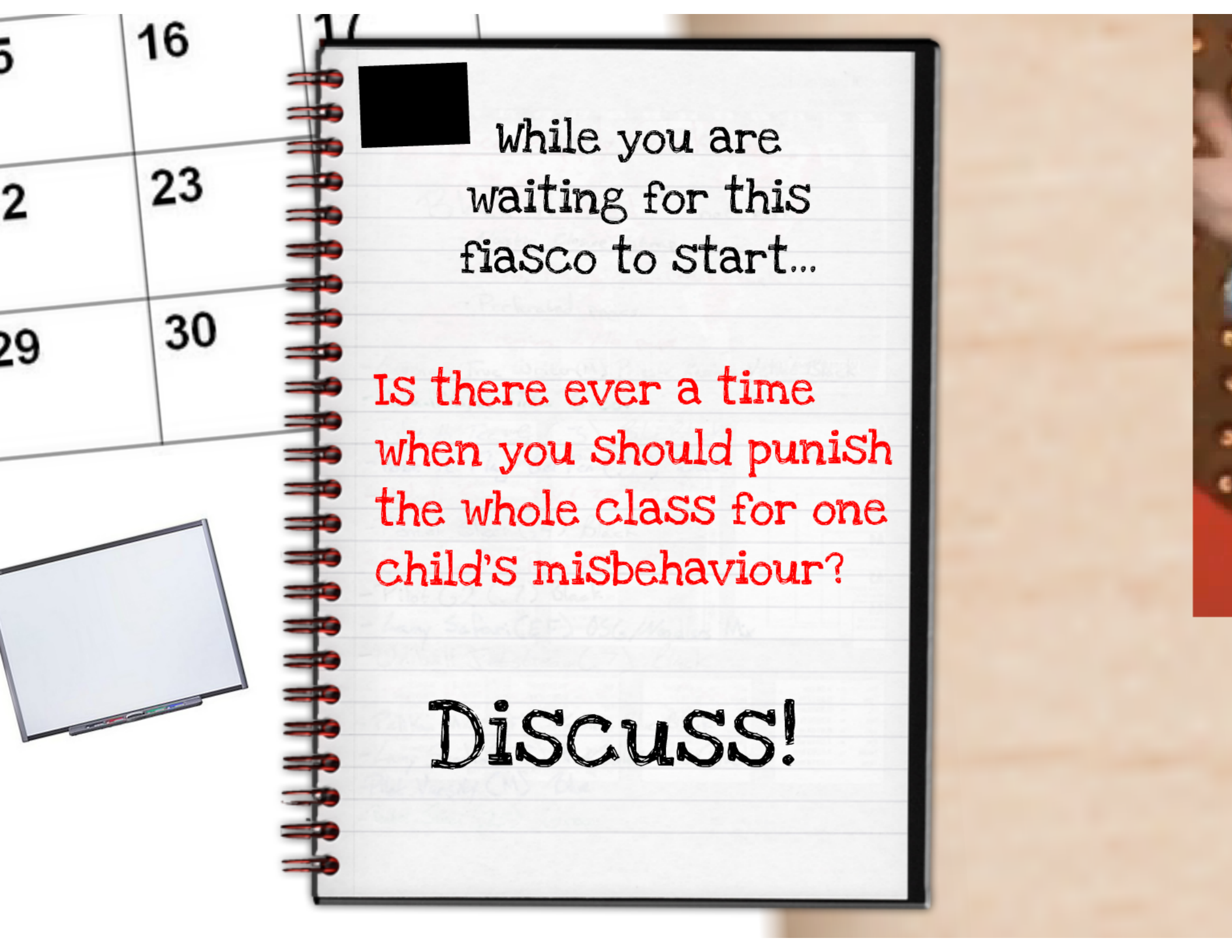

Active Learning
Science
History
Is learning to teach debunked?
Reality Therapy
WBI A+B+Gestures+Switch
VIDEO ARCHIVE
Logical Consequences
Natural
Arbitrary
Logical
Behaviour Management
JANUARY 2012
Contact details
The Issue
Do you remember...?
Assertive Discipline
Three ways to respond to BAD behaviour...
Nonassertively
Hostilely
Assertively
WBI A+B's
Teach = OK!
Innovative teaching
Behaviour Models
Discuss!
Research on the Solution room for 4 key slides

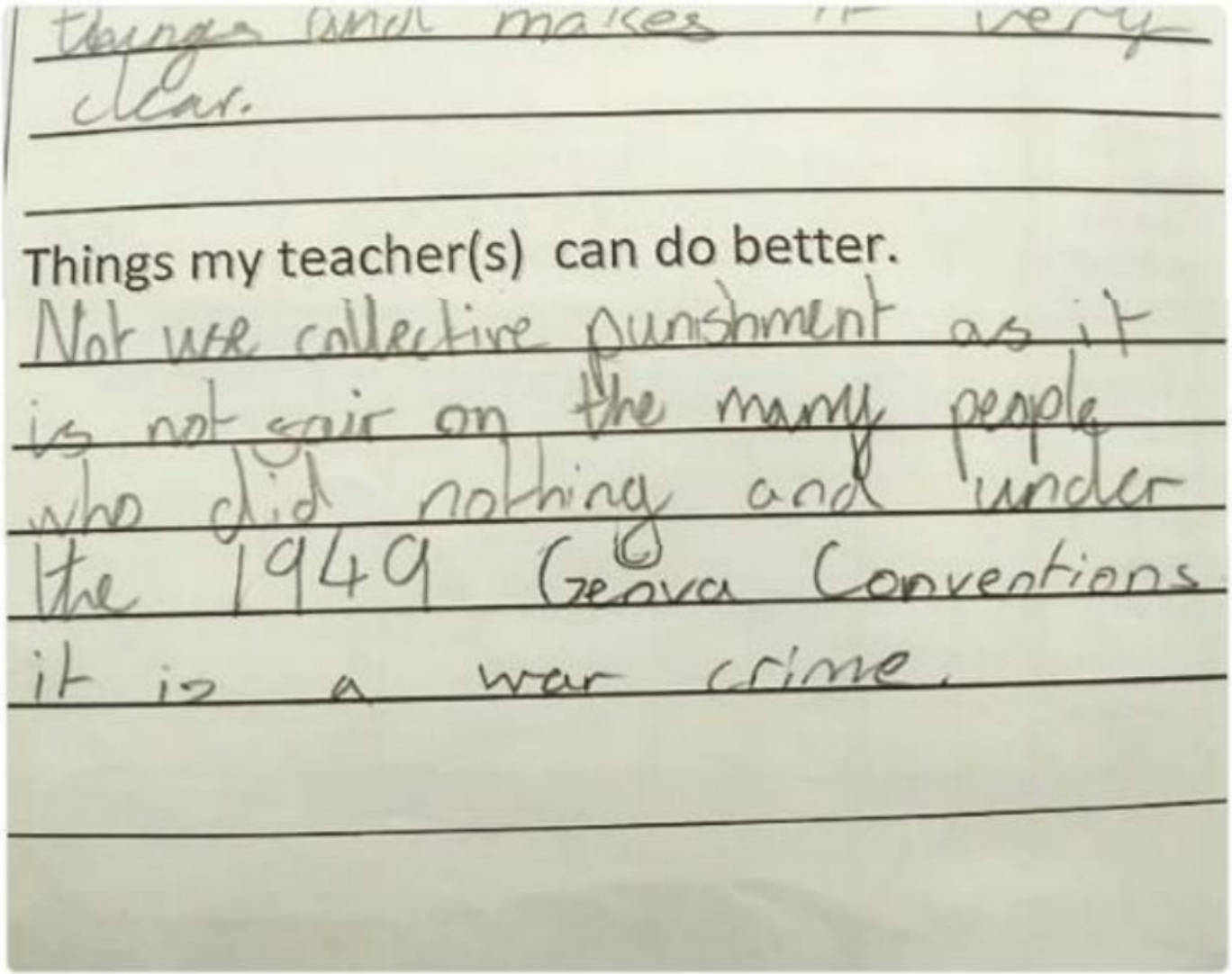

16
23
30
While you are waiting for this fiasco to start...
Is there ever a time when you should punish the whole class for one child's misbehaviour?
Discuss!



Mason Cross
@MasonCrossBooks

Follow

My daughter actually submitted this feedback at school. Not sure if I should ground her or buy her ice cream...





Promoting effective Behaviour Management and staying sane!

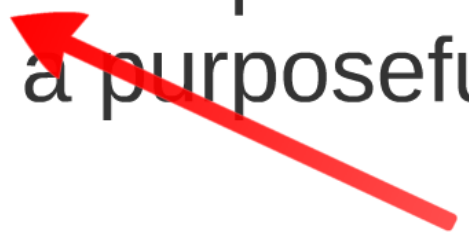
Survival Techniques + Tom's Top Tips!



S2.7

WIIFM?

They know a range of strategies to promote good behaviour and establish a purposeful learning environment.



SHED LOAD (30+)

S3.3.9

They set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.

LSA reports... "Billy is 'off task' again!"

What is your first question?

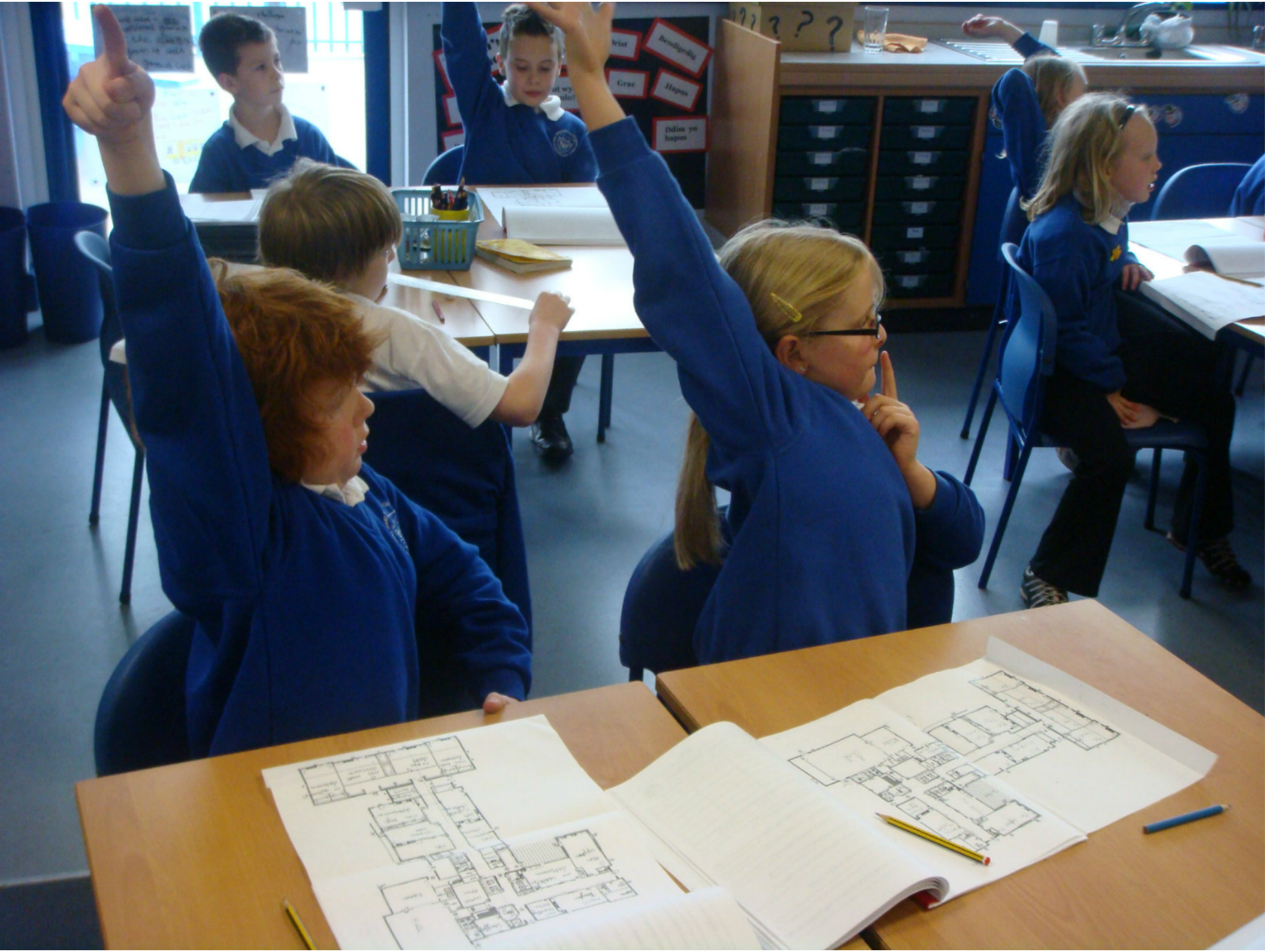
Is this what we want?



