discipline, emotional regulation, cooperation, integrity). Lack of support in many homes now means teachers take on role of leader in terms of social skills, etc. where parents did this before. Teach pupils to express themselves appropriately so they don’t get distressed or upset those around them. (Porter, 2004).

Trying to work without a framework for behaviour management means teachers can feel:

At a loss at what to do – not know where to get support.

Be inconsistent in praise/punishments

Let feeling get in the way a respond reactively.

* Explain what makes it effective - Porter (2004): effective at what? Enhancing learning or regulating classroom and teacher dominance. Need to look at goals of each theory. Does the improvement in behaviour result in other, unwanted side effects?
* Talk about wealth of theories and introduce one or two. – ABA, cognitive behaviourism, neo-Adlerian theory, Most theories seem to have rewards although called different things (reinforcers, positive feedback, etc.)

There are a great number of theories and approaches surrounding classroom and behaviour management. They range from (cognitive to behavioural?) covering a wide variety of psychological theories of learning. The two that I have chosen to address in this assignment, although at first glance very similar in nature, are those which are used most often in schools (from my observation and conversation with colleagues) but which have subtle differences in their application. That is not to discount the other approaches and their relevant theories. Indeed, much of what they say is relevant and could be considered an improvement on the approaches currently used in schools and these points will be brought into the critical analysis of this essay.

# Section 1

I intend to critically analyse 2 approaches - the approach taken by my placement school (based on positive behaviour management) and the Assertive Discipline approach/Leadership approach (Glasser).

### Approach 1 – Counselling approach (Humanist Theory) – DCSF APPROACH?

* Outline the approach and its background – Counselling (based on Humanist theory) focusing on Bill Rogers but derived from Rogers, C, Gordon, Ginott, among others.
* Piaget – Human motivation to pursue knowledge – “we are agents of our own learning” (Jarvis, M, page 19). Need to understand the rules by which the world operations. The development of this understanding leads to an increase in reasoning. This develops as we grow – full logical at around 11 years old. Can deal with formal reasoning and abstract concepts. Some studies said that Piaget’s stages not right but still says that need to adapt tasks to make them suitable to children at their level of development. National Curriculum addresses this – KS3 has little or no formal reasoning (reflecting research that Piaget was optimistic in his levels). This can provide insufficient challenge for some learners though – not always at same level with age.
  + From Porter (not sure if this fits exactly with Rogers):
    - Democratic approach criticises authoritarian discipline as it does not address educational aims of preparing students to live by democratic values of equality and social justice.
    - Humanists say nature of childhood – Children are rational and trustworthy
    - Conditions necessary for learning – children learn when curricula are relevant and teachers are personally involved.
    - Purpose of discipline – to develop autonomous ethics, emotional regulation, cooperation and integrity.
    - Reasons for behavioural disruptions – Authoritarian responses provoke disruptive student behaviour. Children naturally make mistakes. Sometimes they are overwhelmed emotionally.
    - Teacher-student status – gain status from being skilled at what you do, not from having power. Respect students and self so will not allow students to override their needs. Equal rights to have needs met but occupy different roles.
    - Disciplinary role of teacher – integrated with teaching role. Teaching is about finding out what interests the students and using those topics as a vehicle for facilitating their learning. Relate warmly, nourish curiosity, promote personal growth of students.
    - Preventive approach – stop problems before they arise and avoid secondary difficulties of reactions against authoritarianism. – develop a sense of community, institute democratic relationships, organise the physical setting (variety of activities and media), offer relevant curriculum, focus on the learning process, encourage student self-assessment, establish class meetings, promote cooperative learning and peer tutoring, negotiate reciprocal contracts, exercise self-discipline, facilitate student participation, participate in school administration (policy, etc.), collaborate with parents.
    - Reject punishments and rewards (so Bill Rogers not strictly humanist) – stops children from considering what is right and focuses on what will happen to them.
    - Establish guidelines, not rules – jointly with students but be honest when some are non-negotiable.
    - Solve problems through communications – listening, assertiveness (not aggression) – use “I feel” instead of “you make me feel” – take responsibility for yourself. , collaboration.
    - Alternatives to punishment: Point out a way students could be helpful, express disapproval with behaviour without attacking character, state expectations in positive terms, offer a choice of how to meet expectations, let students experience natural consequences of actions (or logical consequences as a last resort). If logical consequences not used, there are no direct interventions for disruptive behaviour.
* Determine the principles and theories on which it is based
  + Refer to literature
* Define the strengths and weaknesses
  + Refer to literature & journals
    - Porter (on humanism): Lacks scientific riguour (according to Skinner) but Caumrind (1967) differentiated authoritarian, authoritative and laissez-faire styles supplies convincing data on superiority of democratic methods. Efficiency – students may not respond immediately but may ‘test’ the negotiation process but will come to accept approach over time (Gordon, 1970)

