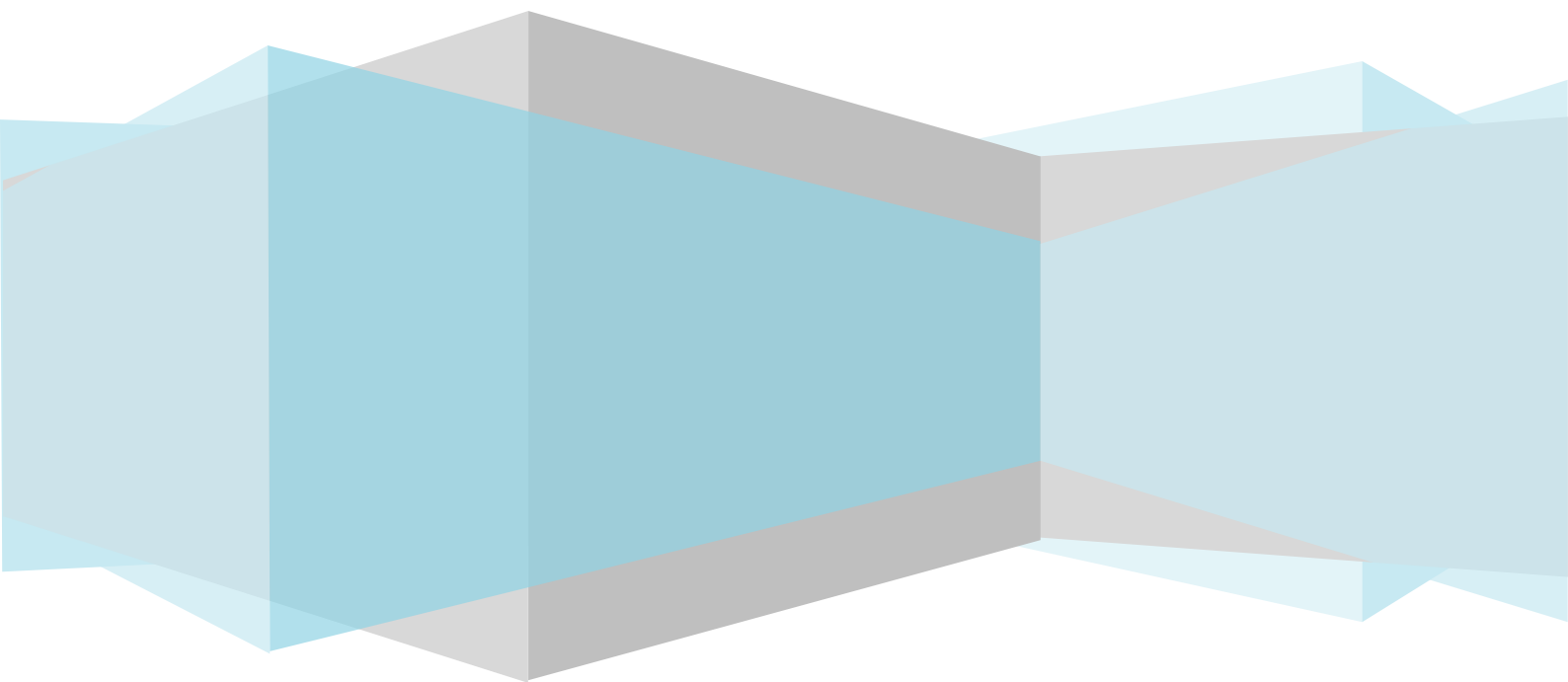


Behaviour Management Strategies

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Bill Rogers

The 'Decisive Discipline Strategy' in which Bill Rogers formed gives students the opportunity to own their behaviour and make accountable choices in which they feel are necessary, students are also able to create a safe learning environment through the actions they chose to use, they are able to build a relationship with the teacher even though the teacher is using discipline within the classroom. Along with these main ideas Rogers has created four preventative strategies these include the establishment of clear and concise rules, behaviour consequences, the development of a positive classroom tone, and the adaption of a decisive teaching style.

With this understanding of Roger's framework it is easy to understand why I have chosen this strategy as one of the two that I would implement within my own classroom. The implementation of this into a classroom setting is easily done, as long as each step is implemented in the early stages and clearly followed through, students will be able to recognise what is being asked of them.

