

# **Handbook For Behaviour Management**



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## **Introduction**

Teaching is a complex profession with many challenges that can affect student learning. One of these obstacles is student behaviour; therefore managing that behaviour is crucial to a productive classroom. This Handbook will outline a number of great strategies that you can incorporate into your teaching to help manage behaviour.

Managing behaviour in the best way possible is essential to support student learning and maintain student safety. As educators there is a duty of care owed to each and every student under our supervision. An uncontrolled class is not a safe environment for students and certainly not an appropriate environment to facilitate learning.

There are a number of management styles that teachers can access. It is important that 'A clear distinction is drawn between 'authoritarian' and 'authoritative' classroom management styles, with the latter being more effective in improving social and academic outcomes for students.'<sup>1</sup>

The time has passed where a quiet classroom always went hand in hand with student learning but 'there is no doubt that well-ordered classrooms and schools facilitate effective teaching and that good behaviour management skills are necessary for teachers to perform the core task of improving student learning outcomes.'<sup>2</sup> Behaviour management is about managing a class to promote effective student learning in whatever shape or form that takes.

This Handbook will look at preventative, supportive and corrective behaviour management strategies with reference to prominent theorists and case studies.

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<sup>1</sup> Wilkinson, Jenny, Marion Meiers, and Pat Knight. 'The Research Digest'. N.p., 2008. Web. 25 Mar. 2015.

<sup>2</sup> Wilkinson 2008

# **Theorists**

This section will provide a brief overview of key theorists referred to throughout the Handbook with further information available in the Appendices.

## **C.M Charles**

Charles' theory forms the basis of this Handbook as he founded the three primary methods of behaviour management discussed throughout: preventative, supportive and corrective strategies. These three strategies will be explored in detail throughout the handbook.<sup>3</sup>

## **Jacob Kounin**

Jacob Kounin's research advocates for early intervention strategies in behaviour management and therefore focuses on preventative strategies. Kounin highlighted 5 main characteristics of a good teacher and good teaching practices (see Appendix 1). Jacob Kounin will feature greatly in the Preventative section of the Handbook.<sup>4</sup>

## **Abraham Maslow**

Maslow created a hierarchy of needs, the focus of which is that a person cannot progress to the next stage unless the needs of the previous stage have been met. As educators our role is to sequentially progress students to the highest stage. This Handbook considers a revised 8-stage model of Maslow's hierarchy of needs (see Appendix 2).<sup>5</sup>

## **Levin & Nolan**

Levin and Nolan developed a 3 level method by which a teacher's behaviour management process moves from being student centred to more teacher centred. Level 1 equates to what would be a preventative strategy, level 2 is supportive and level 3 offers more corrective strategies. The level 1 process is more student centred, moving down to level 3 that are more teacher centred (see appendix 3).

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<sup>3</sup> Charles, C. M, and Karen Blaine Barr. 2002. Building Classroom Discipline. 7th ed. New York: Longman.

<sup>4</sup> 'Approaches To Classroom Management'. 2015. Accessed April 9.  
[http://www.sagepub.com/mooreteachingk8/study/chapter/.../74554\\_03ee1.doc](http://www.sagepub.com/mooreteachingk8/study/chapter/.../74554_03ee1.doc).

<sup>5</sup> McLeod, Saul. 2007. 'Maslow's Hierarchy Of Needs'. Simply Psychology.  
<http://www.simplypsychology.org/maslow.html>.

## **Rudolf Dreikurs**

Dreikurs suggested that a student's behaviour was not random and was in fact a result of their individual purposes and goals. Dreikurs identified the four main goals that motivate student misbehaviour (See Appendix 4). Dreikurs also distinguished between praise versus encouragement and punishment versus logical consequence, preferring the latter in both cases (see Appendix 4).<sup>6</sup>

## **Bill Rogers**

Rogers promotes a non-interventionist theory in which teacher intrusiveness should be kept at a minimum. Rules and responsibilities of everyone in the class should be clear and teacher tone and body language should always match the message being delivered. Rogers has narrowed down his approach to five principles and four steps that teachers can take (See Appendix 5).<sup>7</sup>

## **Howard Gardner**

Gardner's theory of multiple intelligences proposes that there is not one type of intelligence and therefore not one all encompassing type of learning. Gardner's theory can help to determine how particular students learn most effectively in order to customise their learning strategies accordingly. Gardner identified eight areas of intelligence (see Appendix 6).

Other Theorists mentioned:

- Albert Bandura
- Canter & Canter
- Thomas Gordon

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<sup>6</sup> Metu.edu.tr., 2015. 'The Social Discipline Model Of Rudolf Dreikurs'.  
<http://www.metu.edu.tr/~e133376/project/The%20Social%20Discipline%20Model%20of%20Rudolf%20Dreikurs.htm>.

