

## **Explanatory Comments**

This following table can in no way fully address the complex and interrelated nature of the various behaviour management paradigms or the multitude of students and multiple potential sources of behaviour issues.

It is therefore impossible to definitively state what should be best practice in any given scenario, without considerable background information. For example, the relevant student may be suffering from a personality/learning disorder, they may have a history of a certain type of behaviour, or the teacher may be normal teacher for that class or be temporarily filling in. The role of school policy has also not been included. In a number of situations, the response of the teacher would be restricted by these rules, or more generally by the educative/pedagogical/religious doctrines endorsed within the school community.

There are no hard and fast rules for effective behaviour management. Effective behaviour management is something that teachers (hopefully) learn with experience. What we provide here are some suggestions, but they may not always be effective. Quality behaviour management depends on the situation, teacher-student relations, and the defined processes that have been put in place by a teacher over time. As such the immediate response is only one small component of the whole behaviour management issue.

As final year students entering into the teaching profession we, as a group have provided our suggestions somewhat hopefully, but have given them under a variety of situations so as to cover some of the necessary steps that teacher's who provide quality practice, might employ.

Problem Behaviour	Response	Justification
1. Inappropriate talk	<p>Ignore the talking in the first few instances or if the level or topic of conversation is not too disruptive in nature.</p> <p>If the situation allows for it, proximity or signal interference could be used by the teacher, such that the students are again reminded that they are behaving inappropriately and the teacher needs to take time out to stand near to them in order to keep them on task. This should be supplemented with adjacent reinforcement, by praising the quiet efforts of nearby students.</p> <p>A system of distraction whereby the student is directly involved in the lesson, either through asking them questions or involving them in some activity</p> <p>A warning could then be given stating firmly and clearly that you know that they are talking and interrupting the learning of other students in the classroom.</p> <p>As a final resort, the talking students may need to be separated from each other. This action should only be considered if the talking has accelerated to the point whereby it is clearly causing continual disruption to the flow of a lesson.</p>	<p>Non-verbal and indirect methods of behaviour management are less likely to cause confrontation or disruption or reward attention seeking or power struggle based behaviour.</p> <p>Through proximity or signal interference, the students are reminded by the teacher's presence to behave appropriately. That is they already know how to behave, the teacher does not need to tell them. The students are passively brought back into the learning environment with minimum fuss or for the need to step further along the consequence ladder of effective behaviour management.</p> <p>Reminding them that they are interrupting the learning of other students reinforces the fact that the students are a part of the group and should, therefore, behave appropriately as part of that learning group.</p> <p>Taking time out of the normal classroom routine to separate students disrupts the classroom dynamic, which is why we do not recommend it as a first solution although it may, depending on the situation, reinforce to other students within the group that there are consequences for continued misbehaviour.</p>

<p>2. Slow to get started</p>	<p>It is necessary to determine whether the student has not begun due to a lack of attention, laziness or whether it is a deliberate action on their part (power struggle).</p> <p>Where the student appears to be ‘daydreaming’ the teacher should utilize proximity interference. If inactivity continues a simple question as to whether the student needs assistance or understands the task at hand, should be all that is required.</p> <p>In a group situation whereby there are a number of students not getting started, the teacher would need to remind the students of their obligations as students in the class, through the use of a rhetorical question. The teacher may say something like ‘We participate in class, as we do in work and the world outside, lets get back onto the job at hand shall we?’</p> <p>If the students are not settled and slow to get started because they are not paying attention the teacher could wait quietly until all were ready to work.</p>	<p>As this is a mild behaviour management problem, the course of action to be taken, at least initially should also be relatively mild. It could for example be that he didn’t bring his equipment; he has been day-dreaming and not listening to what he is supposed to be doing; he could be having issues outside the classroom, at home for example; or it could be that he is just a typically lazy student who has no interest in the subject matter</p> <p>Proximity interference is a technique that is not always effective, as putting out individual “spot-fires” can be an inefficient use of the teacher’s time, especially if there are more than one or two students not getting involved.</p> <p>The emphasis must be on “teacher awareness” within the classroom. We suggest that the teacher find time to address the student individually to find out firstly why he is not getting started and then to encourage him to participate. This is preferable to asking the student a question in front of the class, as it may reveal deficiencies on the part of the student, causing embarrassment and resentment.</p> <p>It could be that the students simply did not hear what they were supposed to do and in that case the teacher should repeat the instructions once more.</p>
<p>3. Asking questions to deliberately</p>	<p>This behaviour could be ignored in the first instance, however, a more proactive approach (if the opportunity arose) would be to relate the student’s questions to the topic at hand, or to go off on a tangent to</p>	<p>This attention seeking behaviour would only be rewarded if a disciplinary approach were to be implemented. Through ‘including’ the student in the class by finding or creating ‘connections’ to the</p>