Listening lights






Benthyciadu
Grac
Hapus
Ddim yn hapus


GOLDEN BOX
Common
nouns

Good books...


SUE COWLEY
GETTING THE BUGGERS TO BEHAVE 2
WHY DO STUDENTS MISBEHAVE?
WHAT CAN I DO ABOUT IT?
There's no need to shout!
The Primary Teacher's Guide to Successful Behaviour Management
David Wright
A Speechmark Practical Resource
50 Top Tips for Managing Behaviour
Dave Stott
positive teaching
positive behaviour
positive learning
CLASSROOM KARMA
David Wright

"That's Mickey... don't confront Mickey!"

Promoting effective Behaviour Management and staying sane!

Survival Techniques + Tom's Top Tips!





Is this what we want?



Good books...





D _ s c _ P _ _ n e

So what strategies?

"That's Mickey... don't confront Mickey!"





So why manage behaviour?

WBT Class class...yes yes

Effective teachers seek to achieve a number of goals:

To create a climate where learning can flourish



So why manage behaviour?

WBT Class class...yes yes

To protect the basic rights of safety, learning and respect

To set the boundaries in which children can feel successful and achieve

To teach children about socially appropriate and acceptable choices

The Issue

The topic of how to manage behaviour has been around since there were schools!

"50% of urban teachers in USA leave the profession within the first five years of their career, citing behaviour problems and management as factors influencing their descision to leave"

(McKinney and Kea, 2005)

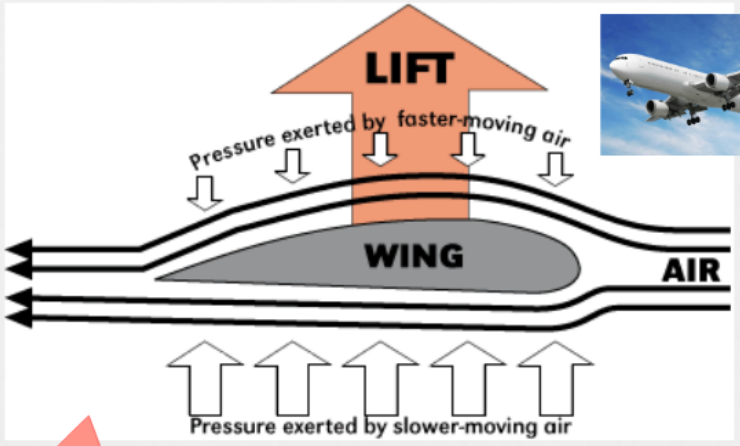
Most inspirational picture I've ever seen!



Most inspirational picture I've ever Seen!



Bernoulli Principle



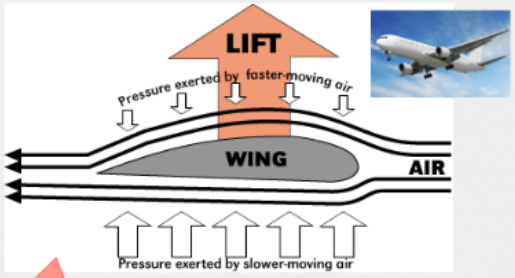




Most inspirational picture I've ever seen!



Bernoulli Principle







Before we take a closer look at practical strategies...

CASE-STUDY2

ough interaction with
nt

WBT B+A+ hand gestures

CASE-STUDY2

Most inspirational picture I've ever seen!



Bernoulli Principle



Before we take a closer look at practical strategies...



Punishment?

We all want good discipline in our class?

What is it?

Specifically discipline includes methods to prevent or respond to behaviour problems so that they do not occur in the future. (Slavin, 2009)

Does punishment change behaviour?

What does?



Punishment?

We all want good discipline in our class?

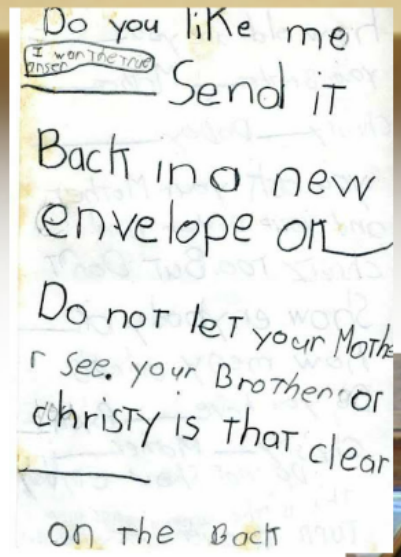
What is it?

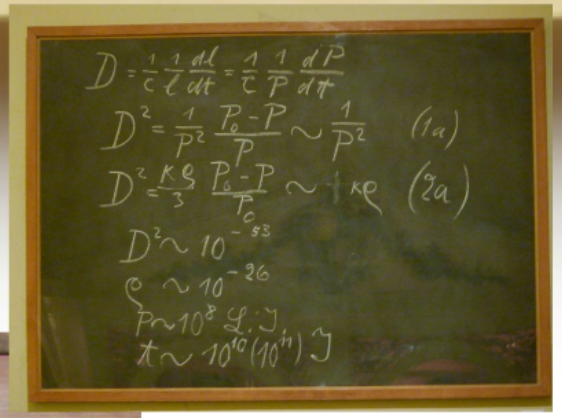
Specifically discipline includes methods to prevent or respond to behaviour problems so that they do not occur in the future. (Slavin, 2009)



What does?

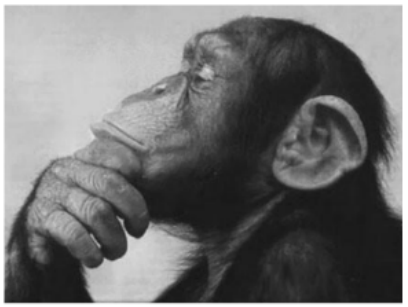
Does punishment change behaviour?











Good strategy?

Behaviour Models



Assertive discipline

Logical consequences

Reality therapy

Ginott

Kounin

Assertive Discipline

Developed by Lee + Marlene Canter (mid 70's)

- Take control approach
- Approach assumes children will misbehave
- Teacher controls environment, seating, routines..RULES
- Teacher prepares discipline plan in advance (4-5 rules with consequences/ discipline method used when children misbehave
- Shared on board with children
- Pos and Neg consequences to convince children that it's to their benefit that they behave
- CATCH THEM BEING GOOD don't feel bad if harsh negative consequences used (Children want their teacher to control them)
- Children CHOOSE to misbehave and teachers shouldn't accept excuses
- Parents + School senior management used

Three ways to respond to BAD behaviour...

Nonassertively
Surrender

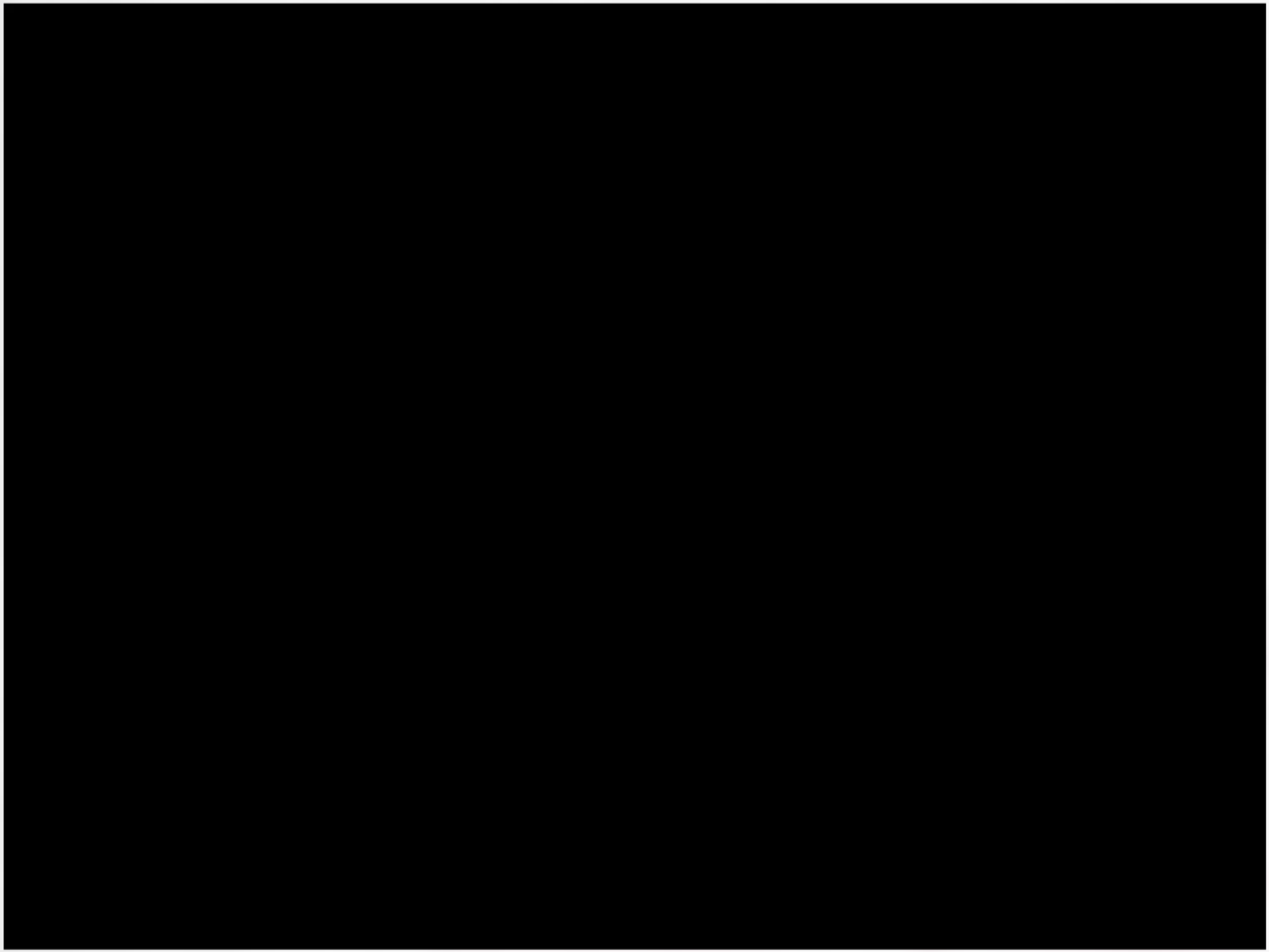
Hostilely
with anger

Assertively
Calm insisting compliance

WBT A+B'S

Teach = OK!