<sup>7</sup> Tlweb.latrobe.edu.au., 2015. 'Rogers - Positive Behavioural Leadership Model'.  
<http://tlweb.latrobe.edu.au/education/learning-materials/Classroom-management-general/Models/models-theories040.html>.

## **Preventative Behaviour Management**

**C.M Charles** determined that most behaviour management issues can be prevented. Using **Jacob Kounin's** research it is evident that to be a 'withit' educator, one must operate primarily in the preventative zone of behaviour management, which prevents boredom and subsequent poor behaviour

### **Strategies**

(Strategies are numbered and referred to in the case studies later in the Handbook)

1. Don't turn your back to the class – A teacher who can't see what is going on at all times is more likely to tempt students into misbehaving. Strategies to prevent doing this include ensuring anything you need written on the board is done before the students get into the room, asking students to write on the board for you or utilising technology to type on the board while facing forward. **Jacob Kounin** would describe a teacher implementing these strategies as more likely to be demonstrating 'withitness' in their teaching.
2. Class rules for speaking – To maintain verbal order there needs to be structure as to how and when students should address the class in response to a question. A commonly used strategy is 'hands up' when you wish to answer or ask a question. **Bill Rogers'** first of five principles applies here as all students have a right to communicate in the class and to the teacher and that right is enforced with clear class speaking rules.
3. Start lessons promptly – **Rudolf Dreikurs** suggests that two motivators for misbehaviour include attention getting and power control. By starting the lesson promptly and efficiently a teacher can reduce the temptation for students to act on either of these motivations as the attention is already on the teacher and they clearly have control of the room.
4. Reinforce good behaviour – Using a system of praise or rewards can motivate students to behave well as oppose to deter students from behaving badly. Many educators will concur that 'praise works much better than negatives' when trying to manage student behaviour.<sup>8</sup> **Rudolf Dreikurs**, however, would suggest that a fine line be drawn between praise and encouragement, suggesting that encouragement serves a more positive purpose (see Appendix 4). This strategy also relates to **Maslow's Hierarchy** of Needs, esteem needs being a key requirement before students can progress to the cognitive needs involved with learning.
5. Have genuine care for the students – In **Maslow's Hierarchy** of Needs, 'Love and Belongingness' helps form the foundation of an individual's requirement. Without this feeling of being cared for and being comfortable in the class room students will struggle to learn. Students 'will know if you really care' so as teachers it's important to enter the profession with compassion because faking it just won't cut it.<sup>9</sup>
6. Differentiated Teaching – It is important to be prepared for students who will finish tasks early or need extra support as bored students are more likely to be disruptive. **Jacob Kounin** refers to this skill as 'overlapping' implying that the teacher should always have the next task ready to go. There is no doubt that 'having a group that finishes early and doesn't know what to do ... is a recipe for disaster'.<sup>10</sup>

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<sup>8</sup> Brady, Laurie. 2003. *Teacher Voices*. Frenchs Forest, N.S.W.: Pearson Education. p18

<sup>9</sup> Brady, Laurie. 2003. p24.

<sup>10</sup> Brady, Laurie. 2003. p17.

7. Clear systems/structures/routines – Students who know what they need to do and when have less excuses and more motivation to get things done. **Dreikurs** identifies a feeling of helplessness as a motivator for misbehaviour; a student who knows the routines and structures of the classroom is much less likely to feel helpless. This could be something as simple as having the goals for the lesson written on the board prior to lesson.
8. Environment – The learning environment can have a significant impact on preventing behaviour management issues. A well laid out classroom void of graffiti will be less distracting and maintain a greater level of student focus without negatively impacting on the visual/spatial learners in **Gardner's intelligences** (see Appendix 6). Background Noise Level (BNL) from appliances such as air conditioners, fans or outside noises can impact on the class. 'According to the Department of Education and Science (1975) in the United Kingdom a teacher can communicate clearly in a quiet voice when the BNL rises to 35 dB' but both teachers and students would have to talk in significantly raised voices in 50dB of BNL and higher.<sup>11</sup> Colin Marsh stipulates that 'there is a fairly limited temperature range in which students might be expected to work at their best', presenting another concern for teachers in organising a productive classroom conducive to preventing misbehaviour.<sup>12</sup> He states that high temperatures make students irritable and uncomfortable whilst cold temperatures can make student lethargic or nauseous, thereby resulting in more behaviour management issues.<sup>13</sup> Deficiencies in this area could impact on the fundamental base of **Maslow's Hierarchy** of Needs (see appendix 2). To help prevent behaviour management concerns teachers should pay particularly attention to a number of environmental factors and try to control them as best they can.
9. Clear instructions – Confused students will be at greater risk of behaviour management issues. One strategy would be to have the trajectory of the lesson mapped on the board as well as giving instructions clearly whilst following up on whether they were understood.
10. Teacher location – Where a teacher is located can act as a preventative strategy. Teachers should not 'adopt sloppy positions in the room' such as leaning on things or sitting on tables and should not 'make all your directions from a single location in the room'.<sup>14</sup> Strategies to manage this aspect of teaching could include moving around the room or situating yourself towards the back corner where you have an unobstructed vision of the students' computers and they can see the information on any presentation clearly.
11. Timing lessons well – **Jacob Kounin** would refer to this as momentum and smoothness, two aspects of great teaching (See Appendix 1). Teachers should have a flexible plan that can allow for a task to take more or less time as required and prevent students from becoming bored.
12. 1 on 1 learning support – Often misbehaviour is evident in those students struggling with the curriculum. One strategy to prevent this misbehaviour is to provide as much support as possible to help the student work through the learning material and outcomes. This can be about meeting **Maslow's** fifth step: Cognitive needs, for the student.
13. Explicit and engaging teaching – Engaged and busy students who are interested in what they are doing are far less likely to cause behaviour management concerns. Teachers can evaluate **Gardner's multiple intelligences** (see Appendix 6) in relation to their class to find the best