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| Strengths of humanism | Weaknesses of humanism |
| Preventive focus | Few immediate behavioural interventions |
| Postivie view of individuals | Students may initially test teacher’s integrity (is this not true of all students and teachers!) |
| Promotes self –responsibility | Required teachers to have sophisticated communication skills |
| Enhanced learning | Students need competent verbal skills |
| Addresses underlying causes of student discontent |  |
| Living democracy. |  |

* Evaluate the approach (how good it is)

### Approach 2 – Limit-setting approach (Assertive Discipline) – SCHOOL POLICY

* Outline the approach – Canter and Canter. Limit-setting approach. (from Porter:)
  + Teachers have right (and responsibility) to impose order
  + Students needs adults to make it clear what we expect of them
  + Positive and negative consequences for individuals and group ensure students comply with expectations.
* Determine the principles and theories on which it is based
  + Porter 2004 says :
    - Canter’s approach born from attempt to answer practical problems observed in own work and in classroom of teachers to whom they consulted. Skills-based.
    - Lack of underlying philosophy – however, is this based on behaviourism? Check psychology reading.
    - Managerial purpose of discipline to create order.
    - Students no longer respect teachers and education and homes lack stability, support and discipline so kids lack self-esteem and self-control needed to choose responsible behaviour. Teachers in turn lack confidence to be clear about expectations and consequences.
    - Classroom belongs to teacher. Right to determine expectations and consequences for students.
    - Intended to “teach pupils how to exercise control over themselves, although no specific approaches are recommended for transferring control back to the students” p23.
    - Job of teacher is to define rules and deliver positive consequences for compliant behaviour and negative consequences for rule violations. Must be positive and gentle, developing cooperation without coercion.
    - Establishing and maintaining order prevents behaviour problems through high quality teaching, body language, assertiveness, positive relationships with students.
    - Discipline plan to avoid hasty, timid or hostile responses to student behaviour. Thought: Tool for teacher rather than to instil rules in students? Plan also enables parent and management support.
    - Rules must be taught.
    - Positive recognition- specific, immediate, personal, direct, genuine. Public or private, to pupil or parents. Group rewards respond to positive peer pressure.
    - Consequences not punishments. Must be meaningful. Step by step – warning then wait after class, parent contact, go to head.
    - Assertive but warm and supportive.
    - Philosophical assumptions:
      * Nature of childhood – children need clear limits.
      * Nature of learning – learning required order.
      * Goal of discipline – order obedience
      * Reasons for disruptive behaviour – lack of parental guidance, non-assertive teachers.
      * Teacher-student status – teachers have a right and responsibility to be in charge (authoritarian).
      * Role of teachers – Establish order.
* Define the strengths and weaknesses
  + Own thoughts on assumptions
    - Adults to exercise control – what happens when adults not there?
    - External controls will help children to exercise self discipline – but what happens when that adult is not there? Are they still disciplined or following the rules for that teacher?
    - Assertive good when not aggressive. Makes pupils believe in your authority.
    - Positive recognition – worthwhile to show that not always bad behaviour that gets the attention althought naïve to think that some pupils will be good because they have heard others be recognised.
    - Negative sanctions – necessary but perhaps a bit wishy-washy? Positive in their administration means perhaps pupils will miss the point.
    - Praise must be meaningful – disagree with heaping praise on simple tasks?
  + Refer to literature & journals:
    - 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.
    - Burnard (2005?) – Burnard asserts that used incorrectly, rewards can cause a negative behaviour to continue. Inappropriate behavioural occurrence -> Positive reinforcement -> Sustains inappropriate behaviour.
* Evaluate the approach (how good it is)
  + Porter:
    - Effectiveness – little research evidence verifying effectiveness (charles, 1999).
    - 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.
    - Studies found either neutral effects or increased referral rates for behavioural difficulties, detentions and truancy (Emmer & Aussiker, 1990), with some studies reporting increases in negative behaviours, attitudes to school and lowered morale.
    - Efficiency – Canter claims it produces quick results so allows you to get on with teaching. But critics say any worthwhile learning is slow and requires teachers to take more risks – should be true of teaching self-discipline skills.
    - Canter’s defence is that the programme is harsh only when implemented improperly but critics say that at best it is open to misuse, at worst it violates the students’ emotional and social needs. ‘Realistically, the only choice assertive discipline offers is, “Behave, or else!”’
    - Skills focus gives teachers tools to use but too much control can limit learning. And you are constrained by it – no use of discretion (although the book does advocate using professional judgement).
    - No educational theory to guide its use. Imposing solutions on students but fails to teach them how to think about and solve problems.
    - Effectiveness defined in terms of whether the teacher’s management methods allow him or her to dominate the flow of activities in the classroom – this can provoke behavioural difficulties as students attempt to seize back some of the autonomy that is being denied them.
    - If controlling approaches work, why do they have to be used throughout the school years?