CASE-STUDY2



They won't remember what you said...
They won't remember what you did...
They will remember how you made them feel!

Deal with it!

Primary behaviour

Secondary behaviour

Tactical ignore + catch them being good



Repeat the agreed rule



what sort of teacher are you going to be?



What sort of teacher are you going to be?

My Behaviour Model

Catch children being good to reinforce positive behaviour.

I understand that children choose to misbehave in my lessons!

Logical Consequences Model

Developed by Dreikurs (1968)

Inappropriate behaviour is motivated by unconscious needs.

What could they be?


Unconscious needs
To gain attention
To display inadequacy
Exercise power
Exact revenge


Satisfy
Unconscious needs
To gain attention
To display inadequacy
Exercise power
Exact revenge
Behaviour associated with these motives will not manifest!

lodel
s (1968)

r is
ous

y be?



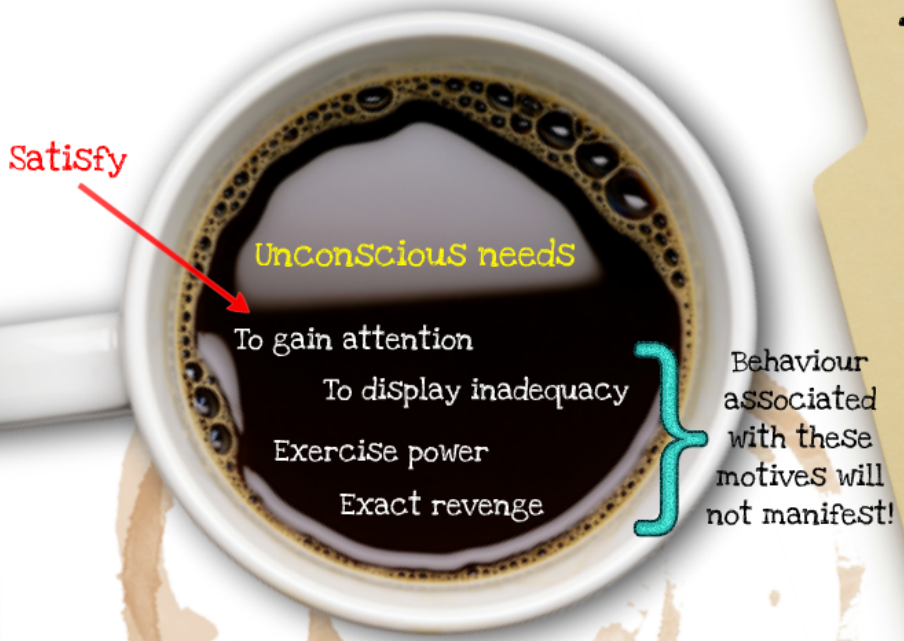
- Children can learn about their motives
- Teachers help children explore WHY they behave certain ways
- Present children with choices
- Learn through interaction with environment

through this interac

Logic

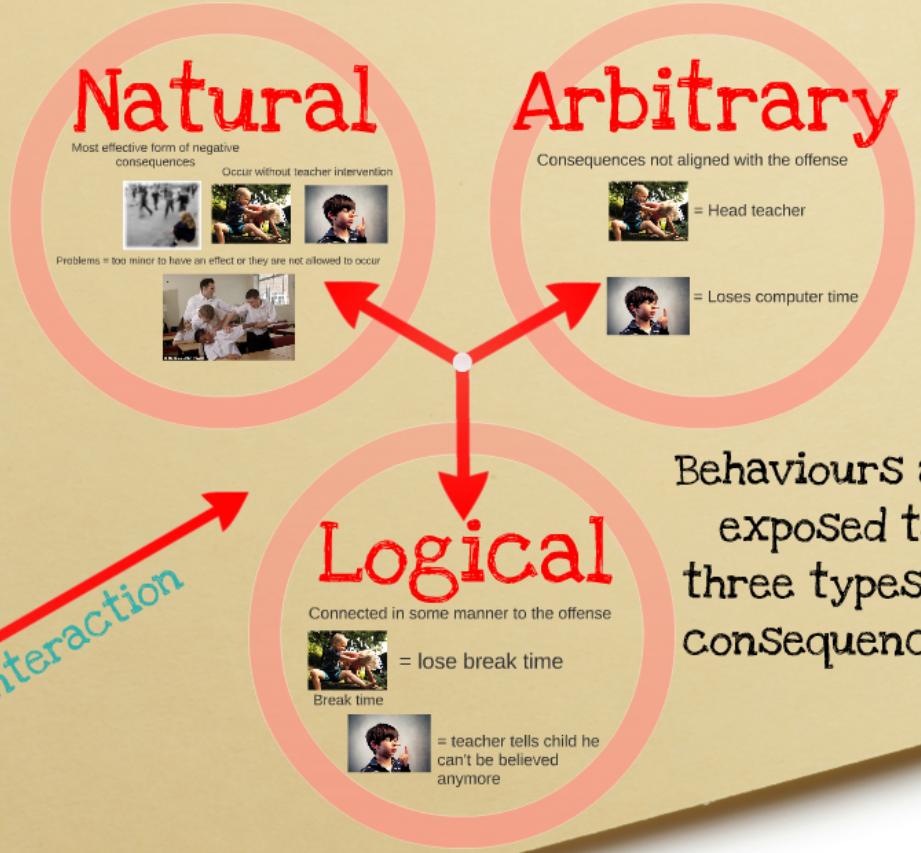
WB

Logical Consequences



- Children can learn about their motives
- Teachers help children explore WHY they behave certain ways
- Present children with choices
- Learn through interaction with environment

through this interaction



Behaviours are exposed to three types of consequences

WBT B+A+ hand gestures

Behaviour associated with these motives will not manifest!

otives
HY

Natural

Most effective form of negative consequences

Occur without teacher intervention





Problems = too minor to have an effect or they are not allowed to occur



Arbitrary

Consequences not aligned with the offense


= Head teacher


= Loses computer time

Logical

Connected in some manner to the offense


= lose break time

Break time


= teacher tells child he can't be believed anymore

through this interaction

Behaviours are exposed to three types of consequences

Collab
critical
of y



WBT B+A+ hand gestures

Natural

Most effective form of negative consequences

Occur without teacher intervention







Problems = too minor to have an effect or they are not allowed to occur



Arbitrary

Consequences not aligned with the offense



= Head teacher



= Loses computer time

Logical

Connected in some manner to the offense



= lose break time

Break time



= teacher tells child he can't be believed anymore

Beh

e

thr

Cor

Logical Consequences

Satisfy

Unconscious needs

To gain attention

To display inadequacy

Exercise power

Exact revenge

Behaviour associated with these motives will not manifest!

- Children can learn about their motives
- Teachers help children explore WHY they behave certain ways
- Present children with choices
- Learn through interaction with environment