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<sup>11</sup> Marsh, Colin. 2004. *Becoming A Teacher - Knowledge, Skills And Issues* 3. 3rd ed. NSW: Pearson Education Australia. p59.

<sup>12</sup> Marsh, Colin. 2004. p61.

<sup>13</sup> Marsh, Colin. 2004. p61.

<sup>14</sup> Marsh, Colin. 2004. p197.

way to engage the learners, paying particular attention to the learning styles of the higher risk students in the group.

14. Monitor Instructional time – It is important to ‘keep the teacher talk presentations brief’ to prevent students become irritable and bored.<sup>15</sup> **Jacob Kounin** describes this as maintaining the momentum of a lesson and making sure nothing drags on too much. A simple strategy is to ensure your instructional time doesn’t drag on longer than the age of the students and to interspace presentations with a student driven activity.
15. School Culture/Ethos – The ‘shared values and commitments of a school’ can reflect in the general behaviour of students in the school.<sup>16</sup> The school can play a role in effective preventative behaviour management strategies by having a great culture and ethos that strongly promotes learning and achievement of all kinds. Each individual educator in a school has a role to play in creating a viable and effective culture/ethos.
16. Class Climate – ‘A major factor in being a successful classroom manager lies in establishing a favourable classroom climate’.<sup>17</sup> To enact this strategy as a teacher one must have clear expectations in a classroom, mutual respect and team orientated goals that the students can achieve together with the teacher.

## **Supportive Behaviour Management**

This method of behaviour management revolves around stifling minor indiscretions so that they do not develop into a major issue. This is often done in the most pleasant, discrete and non-confrontational way available to the teacher at the time. This relates strongly to **Jacob Kounin’s** theory of smoothness, requiring that a teacher does not get distracted or off task by a disruption. **Levin and Nolan’s** Hierarchy of Intervention management diagram is used commonly here (see Appendix 3).

### **Strategies**

(Strategies are numbered and referred to in the case studies later in the Handbook)

17. Planned Ignoring – **Rudolf Dreikurs** stipulates that attention getting is a primary motivator for misbehaviour; therefore ignoring the behaviour may cause it to lessen significantly or diminish entirely. **Levin and Nolan** describe this as a non-verbal intervention and is therefore a more student centred, less confrontational method. Bill Rogers also describes this method as one step a teacher can take to alter behaviour.
18. Proximity Interference – Another non-verbal intervention from **Levin and Nolan** simply requires moving towards the student with the assumption that the behaviour will cease if you are within obvious proximity to it.
19. Touch Interference – **Levin and Nolan’s** 2005 Diagram suggests touch interference as another supportive method of behaviour management. This would not be a highly recommended strategy and should only be applied in situations where the teacher is 100% confident that the contact is acceptable and permissible by the student and within protective practice guidelines for teachers.

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<sup>15</sup> Marsh, Colin. 2004. p113.

<sup>16</sup> Marsh, Colin. 2004. p147.

<sup>17</sup> Marsh, Colin. 2004. p193.