<p>interrupt or annoy the teacher</p>	<p>make the students question relevant.</p> <p>This must be supplemented through ‘stroking’ or praising the student for “identifying such tenuous links to the material” or for “thinking laterally”.</p> <p>The students to whom the attention seeking student is ‘playing up to’ could be discouraged from responding to that student’s ‘game’ through both signal or proximity interference.</p>	<p>teaching material, the ultimate disruptive and attention seeking aims of the student would be circumvented (based on Dreikurs’ Logical Consequences Model) (Edwards 2000, ch.5). This behaviour, therefore, would cease to be ‘misbehaviour’. The teacher also would not be seen as an autocratic character, against whose rule the disruptive student must up-rise. Punishment of any form (including logical consequences) should be avoided as it would be undesirable to discourage inquiry and self learning processes, even though the goal of the student is disruptive and not educative.</p> <p>Essentially the teacher must, and must be seen to be staying in the Adult ego-state (based on Berne’s and Harris’s Transactional Analysis Theory) (Edwards 2000, ch.6). By making the potentially incorrect questions relevant to the lesson at hand, any feeling of ineptness on the student’s part can be absolved (lessening any ‘Not-OK’ feelings). To balance these requirements for the teacher, the condition of the student is improved through ‘stroking’, or developing the student’s sense of self worth.</p> <p>Through responding to those students indirectly involved in the interrupting, the perpetrator is not tipped off as to the teacher’s disapproval of their activity, thereby reducing the pleasure that student is trying to extract from the scenario.</p>
<p>4. Inappropriate use of furniture/ equipment</p>	<p>In the scenario given, the teacher must immediately intervene to ensure that the student stops tipping his chair. This should be done in a non-combative manner, probably framed as a non/rhetorical question</p>	<p>Two competing interests are evident in this scenario. They are those of behaviour management and those of safety. The safety in this instance must take precedence, hence warranting immediate</p>