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| **Strengths** | **Weaknesses** |
| Practical recommendations | Authoritarian |
|  | Some recorded negative effects on students |
|  | Not based on pedagogical theory. |
|  | Rewards can detract from own natural motivation – i.e. will only behave when rewards are evident but not inherently be good. |

### Approach 3 – Leadership approach (choice theory)

* Outline the approach – Bill Glasser – Leadership approach - Choice theory (from Porter:)
  + Individuals behave as they do out of choice. They believe their chosen behaviour will help meet their needs.
  + Therefore, you must make it possible for students to make better choices so that their behaviour meets their own needs without violating the rights of others.
  + Show pupils how to control their own lives and learning.
* Determine the principles and theories on which it is based
  + Refer to literature
  + Porter, 2004: humanist tradition plus cognitive theory.
    - Differs from humanism as it has implied emphasis on need for order in schools.
    - Adds a counselling intervention to the humanist communication skills.
    - Places emphasis on converting a whole school to the systematic application of his methods.
    - We choose everything we do (like humanism) rather than external events dictating our behaviour.
    - Because the only person we can control is ourselves, nobody can know what is right for anyone else, even children.
    - Conditions necessary for learning to occur:
      * Survival (Maslow related?) – basic needs must be met first.
      * Love and belonging.
      * Power – need to choose for ourselves.
      * Freedom – from control by others.
      * Fun – experienced from satisfaction of other needs.
    - Purpose of discipline – enables students to make rational not emotional decisions but that do not interfer with needs of others.
    - 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.
    - Teacher-student status is democratic. Coercion is destructive. Students do absolute minimum of what they have been asked.
    - Role of teacher is to show that doing high-quality work in school will add to their quality of life meaning that work meets their needs. Build caring relationships with students so they gain the strength to take responsibility for themselves.
    - Meet students’ need for power - pupil choice. Lead management not boss management. Negotiation of minimal rules with clear cause and effect relationship to behaviour. Emphasise high-quality work – “There is no power in doing something useless” (glasser 1998b, 34, cited in Power). Offer relevant curricula (change to learning streams for new KS3?). Concurrent evaluation, temporary grades (to be improved upon as otherwise little point in assessing), voluntary homework to improve grades – advise about extra work they could do at home.
    - Teach choice theory to students. To give control over lives and skills to solve problems. Total behaviour (acting, thinking , feeling and a biological response). If you want to feel better, you need to act and think more effectively.
    - Teach pupils that emotions signal whether our needs are being met. Can control what we feel by changing wants, behaviour or both to make better choices.
    - Satisfy need to belong – be involved, establish working teams, facilitate peer tutoring, institute class meetings.
    - Immediate intervention to solve problems – provide time out, resolve the problem, offer counselling.
    - 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. If students are disuprtive, solve the problem with the student (collaboratively) as soon as student is calm enough to contribute to the process. All must have faith in each other to make responsible decisions from management to teachers to pupils.
    - Philsophical assumptions:
      * Nature of childhood – children are capable of self-discipline.
      * Nature of learning – children learn when curricula meet their emotional needs and teaching is of high quality.
      * Goal of discipline – order, autonomous ethics, emotional regulation, cooperation, integrity.
      * Reasons for disruptive behaviour – low-quality education, student needs are not met at school.
      * Teacher-student status – studnets and teachers have equal rights to have their needs met but occupy different roles (democratic)
      * Role of teachers – promote student responsibility and personal growth.
      * Democratic theorists believe any laws linking behaviour to an antecedent or consequence only describe actions but do not prescribe them – i.e. they are not *compelled* to behave as they do. Students can change how they think and therefore overcome difficulties.
    - Motivation: all individuals are motivated to meet their needs, therefore when note motivated, it is to do the particular task as it does not meet their needs rather than unmotivated in general.
    - Motivation comprises (Cole&Chan,1994, DiCintio&Gee,1999, Glasser, 1998a and Jones &Jones 1998 in Porter):
      * Expectation of success which required optimal degree of challenge
      * Assessment of benefits that success will bring in temrs of fulfuilling personal needs.
      * Extent to which environmental climate meets the physical, emotional and social needs.
    - Motivation is learned so must make them more willing to put in the effort and structure your teaching so it is easier for them to learn.
    - Safeguarding students: Must provide comfortable setting, sufficient activity, physical safety, positive school climate (access to support, safety from violence, availability of extra-curricular activities, physical condition of school), anti-bias curriculum (inclusion), teacher self-discipline, discourage bullying, anti-bullying programme.
    - Satisfying need for autonomy.
    - Limit competition as this creates tensions between students. – cooperative games rather than competitive.
* Define the strengths and weaknesses
  + Refer to literature & journals
  + Porter, 2004:
    - Asks educators to consider the effect of the school system on students – that democracy must be lived within the classroom.
    - Humanist notion of self-responsibility – emphasis on choice offers hope for those whose background may otherwise condemn them to failure. Focus on present decisions and optimism they can change them to meet their needs. Ensures socialisation as students are required to act in ways that do not interfere with other people.
    - Adds counselling approach to interventions recommended by humanists giving more intervention options but also avoids punishments: If we continue to get tough with them, it is all they will ever understand (Glasser, 1992 cited in Porter).
    - Guides students to select personal goals.
    - Gives students internal locus of control (see philosophy notes) which helps them to learn from mistakes, have more incentive to invest effort and strive for success, have more effective communication skills and better interpersonal relationships, have superior concentration skills, be more persistent, be more reflective learners (Knight, 1995).
    - Students learn in this way that they have control over their own lives.
    - Guide them that failure is temporary and specific to an event. Explain it in terms of behaviour not personality. Correct statements such as “I’m rubbish at this” to more positive “What can you do to make it better?”.
    - Provides choice to give them control over outcomes.
    - Weaknesses – 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).
    - Students’ own authoritarian ideas can undermine the effectiveness of Glasser’s interventions (Lewis, 1997).