20. Consistent 'Call to Attention' – **Bill Rogers** advocates for consistent class structure and rules to facilitate mutual respect. Using a known and familiar call such as 'Pens down, eyes up' can alert the students that the teacher wants their undivided attention. A good strategy to divert an off task class onto a new activity.
21. Name Dropping – A form of verbal intervention according to **Levin and Nolan**, informs the student that their behaviour is not unnoticed and you would like it to cease. This strategy would be more useful during activity time as one should try and stick to non-verbal interventions during instructional time so as not to interrupt the momentum and smoothness of the lesson (see Appendix 1). This name-dropping method could also be undertaken in a more subtle way by just using that student's name in an example to bring their attention back to you.
22. Ask a Question – Similar to name dropping, by directing a question at a student bordering on disruptive behaviour they are required to focus their attention on contributing to the class, or identifying a deficiency in their knowledge that can be improved. However, **Bill Rogers** would suggest that you should try to actively minimise embarrassment to the student so chose your question carefully, preferably one they can answer. **Maslow** would support Rogers, as the esteem needs of the student are important for their development.
23. Reminder/Warning – A precursor to corrective action this may be the last supportive step before moving into corrective behaviour management techniques. The school may have a specific policy regarding a system of warnings prior to implementing a corrective behaviour strategy. One of **Bill Rogers'** steps is direction and rule restatement, which would be applicable here (see Appendix 5).
24. Remove Distracting Stimulus – Often the cause of disruption can be something as simple as a ruler or ball. Quickly and quietly removing the stimulus with no fuss or comment will support the students to return to more on task behaviours.
25. Positive Peer Reinforcement – **Albert Bandura's** theory requires that students can learn a lot from their peers; this can also apply to behaviour management. The strategy is enacted by reinforcing the good behaviour of the other students instead of intervening with the positive behaviour. **Maslow's** Theory and **Bill Rogers** would support this as it can encourage one student whilst sending a subtle message to another that will not embarrass or affect self-esteem.
26. Challenge the Student – An off task student may be bored and unmotivated so set them a challenging but achievable goal for the remainder of the lesson. This will encourage and require them to focus on an activity instead of being disruptive.

## **Corrective Behaviour Management**

Corrective behaviour management requires the teacher to step in and impose a consequence upon the student to rectify an inappropriate behaviour. Many of **Bill Rogers'** thoughts deal with this area of behaviour management whilst **Rudolf Dreikurs** has a theory of logical consequence that applies greatly here.

### **Strategies**

27. School Specific Policy – Many schools will have specific steps to follow that all staff and students will be familiar with. These steps can be used to scaffold how to enact corrective behaviour management.



28. Behaviour Management Program – A student can be encouraged to ‘take control’ of their ‘own learning’ when following a basic behaviour management program that can target key areas of concern for the student.<sup>18</sup> Once enacted this can also form as a preventative strategy. This strategy is often only used in severe cases and can give power to the student to determine their own areas of improvement and their own rewards for achieving them.
29. Involve a Parent – Managing/correcting the behaviour of a child should be a team effort with parents. For many students the last thing they want is for their parents to find out about their behaviour.
30. Explicit Redirection – This requires a direct and irrefutable command be given to the student as clearly as possible. Any rebuttal from the student should be met with **Canter’s Broken Record Theory** by which you just continue to repeat your original direction.<sup>19</sup> The student will get the message that there is no room to dispute the offending behaviour or the direction of the teacher. In accordance with **Jacob Kounin** a ‘withit’ teacher will be incredibly confident that they have read the situation accurately and feel no need to waste time with the student’s refutations of the occurrence.
31. I-Message Theory – In summary this **Thomas Gordon’s** theory requires a simple description of the behaviour, a description of what the impact is on the teacher and other students and finally a description of how that makes the teacher and other students feel.<sup>20</sup> This can help a student truly understand the impact of the behaviour and why it is a problem in the classroom.
32. Relocate Student – Often to correct the behaviour of the student a teacher can remove them from the area and surrounding stimulus, be it a friend or window for example. This is a minor correction and has many characteristics of supportive behaviour management. This step will often be used as the first minor correction before more prominent strategies are implemented.
33. “You Have a Choice” – Evident as the final level in **Levin and Nolan’s** diagram (see Appendix 3) it requires that the student be offered a choice between ceasing their behaviour or facing the consequences of that behaviour. Providing this choice gives the students the power to impact both positively and negatively on the outcome of the situation. By relinquishing control to the student they will have a greater sense of responsibility if the behaviour does not cease. **Bill Rogers** advocates for showing confidence in the students by offering them choices.

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<sup>18</sup> Brady, Laurie. 2003. p19.

<sup>19</sup> Rise.educ.msu.edu., 2015. 'Resources In Special Education'. <http://rise.educ.msu.edu/FAQs/FAQ-behavior.htm>.

<sup>20</sup> Gordontraining.com., 2015. 'Origins Of The Gordon Model - Gordon Training International'. <http://www.gordontraining.com/thomas-gordon/origins-of-the-gordon-model/>.

## **Case Studies**

Below is the analysis of a series of classroom lessons to determine strategies used in relation to behaviour management techniques. Strategy numbers refer to the numbers in the preventative, supportive and corrective sections of the Handbook.

### **Praise and Preparation**

- Amy already has the white board prepared before the students enter the lesson and she wastes no time getting started. This relates strongly to preventative strategies 1 and 3.
- Amy utilises a 'hands up' strategy for speaking in class, this relates to preventative strategy 2.
- Amy reinforces the good behaviour in the lesson, which relates to the preventative strategy 4. Amy identifies this as her primary strategy as it can reduce the tension students normally live with, calm them down and make them feel cared for. This can also relate to strategy 5.
- Amy uses differentiated teaching by always being prepared with extension work for students who finish early. This is an example of strategy 6.
- Amy uses colour coding on her whiteboard to make all the expectations of the lesson very clear, an example of strategy 9.