through this interaction

Natural

Most effective form of negative consequences

Occur without teacher intervention



Problems = too minor to have an effect or they are not allowed to occur



Arbitrary

Consequences not aligned with the offense



= Head teacher



= Loses computer time

Logical

Connected in some manner to the offense



= lose break time

Break time



= teacher tells child he can't be believed anymore

Behaviours are exposed to three types of consequences

WBT B+A+ hand gestures

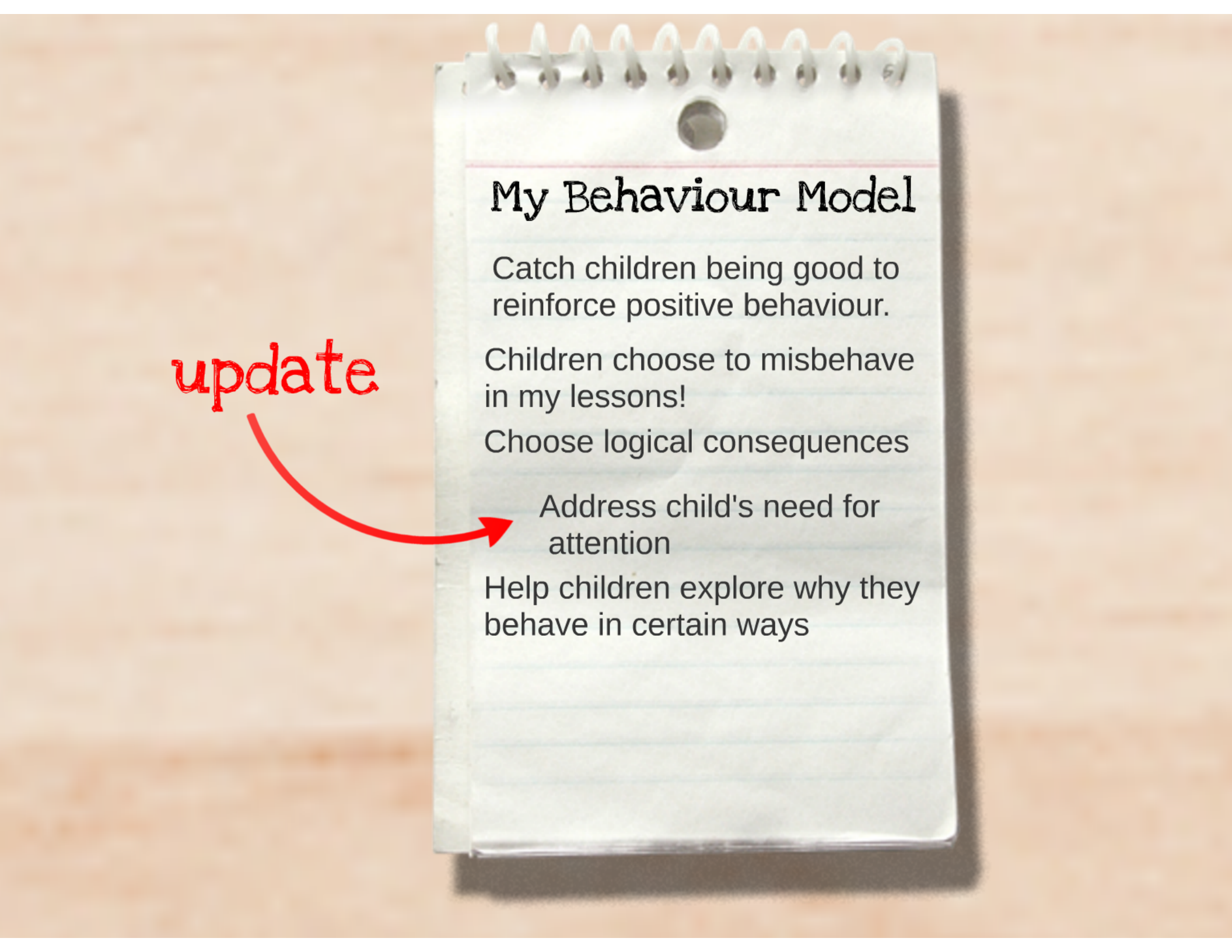

abcdefghi
klmnopq
stuvwxyz

The firework



Teach children triggers

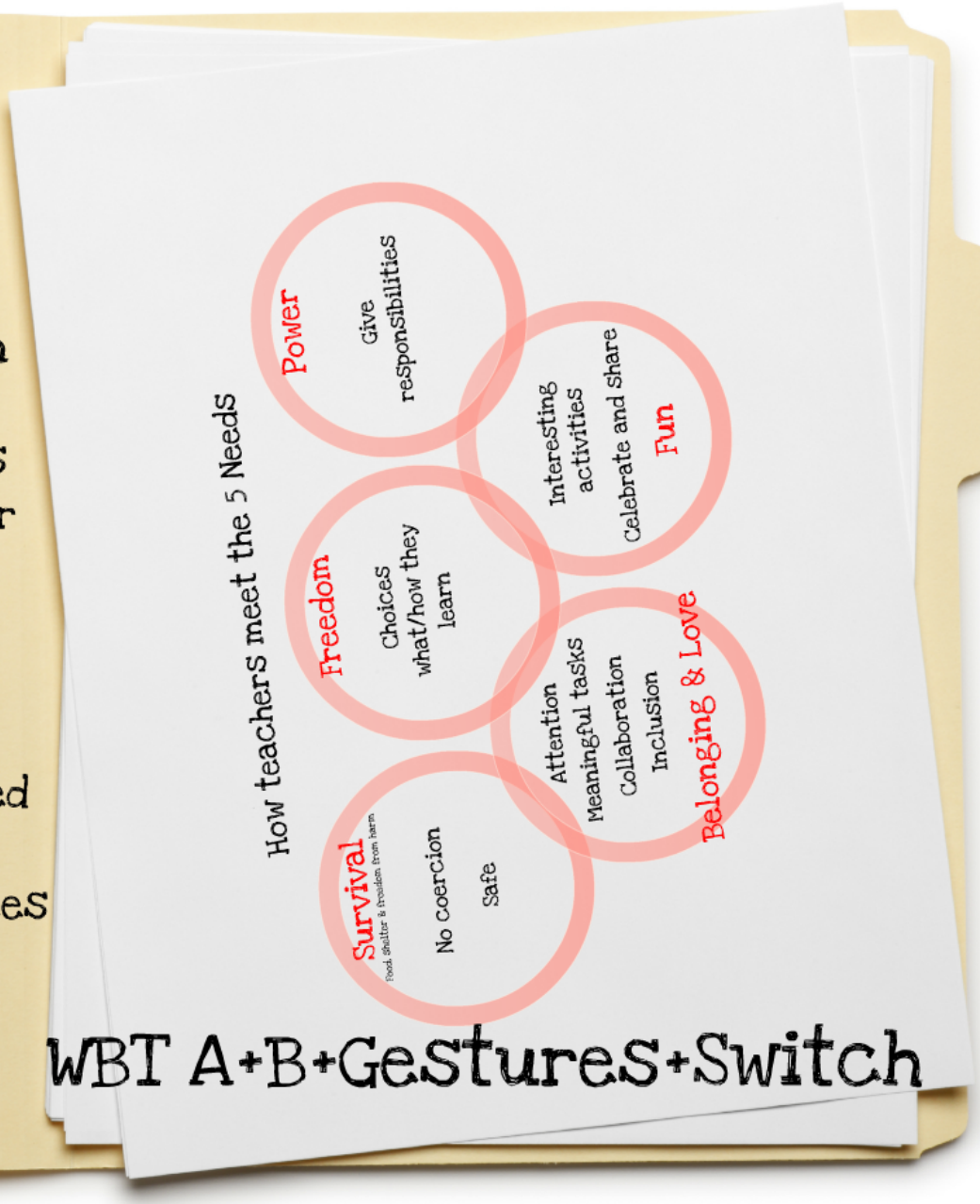
Role play


update
My Behaviour Model
Catch children being good to reinforce positive behaviour.
Children choose to misbehave in my lessons!
Choose logical consequences
Address child's need for attention
Help children explore why they behave in certain ways

Reality Therapy

Glasser (1965)

- Started as "Control theory then changed to choice theory" Children choose behaviour
- Classroom management strategies used to aid children to make better choices (class meetings- peer feedback on behaviour)
- Children involved in setting class rules
- Consequences may/may not be used
- The key to approach is getting children to realise how their choices of behaviour affects others
- Essentially children are motivated by Five needs- teacher tries to satisfy all needs



WBT A+B+Gestures+Switch

Reality Therapy

Glasser (1965)

- Started as "Control theory then changed to choice theory" Children choose behaviour
- Classroom management strategies used to aid children to make better choices (class meetings- peer feedback on behaviour)
- Children involved in setting class rules
- Consequences may/may not be used
- The key to approach is getting children to realise how their choices of behaviour affects others
- Essentially children are motivated by Five needs- teacher tries to satisfy all needs



How teachers meet the 5 Needs

Survival

Food, Shelter & freedom from harm

No coercion

Safe

Freedom

Choices
what/how they
learn

Power

Give
responsibilities

Attention

Meaningful tasks

Collaboration

Inclusion

Belonging & Love

Interesting
activities

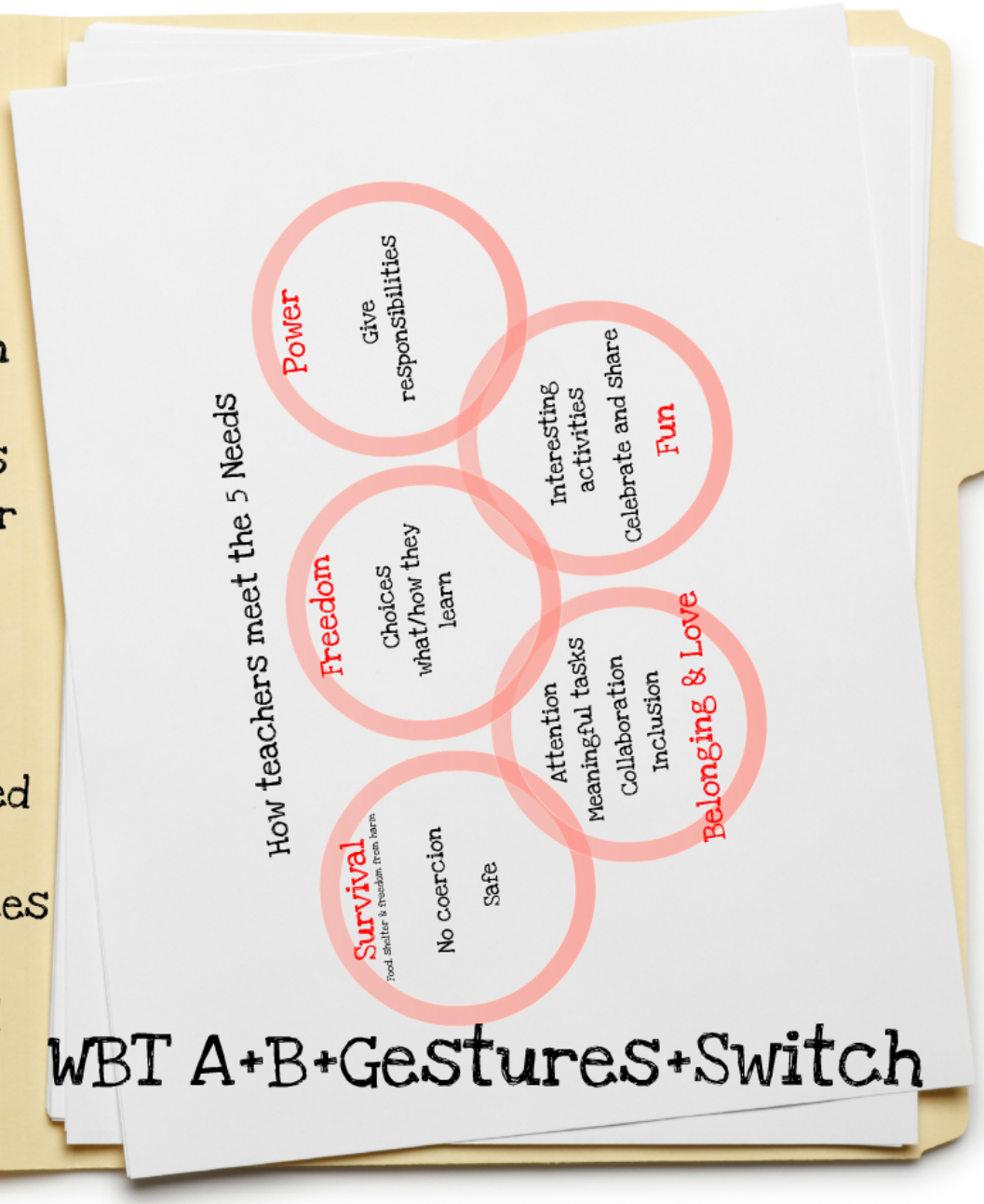
Celebrate and Share

Fun

Reality Therapy

Glasser (1965)

- Started as "Control theory then changed to choice theory" Children choose behaviour
- Classroom management strategies used to aid children to make better choices (class meetings- peer feedback on behaviour)
- Children involved in setting class rules
- Consequences may/may not be used
- The key to approach is getting children to realise how their choices of behaviour affects others
- Essentially children are motivated by Five needs- teacher tries to satisfy all needs



WBT A+B+Gestures+Switch

Council this...





