



Managing behaviour, learning environments and motivation

KATIE GARDNER

Aims this week

- Examine your examples of behaviour management in classrooms
- Discuss how educator and student response to behaviours can influence outcomes
- Explore the concept of pivotal culture in your classrooms
- Consider the importance of establishing a learning culture
- Examine the concept of motivation on learners

What would you do?

- You have a student who never speaks in lectures. They attend every lecture, sit at the front on their own and take constant notes but never take part in discussions, group work or pair work.
- What would you do?
- Consider warning that you're coming to them next
- Tell people if they make eye contact you're coming to them

Lets practice...

- In groups of 3 take it in turns to be a student, teacher and observer
- As the teacher you are going to have a conversation with the student about their engagement within lectures and what is stopping them – observer take notes. Swap roles 3 times so everyone gets a chance to practice or try something different.
- We will then feedback to the group, how did it feel? Would you approach this in this way? What other ways could you approach this issue or concern?

What would you do?

- You have two students in your class disagreeing on something. It starts to become heated and they start arguing, calling each other names and shouting.
- What do you do?
- When the lecture finished the argument continues onto social media
- What do/can you do?

What would you do?

- You have planned an activity for the whole class but one student is refusing to take part because 'it is childish'
- What do you do?

What would you do?

- You have a group of students at the back of the room watching something on their phones
- What do you do?
- Other students have commented that it is distracting them
- What do you do?
- Another lecturer has said that the students are now watching their phones in their lectures too and they are not happy
- What do you do?

Over to you...

- Do you have any examples/situations you want to practice or talk about?

How we manage these

- How we speak to people, quite often, can determine how well tricky conversations will go.
- Why?

Transactional analysis

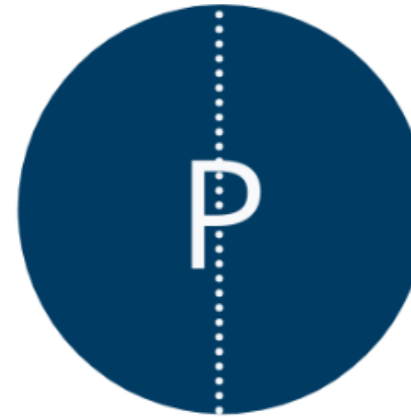
- Links to the work of psychologist Eric Berne and the need for adult-to-adult communication.
- Basic theory outlines that when we communicate with others, we adopt one of three modes of relating – Child, Parent, Adult
- Question: How might this look in practice?

Transactional analysis

- Transactional Analysis (TA) is a psychoanalytic theory and method of therapy wherein social interactions (or “transactions”) are analysed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour.

Controlling Parent

- Directive, critical, and patronising
- Behaviours may be angry or impatient, or gestures like finger-pointing
- Can provide useful structure and direction



Nurturing Parent

- Caring, supportive, encouraging
- Behaviours may be non-confrontational and protective
- Sometimes over-protective and smothering

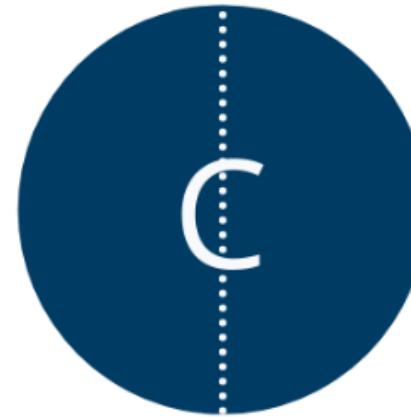
Adult

- Rational thought, balance and perspective
- Attentive, interested, non-threatening
- Behaviours include asking questions, listening and seeking to understand



Rebellious/Free Child

- Emotional response
- Behaviours may be uncooperative, rebellious, and inflexible
- Often challenges or questions



Adapted Child

- Emotional response
- Behaviours may be cooperative, eager to please, and spontaneous
- Rarely challenges or questions

Clues from	Controlling Parent	Nurturing Parent	Adult	Free Child	Adapted Child
Words	Should, must, don't, good, bad	Don't worry, let me help you, there there	How, when, where, I understand	I wish, wow, love, hate	Please, sorry, I can't, try
Tones	Harsh, abrupt, authoritative	Soothing, consoling, loving	Calm, clear, even	Joyful, noisy, energetic	Complaining, surly, monotone
Gestures/ mannerisms	Finger pointing, arms crossed	Pat on arm, nodding encouragingly	Level eye contact, absence of fidgeting	Exaggerated movements, uninhibited	Head tilted to one side, fidgeting, slouching
Facial expressions	Rolling eyes, furrowed brow, scowling	Smiling, proud eyes	Open, thoughtful	Bright-eyed, smiling freely	Pouting, downcast, not engaged

Activity

- Discuss the following scenarios and consider how would you categorise them according to the Parent, Child or Adult mode of interacting.