Amy is a teacher who operates primarily in the preventative area of behaviour management and has done so very effectively in the lesson depicted.<sup>21</sup>

### **Manage That Class**

- Jenny uses interrupted sentences, this is not a strategy depicted in the Handbook as it is not conducive to one of the main theorists used, Jacob Kounin. This strategy allows for interruption and does not promote the momentum and smoothness that Kounin advocates.
- Jenny employs name-dropping (strategy 21) to remind students that their current behaviour is not appropriate.
- Jenny uses silence and stillness to inform the students she wants their attention and moves away when there is too much disruption for her to continue. By doing this Jenny is separating the learning from the behaviour, an adaptation of strategy 10.
- Jenny uses a 'pens down' call for attention to return a level of focus to the lesson, an example of supportive strategy 20.
- Jenny gives the students the plasticine prior to giving them the lesson instructions; this was not a good preventative choice and has required Jenny to implement more supportive techniques. Supportive strategy 24, remove distracting stimulus, could have been pre-empted and the distracting stimulus withheld until absolutely necessary.
- Jenny offers the student a choice to follow the appropriate instructions or forfeit their participation in what is a desirable lesson to be involved in. This is an example of corrective strategy 33, which was implemented after supportive strategy 18 was ineffective.

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<sup>21</sup> Schoolsworld.tv., 2015. 'Praise & Preparation | Schoolsworld'.  
<http://www.schoolsworld.tv/node/273>.

Jenny has a difficult class and is operating primarily within supportive behaviour strategies. Jenny could look to employ more preventative strategies and continue to adapt a variety of supportive strategies.<sup>22</sup>

### **The Need For Structure**

- Michelle is writing her instructions on the board whilst the students are ready for the lesson; this is in not in accordance with strategy 1 and 3.
- Michelle asks one student to sit up the front, this resembles corrective strategy 32 but is preventative as it presumably pre-empts the inevitable move later in the lesson. Without knowing the circumstances of the particularly student it may have been an option to start fresh each lesson and give the student the chance to sit where they wish until such a time as their behaviour does not warrant that luxury.
- Michelle 'perches' on the end of a desk to read to the class. This is at odds with strategy 10 as well as strategy 13.
- Michelle employs strategy 32 and separates off task students. Perhaps strategy 33 would have worked well in this in instance or persist in the supportive section.
- The classroom Michelle has to operate in is quite dim and graffiti decorates the walls, which denies her preventative strategy 8.

Michelle has a difficult class that has been made more difficult by ineffective use of preventative techniques. Consequently Michelle is required to try and maintain control with supportive and corrective strategies.<sup>23</sup>

### **Too Much Talk**

- Bayley asks John to adopt a 'teaching position' and stand still so as not to distract the kinaesthetic learners. This is an example of strategy 10 supporting Gardner's Multiple Intelligences, although standing still too often may have an adverse effect as a preventative measure.
- John has fallen into the trap of having too much instructional time and has some restless students as a result. John would benefit from strategy 14.
- John asks students to rephrase what he has just said in their own words. This presents as a preventative strategy as students know they could be called on at any time so they need to listen but also as supportive strategy 22 if a student appears off task.
- John uses an egg timer to keep the lesson moving and monitor how long a particular activity is taking. Strategy 11 is used here and Jacob Kounin would approve of the smoothness of the lesson.
- John does some 1on1 coaching with a trouble student to support their learning, as this will reduce the chance of that student causing problems. This is a great example of strategy 12.

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<sup>22</sup> Schoolsworld.tv, 2015. 'Manage That Class - Year 8 - Friday | Schoolsworld'.  
<http://www.schoolsworld.tv/node/1752>.

<sup>23</sup> Schoolsworld.tv, 2015. 'The Need For Structure | Schoolsworld'.  
<http://www.schoolsworld.tv/node/272>.

John is a young teacher who appears to have benefitted greatly from Bayley's coaching and guidance. He is able to operate largely in the preventative section of behaviour management.<sup>24</sup>

### **Love em of Loathe em**

- Ben has a negative start to the lesson by asking why students are late or don't have the materials needed. Bayley suggests dealing with this later and starting all communications in a positive way; this would be supportive of strategy 5.
- Ben uses school specific supportive and corrective strategies, handing out 'C1's' and 'C2's' to students. This is in line with strategy 27 but Ben might want to consider branching out from that structure and experimenting with other strategies.
- Ben observes a lesson by Paul who takes to calming the students down before they enter the room so they can enter quickly and quietly so as to start the lesson well. This is a good preventative strategy and can relate to strategy 3.
- Paul is full of praise for the students work and starts the lesson in this very positive manner, a good example of strategy 4 and 5.
- Paul encourages Ben to find something he likes in every student as this will help him in all realms of behaviour management.