Another reason as to why I would personally implement this behaviour management strategy into my own classroom is due to the use of student self evaluation, by having the student assess what they have done and act on it positively gives them a sense of achievement. By creating a safe environment for all students to learn in, the behaviour should be something that only occurs so often, not all the time and because of this all students should be able to work together cooperatively.

Lee and Marlene Canter

The 'Assertive Discipline Theory' created by husband and wife, Lee and Marlene Canter is somewhat similar to the strategy created by Bill Rogers however Canter believe in being more firm with students discipline. This can be seen in the main principles of the theory they include that the student should in no way prevent the teacher from being able to teach and that the teacher should act straight away when dealing with behaviour in the classroom.

Ways in which the teacher is able to implement the 'Assertive Discipline Theory' is by clearly defining the expectation of students, persistence with the expectations, the use of a firm tone, eye contact, the use of non-verbal gestures relating to verbal statements,

and follow through with promises. Canter have depicted three types of response styles they include hostile, non-assertive and assertive, assertive teachers have a clear set of classroom rules for all students to see, they also give positive and negative consequences when needed.

The reason why I would implement Canter's 'Assertive Discipline Theory' into my own classroom is that at all times the teacher is in control of their classroom. Students understand the classroom rules given to them and that they need to follow through with them or there will be consequences. And with those consequences it is the student's responsibility just like Bill Rogers depicts in his own strategy.

Behaviour Management Philosophy

Behaviour management is a huge factor when it comes to teaching a classroom full of students. The Papua New Guinean Government (2009) states that behaviour management is when:

It includes creating a positive environment for learning and uses strategies that encourage positive behaviour in schools. It also involves a range of strategies to reduce the chance of poor or antisocial behaviour. Behaviour Management is also about having effective ways to deal with poor behaviour so that students can learn from their mistakes and at the same time, take responsibility for wrong doing. (p. 11)

This is because there needs to be structure and without structure students do not understand what is being asked of them. For myself as an under graduate teacher I believe it will be in my best interests to have ready a behaviour management plan in which I know I can easily follow and follow through with. I hope that by implementing a behaviour management plan into my future classroom that students and myself will be able to create a safe learning environment and by doing so help students to work cooperatively and efficiently with others in the classroom setting.

During my time spent in 'Managing Challenging Behaviours' at Australian Catholic University I have learnt about different behaviour management theories and strategies and what strengths and weaknesses these have to offer. By taking this class I feel that I will be ready to implement a behaviour management plan more so then if I hadn't have taken this class.

Throughout this paper you will be able to read of ways in which I hope to implement two main strategies into my classroom for the use of behaviour management. Those two will include Bill Roger's and his 'Decisive Discipline Strategy' and Lee and Marlene Canter and their 'Assertive Discipline Theory'.

Bill Rogers has created the 'Decisive Discipline Strategy' which is able to be easily implemented into any classroom setting. With this it is easy to understand the three ultimate aims Rogers has for this strategy, they include students owning their own behaviour and being accountable for what happens in the classroom setting, respecting the rights of others to learn, and building a workable relationship with students even though the teacher is the one who is to discipline the students.

These three aims are something I will try my best to do as an under graduate teacher, by making students accountable they are able to understand what they have done wrong rather than the student repeating the same offense over and over again. When it comes to respecting others learning all students should understand that once there is a disruption in the classroom it is then unfair for the other students who are working cooperatively in the classroom. Lastly by building relationships with students they are able to feel a sense of connection between a student-teacher relationship this helps to build on trust and this is something I want all students to feel they have within my classroom, knowing you are able to speak to a teacher and them to listen and understand is a wonderful thing, even when they are implementing discipline within the classroom.

Along with the ultimate aims of the 'Decisive Discipline Strategy' there are four key steps in which teachers are able to easily follow through with. They include tactical ignoring, rule restatement, secondary behaviour and time out. This is a wonderful and easy step by step process to follow, by ignoring the situation at first gives the student the opportunity to understand what they are doing will not gain the attention of the teacher and perhaps they should stop what they are doing. However if the tactical ignoring does not work it is then the teachers responsibility to restate the rule in which the student is breaking, by doing so it gives the student a second opportunity to stop what they are doing, think and then act upon what they now know. These rules are

something that the teacher would create at the beginning of the year with the students so that they are able to have a say and also understand what is being asked of them throughout the year. Within the secondary behaviour step is when the teacher is then able to explain to the student that whatever they are doing needs to stop. However if this step does not work after three times it is then time to move on to step four in which the student will be given a time out for the behaviour they have displayed in the classroom.