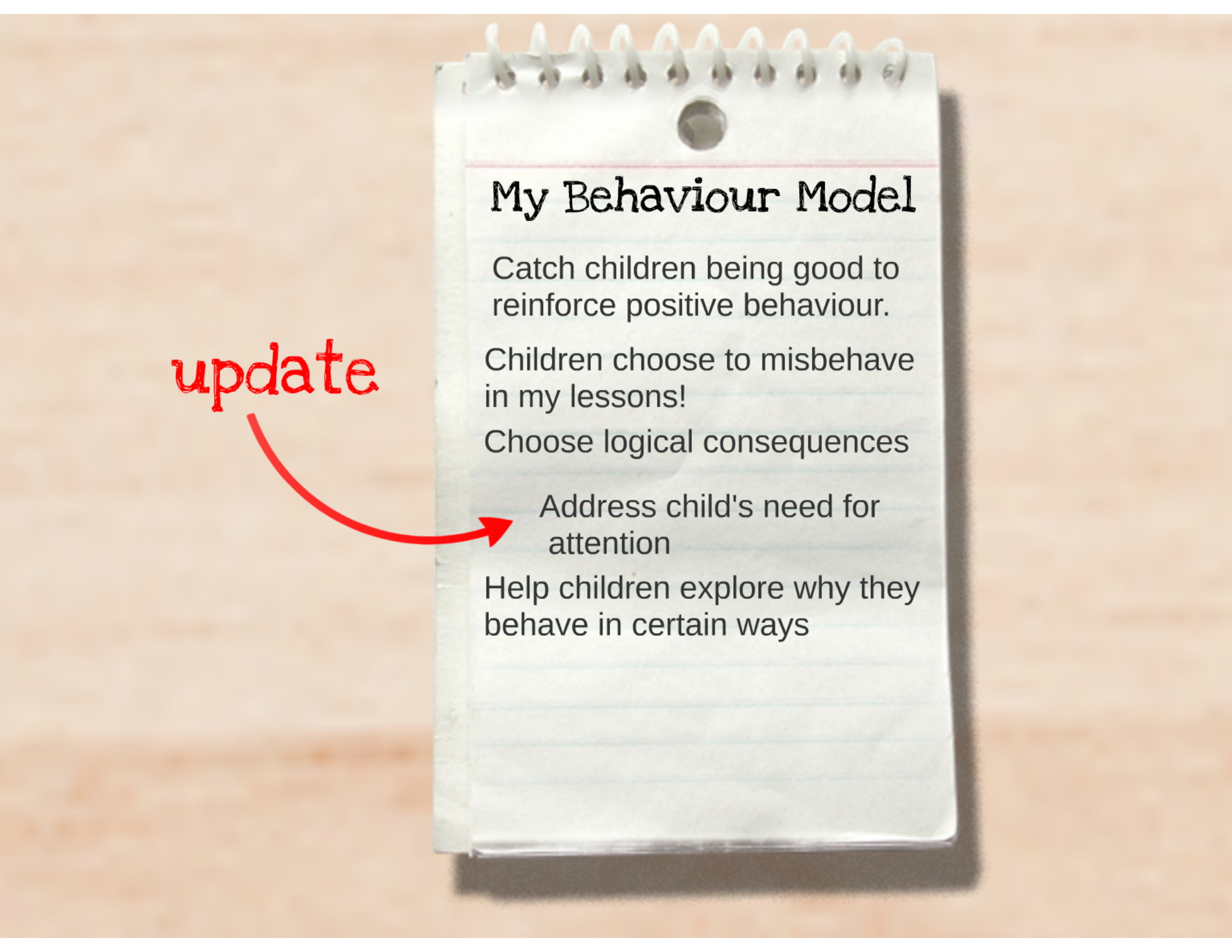


Behaviour Theory?

MoJ

Get out Coxy!




update
My Behaviour Model
Catch children being good to reinforce positive behaviour.
Children choose to misbehave in my lessons!
Choose logical consequences
Address child's need for attention
Help children explore why they behave in certain ways


I Spy with my little
eye...behaviour Models
beginning with...G...K...J!

Read, make notes & discuss

G is for Ginott Model (1971)

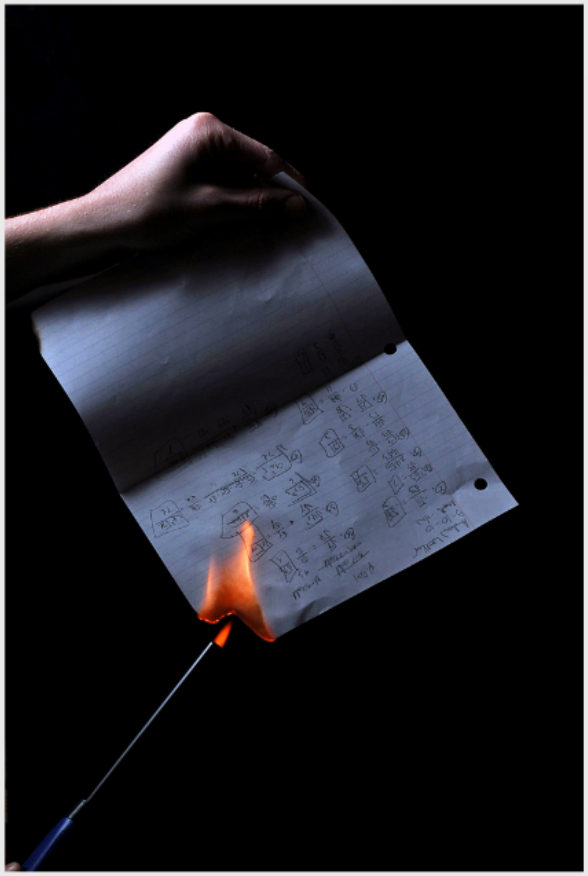


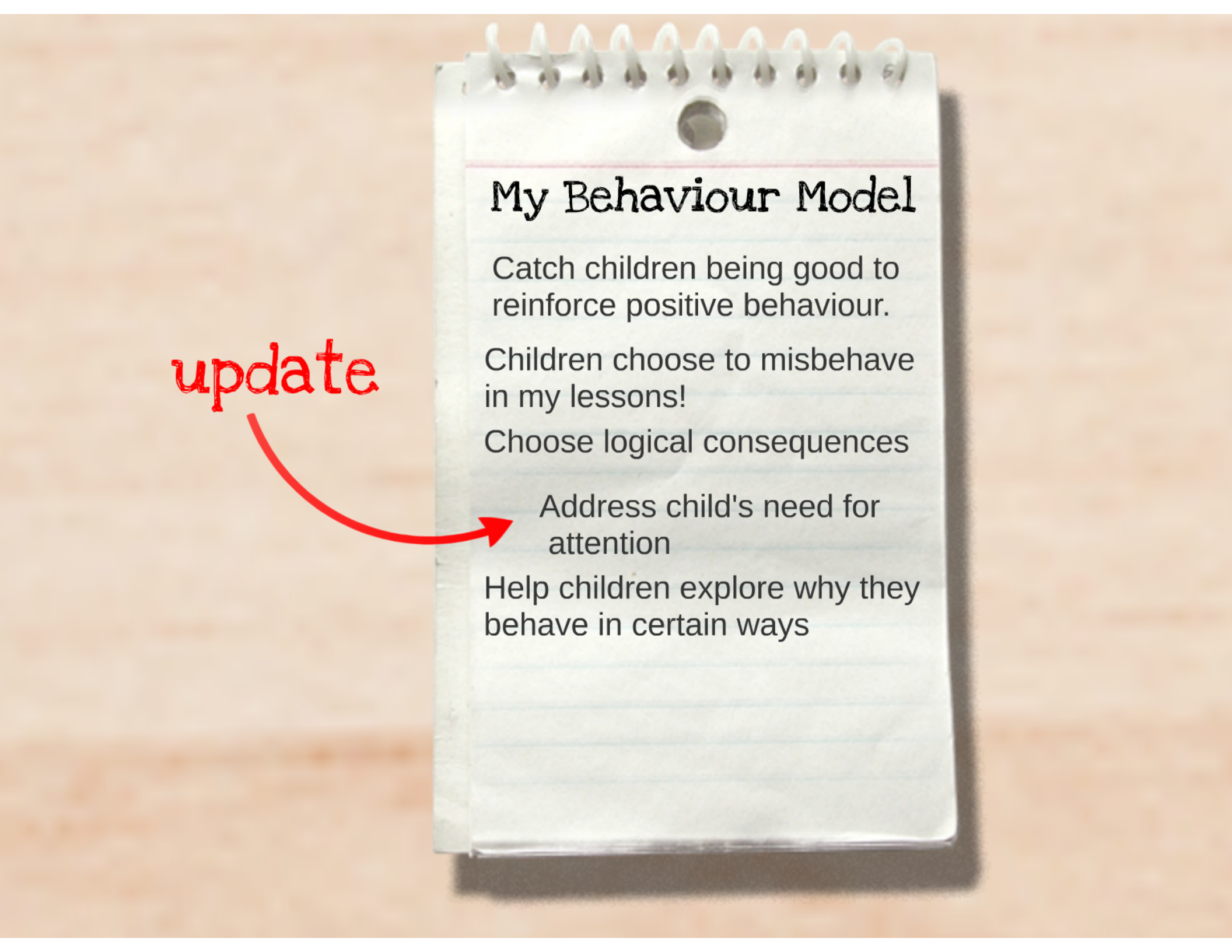
- Behaviour improves with positive teacher interaction + communication (understanding / kindness)
- Improve self concept = better behaviour
- Use congruent communication (verbal/non verbal agree)
- Accept and clarify feelings of children
- Improper use of praise fosters a dependency on the teacher
- Punishment encourages misconduct
- Insulting children causes rebellion
- Use language of acceptance not rejection - inviting children to cooperate rather than demand
- Teachers must model self discipline (not get angry)
- Praise behaviour rather than ability

...what do you disagree with?

You are good...

...it's the burning the school down that's bad!




update
My Behaviour Model
Catch children being good to reinforce positive behaviour.
Children choose to misbehave in my lessons!
Choose logical consequences
Address child's need for attention
Help children explore why they behave in certain ways


RUN FOR YOUR LIVES!
Here comes Kounin!


RUN FOR YOUR LIVES!
Here comes Kounin!
Different perspective?
ATTACK OF THE 50-FOOT MOUSE
NOW IN PREZIVISION™

Kounin (1970)

Preventative discipline

1. Ripple effect
2. 'withitneSS'
3. Momentum
4. SmoothneSS
5. Group alerting
6. Accountability
7. Overlapping
8. Satiation avoidance
9. Variety
10. Challenge