Ben is a struggling teacher who operates predominantly in the supportive and corrective areas of behaviour management whilst Paul presents as a great example of preventative teaching.<sup>25</sup>

### **Girl Talk**

- Nicola is drawn in by attention seeking behaviour, a primary motivator according to Rudolf Dreikurs, and needs to adopt strategies to prevent this.
- Nicola is constantly telling the girls to stop talking; this is an example of strategy 30 and it is ineffective. Nicola would be advised to acknowledge that this strategy is not working in this instance and look at alternative options.
- Nicola has given up on any serious corrective strategies and appears content with the behaviour. Bayley suggests using strategies 17 and 25 by ignoring them when they are not on task and giving attention to the students worthy of it.
- Nicola asks the students to use exactly 11 words to describe what they have learnt, an example of strategy 13 and 26 as the task is engaging and challenging for the students.

Nicola has had a hard time dealing with a group of talkative girls and Bayley's strategies have helped her gain some control back. She could look at refining her preventative and supportive strategies to continue to operate in a productive classroom.<sup>26</sup>

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<sup>24</sup> Schoolsworld.tv., 2015. 'Too Much Talk | Schoolsworld'. <http://www.schoolsworld.tv/node/271>.

<sup>25</sup> Schoolsworld.tv., 2015. 'Love 'Em Or Loathe 'Em | Schoolsworld'. <http://www.schoolsworld.tv/node/1265>.

<sup>26</sup> Schoolsworld.tv., 2015. 'Girl Talk | Schoolsworld'. <http://www.schoolsworld.tv/node/126>.

## **Underachieving Boys: Getting Involved**

- Carrie asks for 'hands up' when the students wish to speak, an example of strategy 2.
- Carrie might benefit from using more praise in her lessons; the students respond well when it's used and strategy 4 would be a good one to continue here.
- Carrie is wary of using strategy 11 and not getting bogged down in discussion too often.
- The boys may have a self-esteem issue so Carrie may want to look at using strategies 4 and 5 to greater effect.
- Beyond Carrie's control is strategy 15; the school has a poor reputation of achievement and is often compared by students to higher achieving schools in the area. The staff are constantly working to encourage students that they can still be in the percentage of high achievers if they work for it.
- Carrie uses a great interactive starter to get her lesson up and going, a great example of utilising strategy 3 and 13.

The Year 10 boys at the school have been identified as underachieving and many reside in Carrie's class. Working with Bayley they have identified a number of strategies to help the boys be productive in lessons.<sup>27</sup>

## **Conclusion**

Efficient and effective behaviour management is crucial to promote effective learning in the classroom. An effective teacher will be skilled in the preventative, supportive and corrective behaviour management areas. Preventative behaviour management is the most effective strategy to promote learning and should make up the majority of the strategies used by a teacher. Above all else it is vital that a teacher understands their class and what strategies work best for both the teacher and the individuals in the environment. Understanding the theories put forward by a wide range of talented theorists and examining how they can be implemented well or not effectively will improve the standard of behaviour management in the classroom.

4700 words

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<sup>27</sup> Schoolsworld.tv., 2015. 'Underachieving Boys: Getting Involved | Schoolsworld'.  
<http://www.schoolsworld.tv/node/898>.

## **Appendix 1**

Jacob Kounin's 5 characteristics of good teaching:

1. **With-it-ness:** A teacher must know what is going on in their classroom at all times. A with-it teacher knows all their students well and makes repeated eye contact with all them throughout the lesson. With-it teachers always know when to intervene and exactly who is causing the issues.
2. **Overlapping:** A teacher capable of this will never have bored students as quick finishers will always have something to go on with. Kounin identified that bored students are much more likely to be disruptive and recognises the importance of always having an overlapping task for a student to do.
3. **Momentum:** A teacher demonstrating this skill will always keep the lesson moving. Instructional time will not drag on and the teacher will be constantly evaluating the state of the classroom to determine if and when to move on to something else.
4. **Smoothness:** A teacher will always keep the lesson moving in a productive direction, not getting distracted or off task by disruption. This can mean walking around the room during group work or only answering pertinent questions during your instructional time.
5. **Group Focus:** Use group work as a great learning tool but do so in a fair and reasonable way. Students can still be marked as individuals for participation and students can be picked at random at anytime to contribute. The whole class is one big group who are working together to achieve learning outcomes in every lesson and a teacher that can facilitate and operate in this classroom environment will have good results. <sup>28</sup>

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<sup>28</sup> Behaviour Management Models. 2015. Ebook. 1st ed. [http://www.sagepub.com/upm-data/40497\\_1.pdf](http://www.sagepub.com/upm-data/40497_1.pdf).

'Approaches To Classroom Management'. 2015. Accessed April 9.