To follow on from the four key steps of the 'Decisive Discipline Strategy' Bill Rogers has also given 10 key ideas that teachers can easily follow along with they include:

- *The words you use are as powerful as the message you are trying to convey - do you always know what to say when under stress?*
 - *Describing exactly what students are doing is often more effective than telling them not to do something.*
 - *Giving students an option when dealing with items they should not have in class (such as mobile phones, hairbrushes) is less intrusive and more effective than confiscation.*
 - *Establishing a class at the beginning of a school year is critical to successful behaviour management*
 - *Teaching style can have as much an impact on behaviour management than any range of sanctions and rewards.*
 - *Following up and following-through with students, especially those who present with on-going 'behaviour problems', can be crucial factors in successful management.*
 - *Do you know how to tactically ignore student frustration in behaviour management situations in order to maintain a disciplined classroom?*
 - *Think about teacher behaviour as it affects student behaviour - it's essential to understanding this.*
 - *Building bridges in order to keep a relationship with students is as important as dealing with troublesome behaviour.*
 - *Targeting specific "power brokers" and students who act as ring-leaders in "hard classes" can be a very effective strategy in behaviour management.*
- (Creative Education, 2011, para. 4)*

These steps should be somewhere visible for the teacher to see, this will help you to remember what it is you need to do and think about whilst implementing the four key steps.

The strengths that I can see to using the 'Decisive Discipline Strategy' include things such as students having self responsibility which they can use not only in a classroom setting but in a community and home setting, it gives students the opportunity to enhance their own learning by understanding the rules of the classroom and the consequences that go with them, it also addresses the real cause of misbehaviour within the classroom, and lastly gives the teacher a positive view of the students within that class.

Lee and Marlene Canter have created the 'Assertive Discipline Theory' within this theory there can be seen five ideas these include things such as students have basic rights within the classroom setting and teachers have basic educational rights within the classroom setting, teachers should also insist on responsible behaviour from their students, many teachers have false assumptions about discipline within the classroom and lastly teacher failure is believed to go hand in hand with the failure to maintain classroom discipline.

With these five ideas I feel that it is in my best interest to do my best at meeting these and exceeding them. By doing so it will not only help myself to learn better behaviour management skills but also benefit the students within my class towards their own learning.

Practical strategies that should be implemented into the 'Assertive Discipline Theory' include firstly creating a positive student-teacher relationship, this is something that I feel all teachers need because without the relationship between the student and teacher there is no way of truly knowing if that student will have an effective learning experience. Secondly the establishment of rules and expectations of students needs to be addressed within the beginning of the school year, by doing so students know what is expected of them in the classroom throughout the school year. Thirdly the teacher should be tracking student behaviour by doing so you are able to keep a track record of when certain behaviour occurs. This could help with the investigation of serious

behaviour problems that may be caused by something happening in the community or home life. The fourth step to be taken is the negative consequences in which will be given to misbehaviour, without a consequence for the student's action it is inevitable that the misbehaviour will continue. The fifth step involves the implementation of a positive consequence, so when students are doing the right thing they are given something as to encourage and praise them to keep doing what they are doing. This helps within the classroom setting as students who are misbehaving will see a student being rewarded and feel the need to want to be rewarded also, however their behaviour will have to change in order for that to happen. And lastly it is important for teachers to establish strong parent support, this is something I hope to implement within my own classroom as having the support of parents is something every teacher needs (McIntyre, n.d.).

The strengths that I have found within the 'Assertive Discipline Theory' include such things as providing teachers with consistent, structured, focused responsive approach to student's behaviour, it requires the involvement and support from parents, depends on a certain amount of balance between the positive and negative consequences and it addresses student behaviour more so than their character.

In conclusion it is easy to see that the implementation of either Bill Rogers 'Decisive Discipline Strategy' or Lee and Marlene Canters 'Assertive Discipline Theory' is an easy choice for myself as it follows along with how I best like to implement behaviour management into my own classroom. By choosing parts of each and making my own strategy it is in my best interest to create a safe learning environment for all students.

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