	<p>inquiring as to the state of the student's comfort; "Is there any reason that you are unable to sit properly?". The same approach can be used more broadly for inappropriate use of equipment or other furniture. For example, "why have you selected that piece of equipment?" Or "is that the correct way to use that?"</p> <p>Where safety is not an issue, a more indirect approach can be employed. After a period of ignoring the student involved and rewarding nearby students for related correct behaviour, attempts to directly engage the student in the lesson could be used. Such as through asking subject matter specific questions or asking them to distribute materials to their classmates.</p> <p>The teacher should engage in a 'limit setting sequence' (or relevant parts thereof) as described in the Jones Model of discipline, especially the 'Moving In', 'Moving Out' and 'Camping Out' steps.</p>	<p>intervention on the teacher's part.</p> <p>As to the broader issue of 'inappropriate use', it is a matter of interpreting from where such behaviour is derived. Is the student merely fidgeting? Are they bored? Does the behaviour represent a power struggle? Is the student playing an attention seeking game/role?</p> <p>Ignoring the behaviour allows time for the student to correct themselves. Rewarding the correct actions of students nearby provides an immediate example of the benefits of complying with the class rules on this issue, and again allows for self correction. Distraction will result in the cessation of the behaviour without tipping off the student as to the teacher's displeasure, hence, not 'play into the hands' of attention seeking or power struggle based behaviour patterns. The three stages of the Jones model described achieve a similar outcome (Edwards 2000, ch.10).</p>
5. Out of seat/ unnecessary movement around the classroom	<p>The teacher should ignore the behaviour in the first instance.</p> <p>Nonverbal contact by using signal or proximity interference should then be used.</p> <p>If necessary then the teacher could ask 'Do you need assistance (student name)?' The use of rhetorical questions can also be used to gain student's attention if the response is unacceptable, such as "Do you think it is appropriate for you to be out of your seat at this time?"</p>	<p>By using nonverbal contact the student is given a chance to correct their behaviour, thereby reducing the amount of student-teacher confrontation. If appropriate, the use of name dropping as well as rhetorical questioning can be implemented to single out the student and alert them to their inappropriate behaviour. Although this kind of intervention is more disruptive to the class it may be the only way to correct the student's behaviour.</p> <p>The use of logical consequences should only be employed if it can be done so in a way that is calm and non-emotional, otherwise it could</p>

	<p>The use of logical consequence may be implemented by making such statements as “If you continue to disrupt the class you will have to come back at lunch to make up the time.”</p>	<p>merely reinforce the behaviour as the student had been rewarded with the attention that they had been seeking.</p>
6. Inappropriate noise	<p>This behaviour should be ignored in the first instance.</p> <p>If the inappropriate noise continues, either calling on the student and name dropping, or distraction through the asking of direct subject relevant questions could be utilised.</p> <p>A direct request to the class generally to stop making any inappropriate noises could be made.</p> <p>Where the noise still continues, and is apparent that it is deliberate, an ‘I’ message could be used. For example “That noise that you are making is distracting the class and I want everybody here to have the best opportunity to learn”</p> <p>Humour could be used in this instance also. Perhaps with comment such as “I know people believe that music is meant to help study but I don’t think these tribal rhythms are what they were talking about.”</p>	<p>Fidgeting is often a sign of boredom, or a failure to comprehend the requirements of the task at hand. As such the methods employed should be balanced between getting the student back on task, and not revealing any academic deficiencies of the student involved to the rest of the class.</p> <p>If the class is generally well behaved it could be that the student making the noise is not aware that they are doing so. Verbal intervention brings the attention straight back to the teacher if only for a moment.</p> <p>The interaction with the use of the I message must continue the Adult to student relationship and not stray into the realms of a ‘parent’ telling-off their child. The student is also made accountable to their classmates, for their disruptive actions.</p> <p>If the student actions are not deliberate (either unaware or tapping through boredom) the use of humour could bring attention to the noise (rather than the student), it provides a quick fix and is non-confrontational.</p>