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| **Strengths** | **Weaknesses** |
| Promotes self-responsibility | Requires teachers to have sophisticated communication skills |
| Takes context into account | Students need competent verbal skills |
| Removes heat from student-teacher conflicts |  |
| Wide applicability |  |
| Adds counselling intervention to a humanist base |  |
| Living democracy |  |
| Effective whole-school approach. |  |

* Evaluate the approach (how good it is)
  + Porter ,2004:
    - Emmer and Aussiker’s (1990) study found more positive attitudes to school and disciplinary issues when teachers were trained in choice theory. Made fewer referrals for behavioural difficulties. But research limitations make it difficult to know whether fewer problems occurred or teachers simply felt better equipped to cope, or because of whole-school approach. Strongest findings for individual students who have displayed chronic behavioural difficulties. Immediate positive results in terms of fewer peer disputes, reduced absenteeism and improved on-task rates.
    - Thompson and Rudloph (1996) – reduced recidivism rate at one school from 90% to 20% in a short period of time. They conclude theory works well when the whole school and parent population endorse its philosophy and provide practical support.
    - Those pupils with severe intellectual difficulties may not be able to be involved in counselling and goal-setting elements of approach but Glasser reports it has been used with people with moderate disablities with no major changes.
    - Efficiency: Theory requires overhaul of curriculum and in-depth training of teachers and personnel so takes time to implement. Efficient once in place though.
    - Still need rights and responsibilities. Although Glasser states that most rules come down to courtesy so most guidelines could come under this single heading.

# Section 2

* Determine with justifications which is the most effective approach
* State preferred approach

# Section 3

* State choice of pupil group:
* Give examples of how the chosen approach can promote effective learning for this group based on examples seen.
* 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).

# Conclusion

* Summary