Smoothness





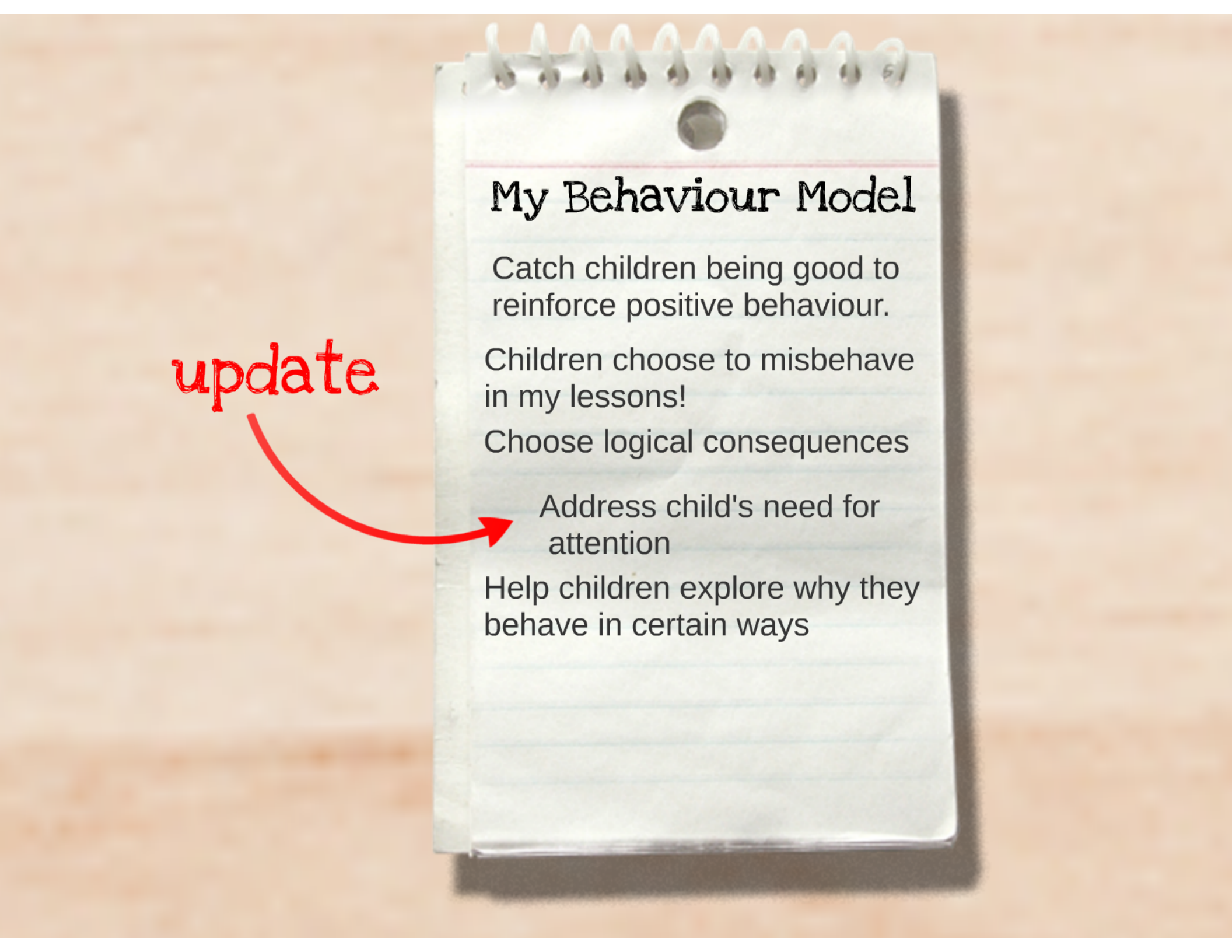


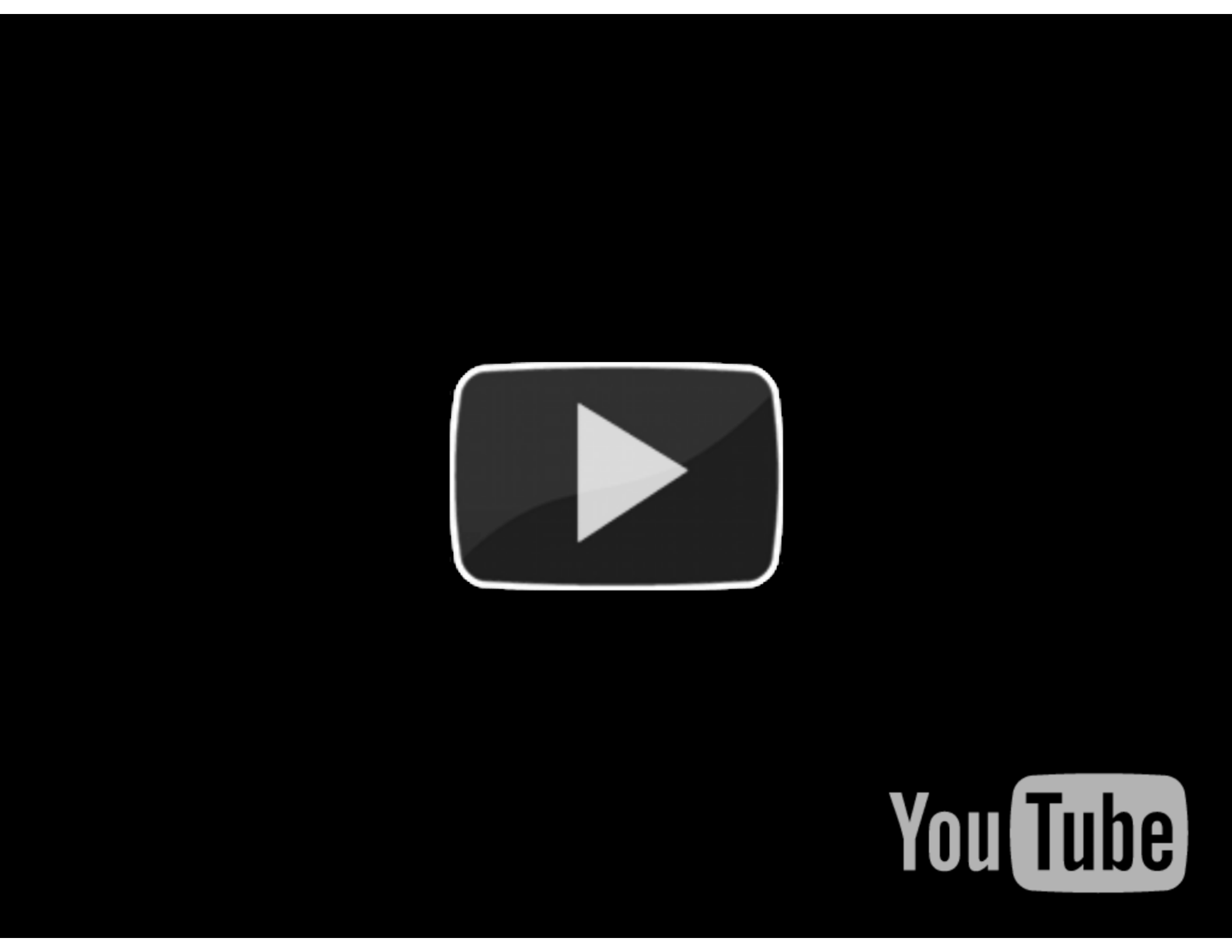
What is the most dangerous part of the lesson?

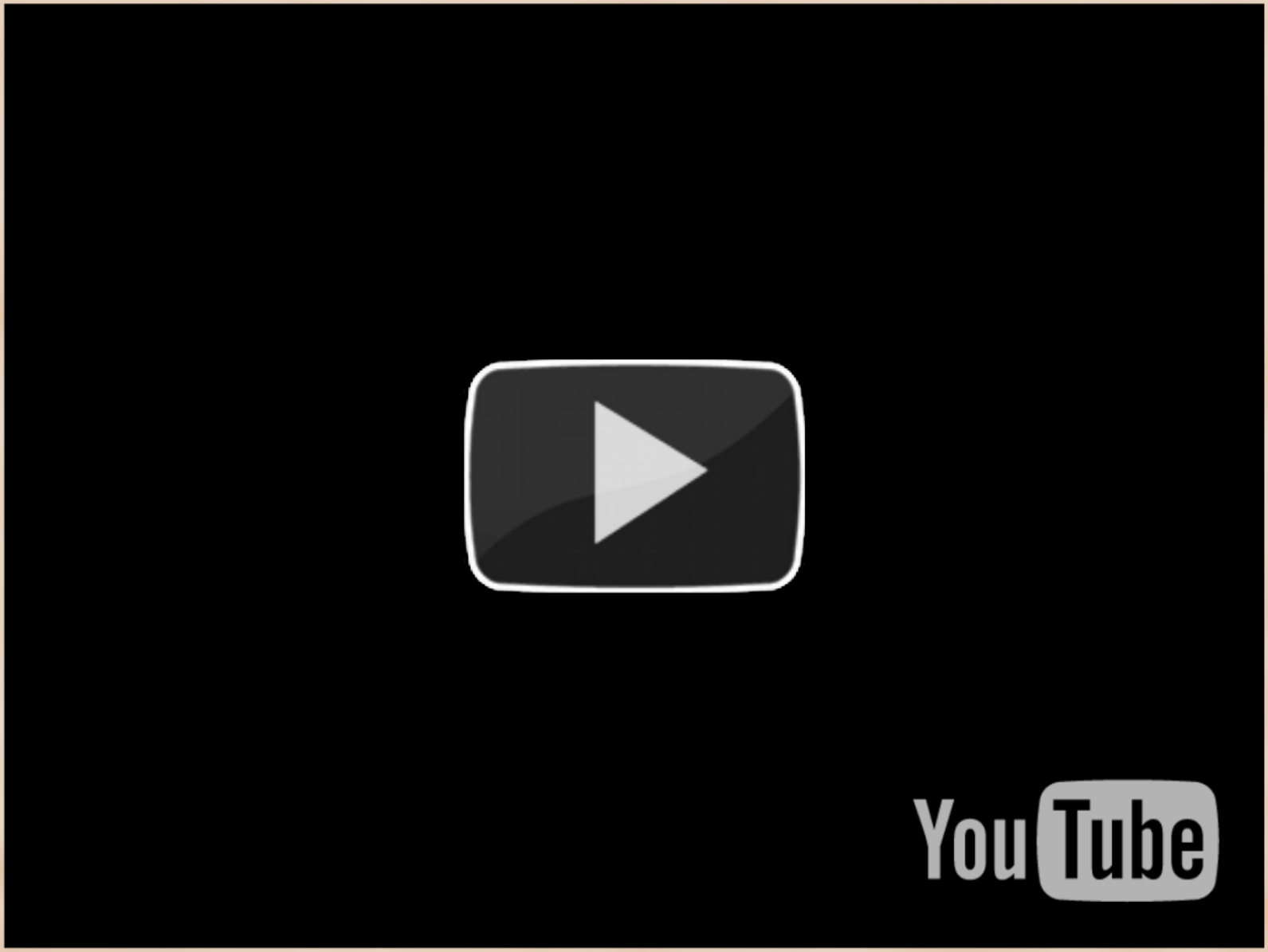
Monitoring questions?

Monitoring questions

- Do the children look interested or bored?
- Do the children know what they are doing?
- Are any pupils hiding?
- How many children on task?
- Can all children see what they should see?
- Are resources ready if needed?
- What is the general noise level?
- Are the support assistants well deployed?
- Are pupils working together?
- How is the timing?
- Who needs additional help, consolidation and challenge?
- Are pupils putting up hands?
- Queue forming?
- Any health and safety issues?
- Are children working to own standard?


update
My Behaviour Model
Catch children being good to reinforce positive behaviour.
Children choose to misbehave in my lessons!
Choose logical consequences
Address child's need for attention
Help children explore why they behave in certain ways


YouTube



Did you spot any theories in action?

LSA reports... "Billy is 'off task' again!"

What is your first question?

Are my lessons worth behaving for?

Innovative teaching









Leaf funeral

Researching



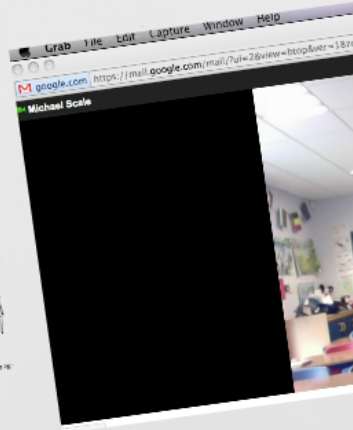
Recording





Reviewing



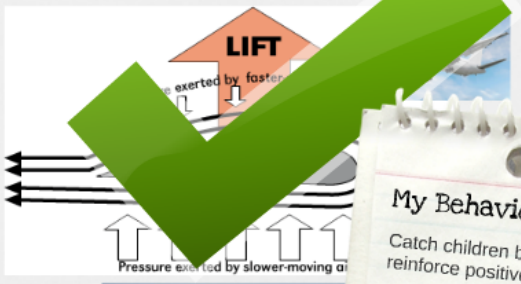


Do you remember...?

Most inspirational picture I've ever seen!