[http://www.sagepub.com/mooreteachingk8/study/chapter/.../74554\\_03ee1.doc](http://www.sagepub.com/mooreteachingk8/study/chapter/.../74554_03ee1.doc).

En.wikibooks.org. 2015. 'Classroom Management Theorists And Theories/Jacob Kounin - Wikibooks, Open Books For An Open World'.

[http://en.wikibooks.org/wiki/Classroom\\_Management\\_Theorists\\_and\\_Theories/Jacob\\_Kounin](http://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/Jacob_Kounin).

## Appendix 2

### Maslow's Hierarchy of needs:

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep, etc.
2. Safety needs - protection from elements, security, order, law, stability, etc.
3. Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, romantic relationships.
4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
5. Cognitive needs - knowledge, meaning, etc.
6. Aesthetic needs - appreciation and search for beauty, balance, form, etc.
7. Self-Actualization needs - realizing personal potential, self-fulfilment, seeking personal growth and peak experiences.
8. Transcendence needs - helping others to achieve self-actualization.<sup>29</sup>

### Maslow's Hierarchy of Needs



7.

<sup>29</sup> McLeod, Saul. 2007. 'Maslow's Hierarchy Of Needs'. Simply Psychology. <http://www.simplypsychology.org/maslow.html>.

<sup>30</sup> Integrationsociopsychology.net., 2015. Accessed April 9. [http://www.integrationsociopsychology.net/wpimages/wpf7bf73f5\\_05\\_1a.jpg](http://www.integrationsociopsychology.net/wpimages/wpf7bf73f5_05_1a.jpg).



### Appendix 3

Levin & Nolan's Hierarchy of intervention management diagram (2005).