7. Not following directions	<p>The teacher should quietly and politely ask the student if they heard the directions given.</p> <p>Subsequently they could inform the student of the instructions again and use proximity interference to ascertain whether they have comprehended the instructions. Direct assistance can be given where the student still fails to understand the requirements of the task at hand.</p> <p>Where the student is deliberately failing to follow instructions that have been given the student can be questioned as to their awareness of the effects of their actions. “If you do not follow the instructions with for this task you will fail the task or have to redo it in your own time” or phrase it positively “If you follow the instructions that I have given you will be able to do well in the task.”</p>	<p>The students behaviour needs to be addressed privately to determine the reason why she failed to follow directions, so as not to cause the student embarrassment or to disrupt other students. Reiteration of instruction gives the student the opportunity to correct their behaviour without any repercussions. Subsequent proximity interference allows for confirming compliance and increases pressure on the student to comply. By providing direct assistance, deliberate noncompliance can be circumvented as the student would not be aware of the teacher’s disapproval.</p> <p>Questioning awareness is a good response as it does not create an ultimatum. The student can continue the non-compliant behaviour but will suffer the consequences later. As such, this approach is only suitable where the failure to follow directions is not disturbing other students.</p>
8. Throwing objects around the room	<p>Immediate action is necessary</p> <p>The teacher could use a rhetorical question, to alert Mark to his inappropriate behaviour and my awareness of the situation, e.g. Mark, should you be throwing a ruler across the room?</p> <p>This would be assisted by a signal interference of a frown.</p> <p>If the behaviour continues the students must be reminded of the class rule which the behaviour infringes.</p>	<p>Immediate action must be taken due to the potential for harm of other students or property, hence the response will be proportional.</p> <p>At this time a rhetorical question or a signal interference should be sufficient to redirect behaviour back on task. As it addresses the problem without disrupting the flow of the lesson. However when Alex throws it back students need to be reminded of the class rules and by asking to see the boys at the end of class allows the lesson to continue with the problem being addressed so all students know it is unacceptable. By asking the boys to provide a written plan of future misbehaviour avoidance they are given the opportunity to realise the</p>

	<p>The teacher should then ask to see both students after class, and ask them to provide a written plan on how they can avoid this behaviour in the future.</p>	<p>consequences to their actions.</p>
<p>9. Ridiculing other student responses/ put downs</p>	<p>The teacher should stay calm, pause before acting and think of a fair response, and not over react.</p> <p>The teacher must be positioned so they can identify which student is exhibiting the inappropriate behaviour.</p> <p>The next option is to move in on the student (proximity interference) and try to settle the situation. The teacher may need to move closer if the behaviour continues.</p> <p>If a stronger effort is required an 'I' Message to alert the student that the behaviour is disruptive can be used e.g. "John, when you call out it makes fun of student responses and denies them a chance to have their own opinion. I don't like that because I want everyone to be allowed a fair go".</p>	<p>By staying calm the teacher can show the student/s that negative behaviour will not send you into a 'frenzy'. By moving to a position where the teacher can see all the students so you can be sure who is exhibiting the behaviour. This will reduce the chances of the student blaming someone close by. By using the proximity interference the teacher can indicate to the student that the behaviour is inappropriate and you would like it to stop. This procedure is quick, simple to use and doesn't interrupt the flow of the lesson. The use of an 'I' Message to describe the inappropriate behaviour, indicates how it is negatively affecting the students and describes how the teacher feels about the situation. This shows that the teacher has concern for the students in their class by indicating to the student the implications of their negative behaviour.</p>
<p>10. Repeated negative comments about the lesson task/activity.</p>	<p>The teacher should stay calm, relax and breathe in and out, and not over react.</p> <p>The use of nonverbal contact (signal interference), to signal the behaviour is not appropriate, can be used.</p> <p>The behaviour of the student can be diverted by asking them a question or by asking the student hand out materials or mark the role.</p>	<p>By staying calm, the teacher can ignore resistance and show student that they are aware of their tactics. By using a nonverbal gesture the teacher indicates to the student that the behaviour is negative and that it should stop. By using this technique minimal disruption to the class is being caused. The teacher must always consider the feelings of the rest of the class as well as the student who is exhibiting the inappropriate behaviour. By diverting the student's attention the teacher can use their enthusiasm to benefit the whole of the class. By</p>



	<p>The student should be talked to after the lesson.</p>	<p>getting the student to undertake a specific task inappropriate behaviour is being diverted and the student is given a sense of responsibility and ownership..</p> <p>This scenario raises issues of Judicious Discipline (based on the theory of Forrest Gathercoal) (Edwards 2000, ch.9) in that the student should be made aware of their responsibilities within the ‘democratic’ school framework and their role as a good student citizen.</p>
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## References

Edwards, C. 2000, *Classroom Discipline and Management*, Third Edition, John Wiley and Sons, New York.