Bernoulli Principle

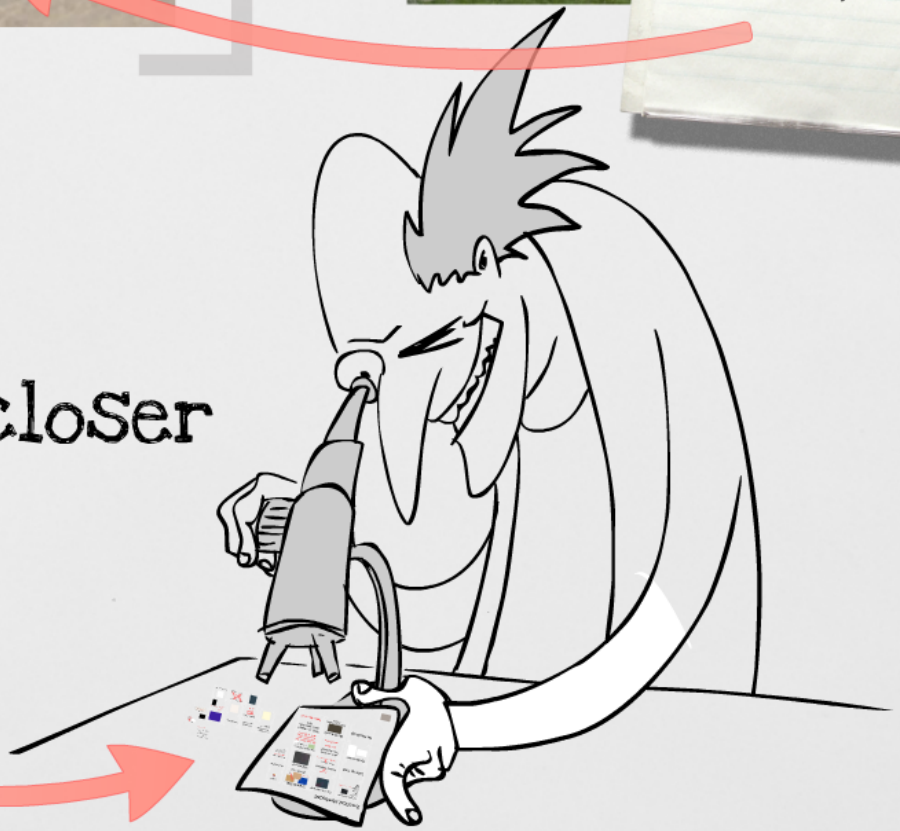




My Behaviour Model

- Catch children being good to reinforce positive behaviour.
- Children choose to misbehave in my lessons!
- Choose logical consequences
  - Address child's need for attention
- Help children explore why they behave in certain ways

So let's take a closer look at some strategies...



CASE-STUDY2

Whole Brain Teaching (Chris Biffle)

Class class

Teach ok

A+BS

Mirroring

Gestures

Scoreboard = Thank you Jimmy! very small rewards!

Switch

Charge!





Flop it to the floor!



Grandma's Rule

YES

when...then...

Innovative teaching



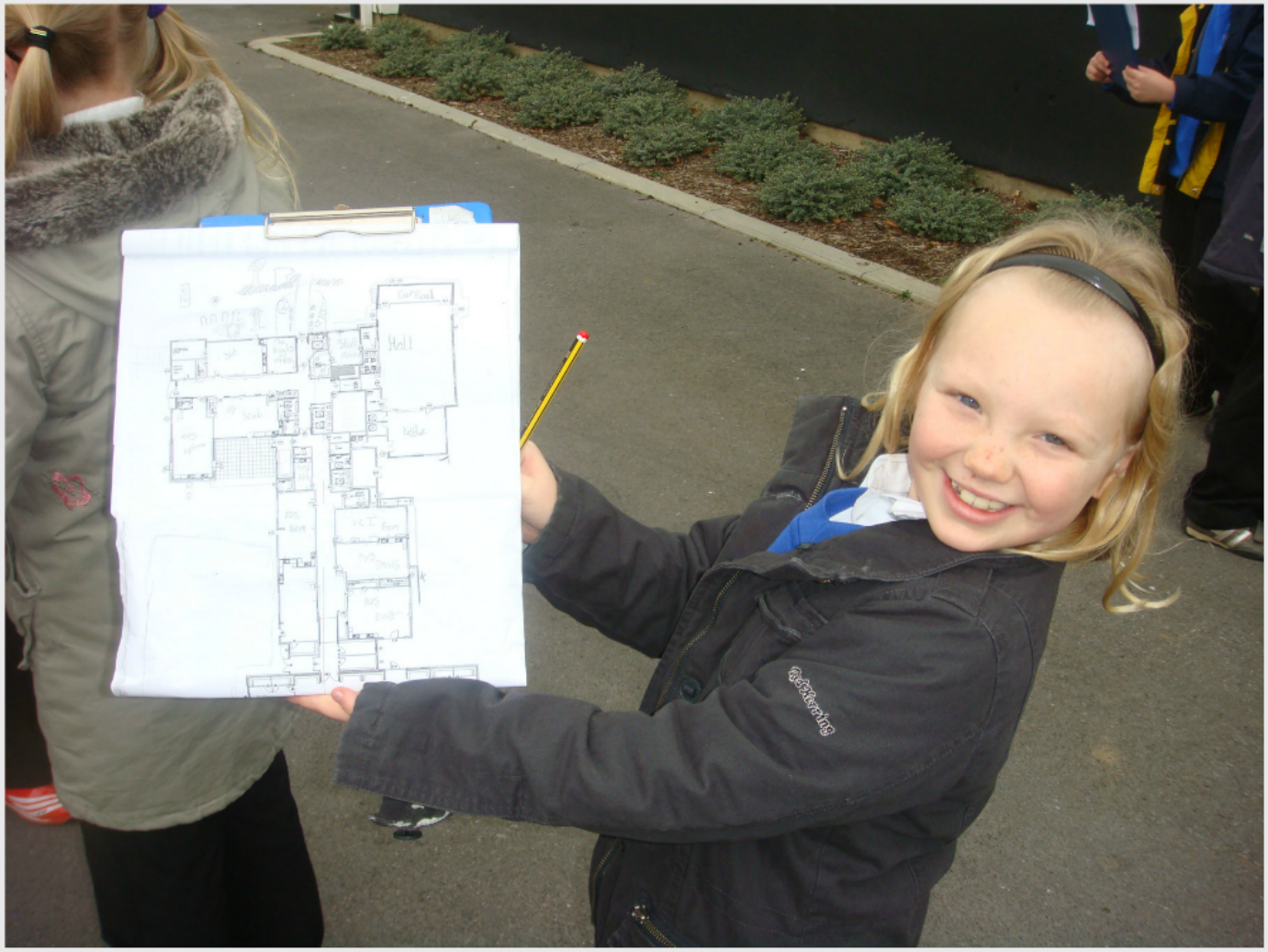
Leaf funeral



CASE-STUDY3

Take up Time

what are you?



Flip the System!





Have you seen Tom's forehead?

Silent lesson!

Four on the floor

Girl look at that body...



...I work out!



Palm power (finger - neg)

Finger thumb (Focus)

Thumbs/arms crossed

Hands on chin..get in!

No Hands up!

Thank you Jimmy, I really appreciate that!

Before they do it!

Hotspot!



Good choice!

Warmer...hotter...boiling!

Physical proximity

Praise others as you get closer...switch praise to target child as soon as they display.

How's it going?

...and you're gone!

Back in a min to see how you're doing.