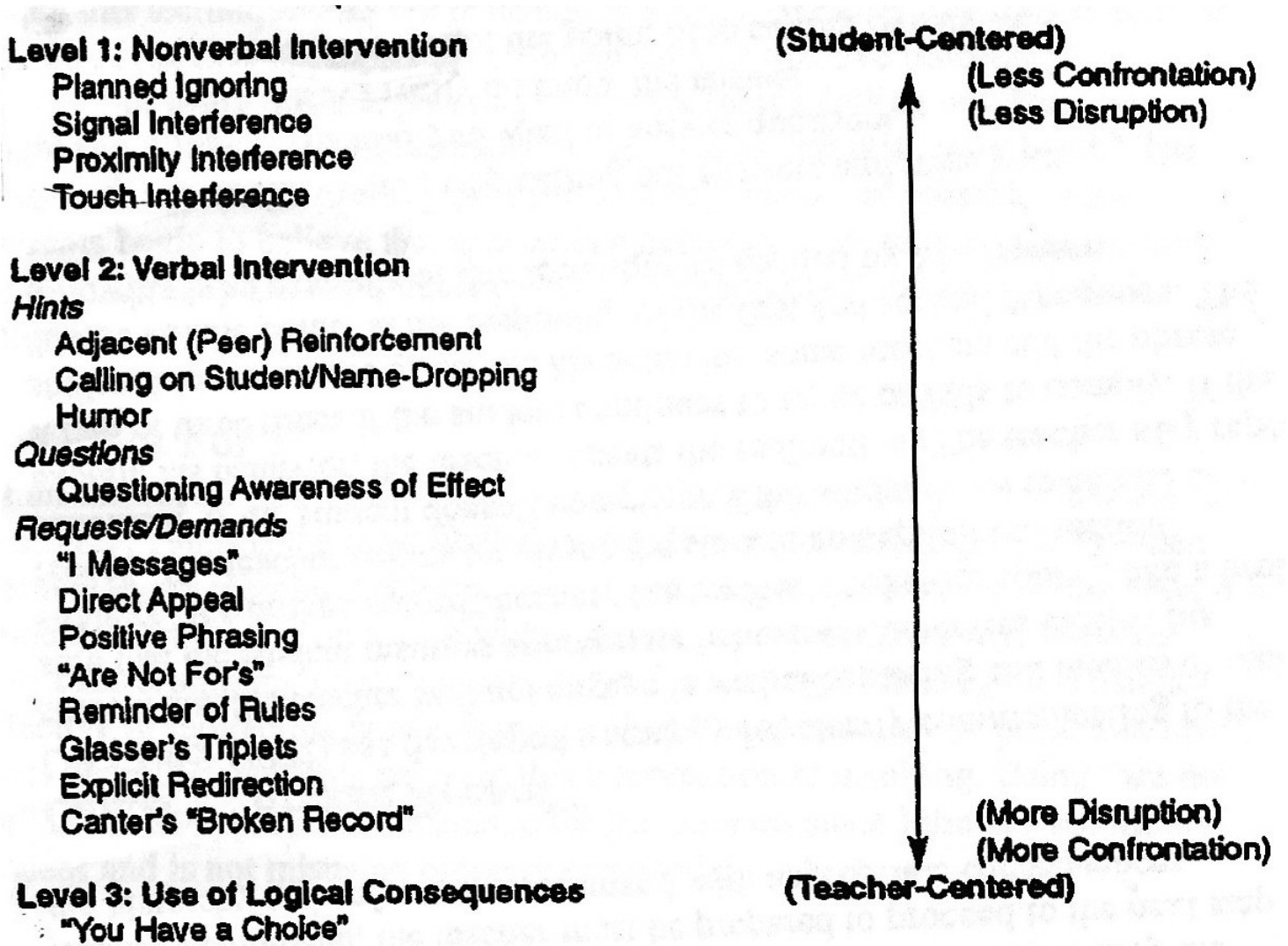


Table extracted from: Levin & Nolan, S. & S.F. 2005, What every teacher should know about classroom management, Pearson Education Inc, University of Pennsylvania, Page 43



## **Appendix 4**<sup>31</sup>

Rudolf Dreikurs – Motivations for student misbehaviour and preferred methods of resolving behavioural issues.

Dreikurs identified four types of goals that motivates children's misbehaviours:

- 1) Attention getting
- 2) Power and control
- 3) Revenge
- 4) Helplessness or inadequacy

## **Praise VERSUS Encouragement**

### **Praise**

- 1) Praise is a reward given for a completed achievement
- 2) Praise tells students they have satisfied the demands of others
- 3) Praise is patronizing. The person who praises has a superior position.
- 4) Praise stimulates competition
- 5) Praise stimulates selfishness

### **Encouragement**

- 1) Encouragement is an acknowledgement of an effort
- 2) Encouragement helps students evaluate their own performance
- 3) Encouragement is a message between equals.
- 4) Encouragement stimulates cooperation
- 5) Encouragement stimulates helpfulness

## **Punishment VERSUS Logical Consequence - Examples**

- If a student writes on the walls of the school,
  - The teacher may keep her after school (**punishment**)
  - The teacher may ask the student to clean the walls (**logical consequence**)
  - If a student damages classroom materials,
  - The teacher may send a note to the student's parents (**punishment**)
  - The teacher may prevent the student's use of classroom materials until he chooses to use them properly (**logical consequence**)
  - If a student is late for the class,
  - The teacher may keep her after school (**punishment**)
- The teacher may ask the student to wait at the door until she receives a signal that her late arrival will no longer disturb the class (**logical consequence**)

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<sup>31</sup> Metu.edu.tr., 2015. 'The Social Discipline Model Of Rudolf Dreikurs'.  
<http://www.metu.edu.tr/~e133376/project/The%20Social%20Discipline%20Model%20of%20Rudolf%20Dreikurs.htm>.

## **Appendix 5**

Bill Rogers

Rogers has distilled his approach to 5 principles:

1. Shared rights of all expressed as rules
2. Confrontation and potential embarrassment should be actively minimized
3. Show confidence in students by offering choices
4. Model respectful dignified behaviour
5. Communicate quality standards and expectations positively

In practice there are 4 Steps that teachers can take for decisive action:

1. Tactical ignoring
2. Direction or rule restatement
3. Repeat direction, then give a clear choice
4. Follow up the choice - isolation, time out or exit<sup>32</sup>

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<sup>32</sup> Tlweb.latrobe.edu.au, 2015. 'Rogers - Positive Behavioural Leadership Model'.  
<http://tlweb.latrobe.edu.au/education/learning-materials/Classroom-management-general/Models/models-theories040.html>.

## **Appendix 6**

### **Gardner's Eight Multiple Intelligences**

Summaries of eight intelligences:

**Visual/Spatial** - Involves visual perception of the environment, the ability to create and manipulate mental images, and the orientation of the body in space.

**Verbal/Linguistic** - Involves reading, writing, speaking, and conversing in one's own or foreign languages.

**Logical/Mathematical** - Involves number and computing skills, recognizing patterns and relationships, timeliness and order, and the ability to solve different kinds of problems through logic.

**Bodily/Kinesthetic** - Involves physical coordination and dexterity, using fine and gross motor skills, and expressing oneself or learning through physical activities.

**Musical** - Involves understanding and expressing oneself through music and rhythmic movements or dance, or composing, playing, or conducting music.

**Interpersonal** - Involves understanding how to communicate with and understand other people and how to work collaboratively.

**Intrapersonal** - Involves understanding one's inner world of emotions and thoughts, and growing in the ability to control them and work with them consciously.

**Naturalist** - Involves understanding the natural world of plants and animals, noticing their characteristics, and categorizing them; it generally involves keen observation and the ability to classify other things as well.<sup>33</sup>

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<sup>33</sup> Mruthiniti, Harshita. 2015. 'Research - Howard Gardner's Theory Of Multiple Intelligences'. Cse.Emory.Edu. <http://cse.emory.edu/sciencenet/mismeasure/genius/research02.html>.

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