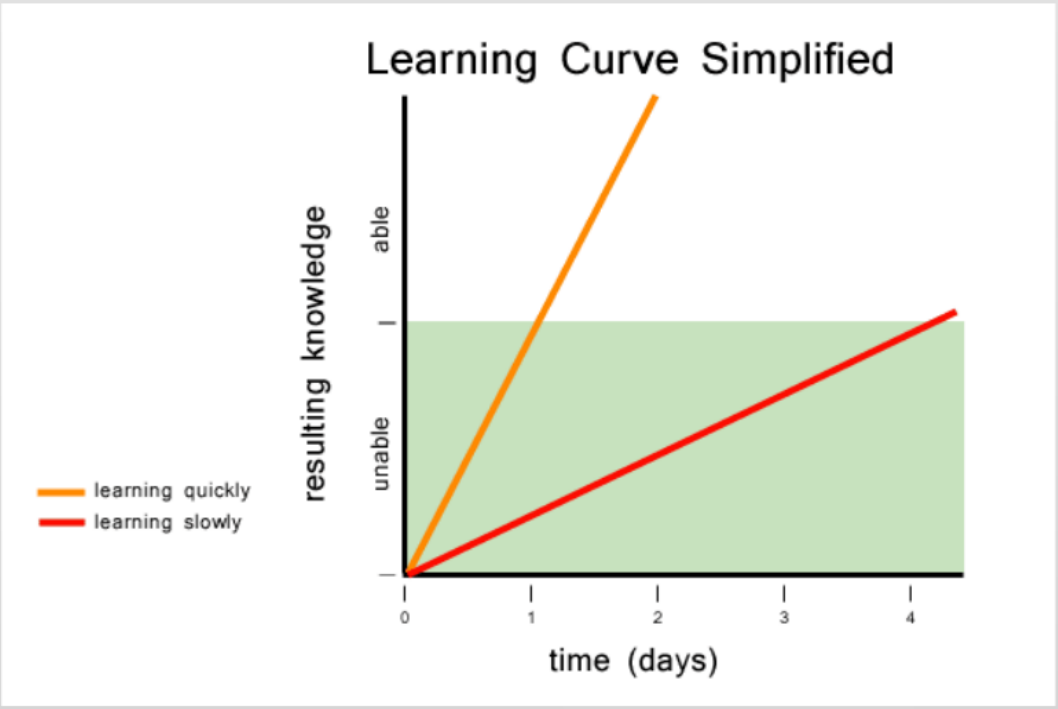
Volume'O'meter

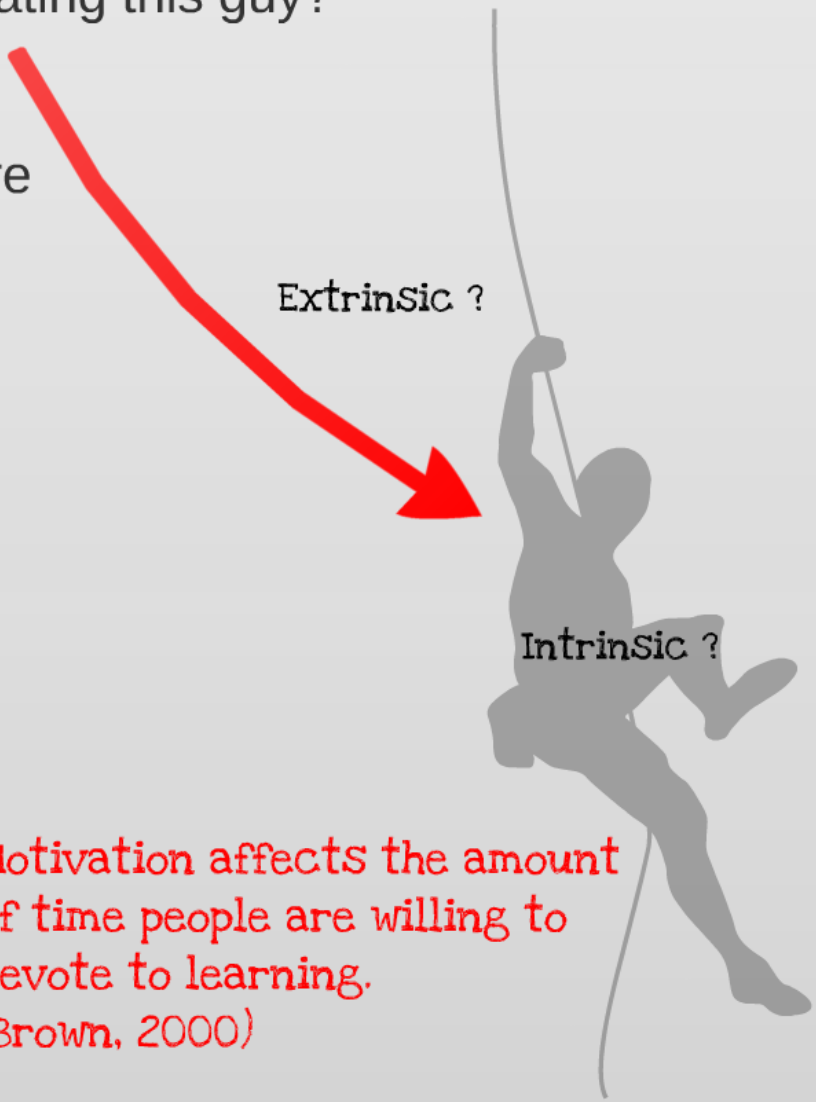

Jar Of Marbles

Motivation

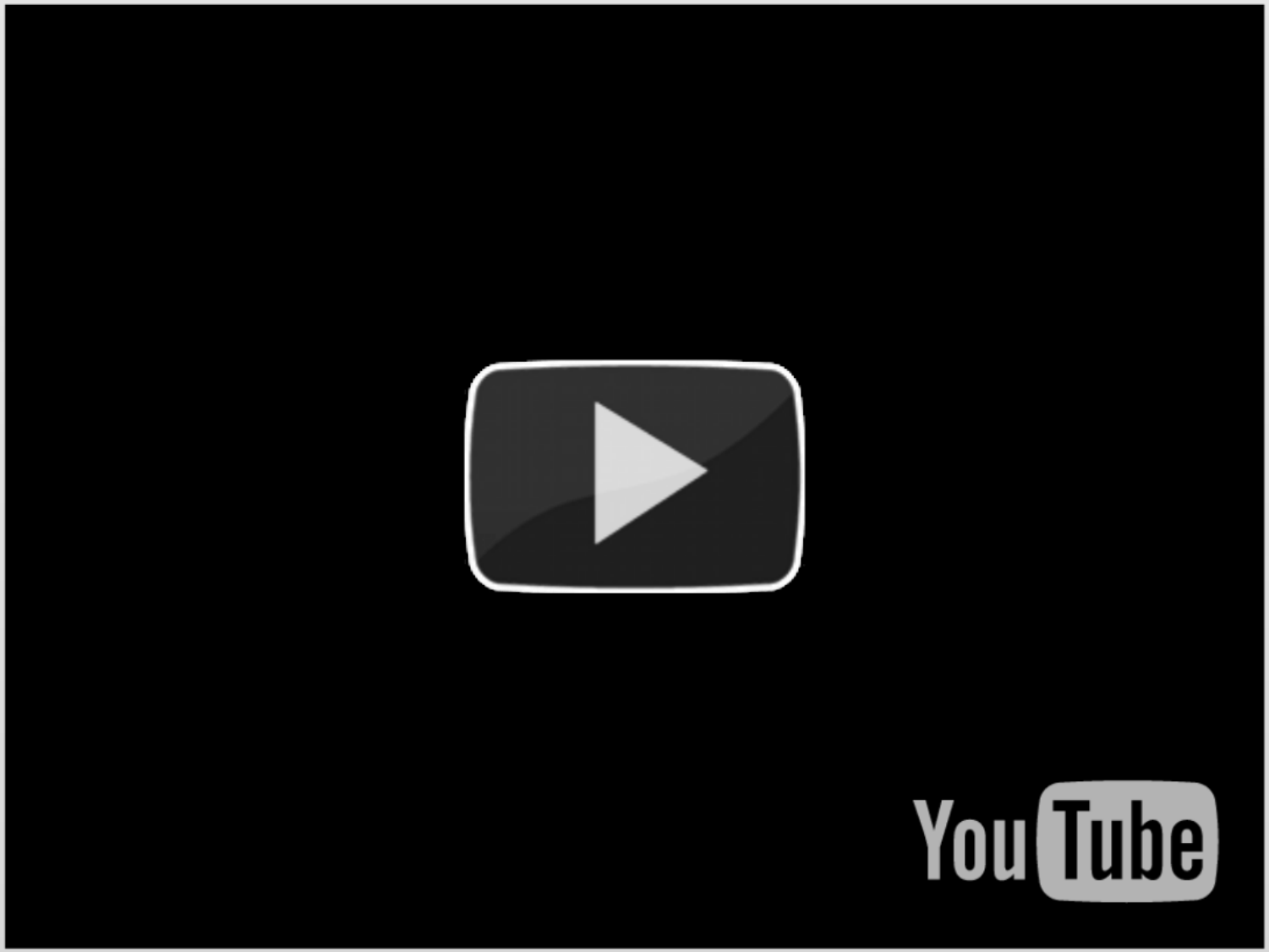
What is motivating this guy?

Toyn (2011) implies that motivation is a pre condition to all learning.

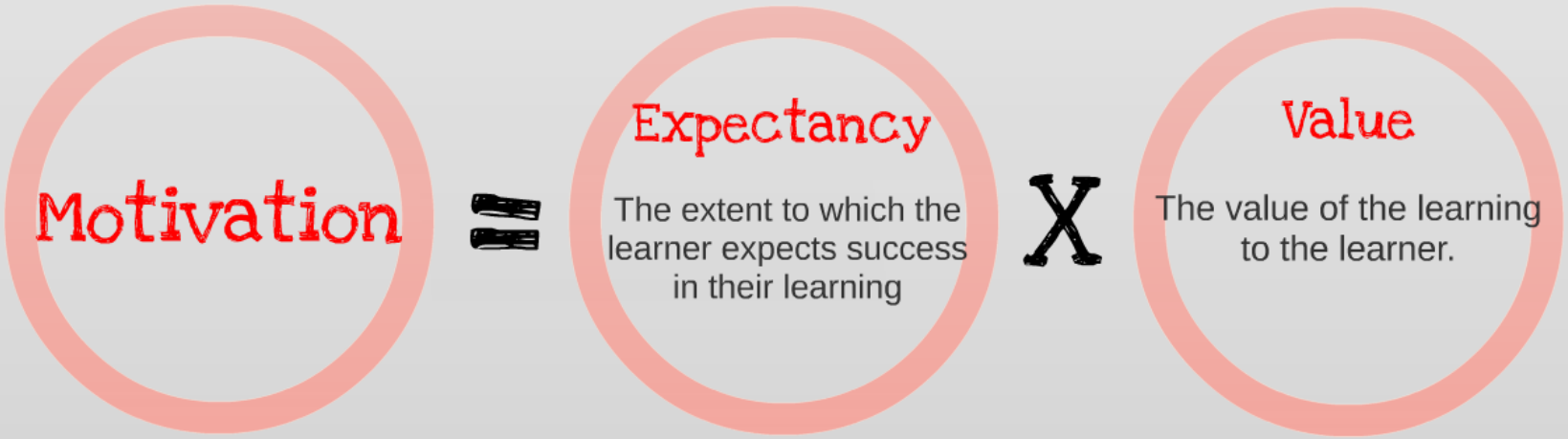


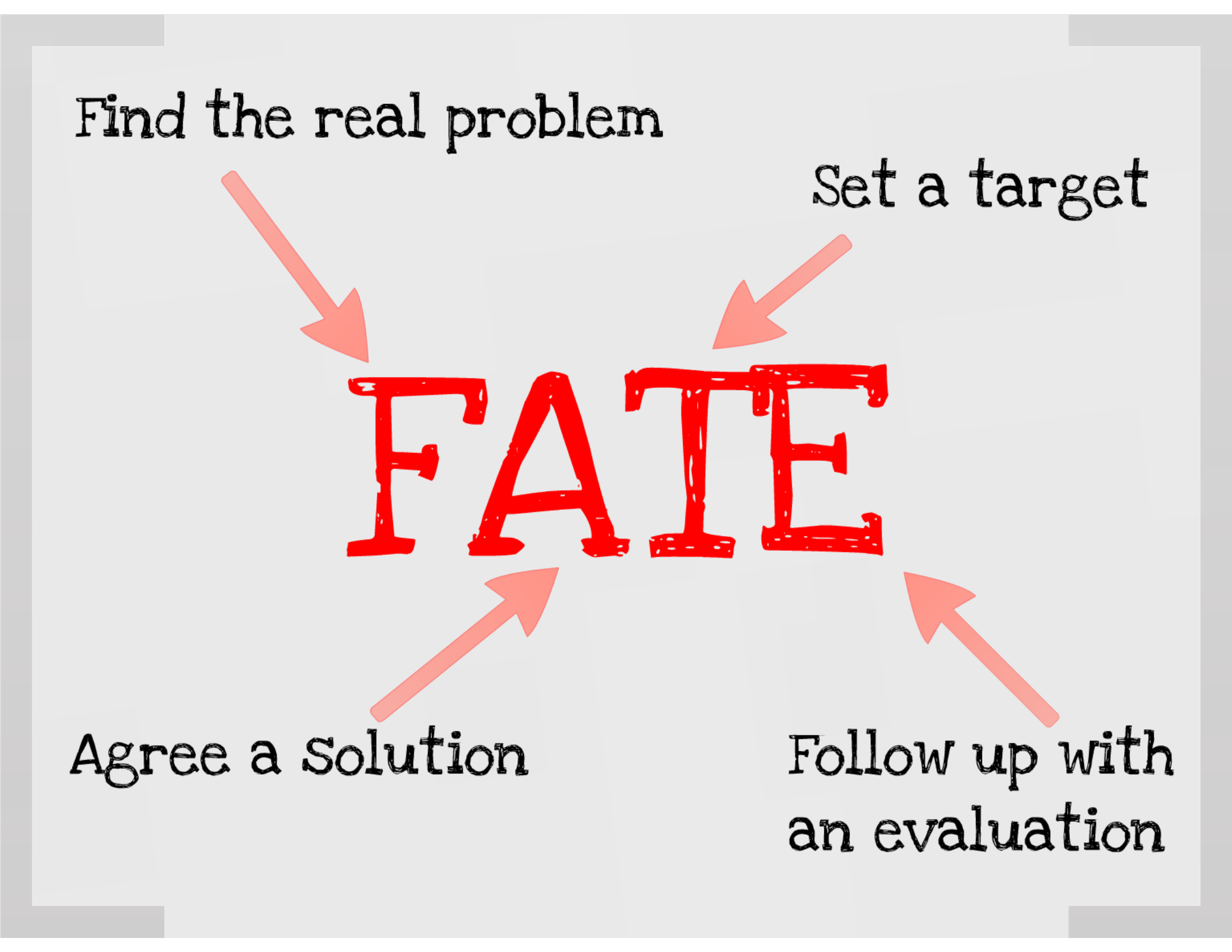


Motivation affects the amount of time people are willing to devote to learning. (Brown, 2000)


YouTube

The expectancy-value theory




Find the real problem
Set a target
FATE
Agree a Solution
Follow up with an evaluation



CASE-STUDY

How will you achieve good behaviour?





Collaborative critical evaluation of key notes

Critical evaluation of the critical evaluation

Diamond 9

1 Highest

2 3

4 5 6

7 8

9 Lowest

CASE-STUDY

How will you achieve good behaviour?





Collaborative critical evaluation of key notes

Critical evaluation of the critical evaluation

Diamond 9

1 Highest

2 3

4 5 6

7 8

9 Lowest

Contact details





Promoting effective Behaviour Management and staying sane!

Survival Techniques + Tom's Top Tips!