Scenario One

- An adult learner asks to leave the class early because he needs to take his child to the dentist.
- The teacher tells him he should make dental appointments outside college time.
- The learner packs up his laptop and leaves.

Scenario Two

- A teacher suggests that the group of adult learners might like to help her move the tables to make one large table because this will feel more appropriate than sitting in rows.
- One learner folds his arms and says he hasn't come to college to move furniture.
- The teacher tells him she quite understands and that of course he doesn't have to help if he doesn't want to.
- After a moment or two he gets up and starts helping.

Scenario Three

- A teacher is trying to set up the data projector before class begins.
- An adult learner who has arrived early stands at his elbow repeatedly asking questions about last week's work.
- Exasperated, the teacher finally says 'Look. Can this wait?'
- The learner sits down but refuses to answer any questions during the lesson

Scenario Four

- A group of adult learners have been giving the trainee teacher a bad time.
- She walks out in the middle of a lesson and goes to see her mentor and tells him she doesn't want to teach them anymore.
- She says: 'They're horrible and I hate them.'
- Her mentor tells her she's being silly and unprofessional.
- So, she goes to see her tutor and complains her mentor isn't up to the job.

Examples?

- Do you have any examples of how using PAC has helped or would have helped in student behaviour?

Pivotal Culture

Pivotal culture

- Culture and personality of your classroom
- Behaviours that are implicitly set out within your classroom
- Values set out with the people within the classroom
- How interactions within the lectures are held
- Attitudes of the classroom
- Who sets this culture?

5 pillars of pivotal education

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripted interventions.
- Restorative follow up.

Consistent, calm adult behaviour

- consistency
 - adult behaviour
 - emotional control
 - clear teacher expectations
-
- How can you ensure this in your lectures?

First attention to best conduct

- rewards
 - recognition
 - praise
 - motivation
 - engagement
-
- What are some examples of this for post 16 learners?

Relentless routines

- Rules
 - routines
 - follow-up
 - teacher habits
 - non-verbal cues
-
- What might this look like in your lectures?

Scripting difficult interventions

- De-escalation
 - Disruption
 - Delivering sanctions
 - Confrontation
-
- Do you have any examples of this?

Restorative conversations

- Restorative practice
- Structuring sanctions
- Working with the most troubled
- Developing relationships
- How can you ensure this in your lectures?

Establishing a learning culture

Motivation

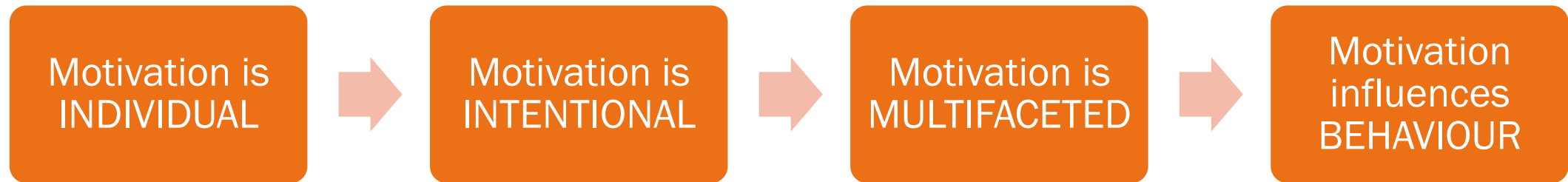
- In pairs, what is your definition of motivation?
- Feedback

-
- ‘The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation’. (Mullins, 1993)
 - ‘The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.’ (Miller, 1962)
 - Motivation refers to why people think and act as they do. It is what makes people ‘tick’. (Gross, 1996)

Individual Activity

- What are the specific needs and expectations which are most important to you as a learner?
- What do you think are the specific needs and expectations of those you teach?
- How might teachers assess whether learners are satisfied and motivated or not?
- Feedback

Motivation and performance



Motivation may be

EXTRINSIC related to TANGIBLE
rewards:

- Attendance
- Examinations
- Rewards and/or punishment
- Expectations
- Style of instruction

INTRINSIC related to
PSYCHOLOGICAL rewards:

- Fear of failure
- Feeling of accomplishment
- Confidence
- Happiness
- Social relationships

Motivation theories

Hertzberg's motivation – hygiene theory

- Frederick Herzberg theorized that employee satisfaction has two dimensions: “hygiene” and motivation.
- Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment.
- Motivators, such as recognition and achievement, make workers more productive, creative and committed.
- So in PCET education...

Hygiene factors

- Qualification
- Conditions of the learning environment
- Level and quality of the teaching
- Assessment and submission procedures and regulations
- Relationship with the teacher

Motivators for growth

- Sense of achievement
- Recognition
- Autonomy
- Nature of work/Task
- Personal growth and advancement

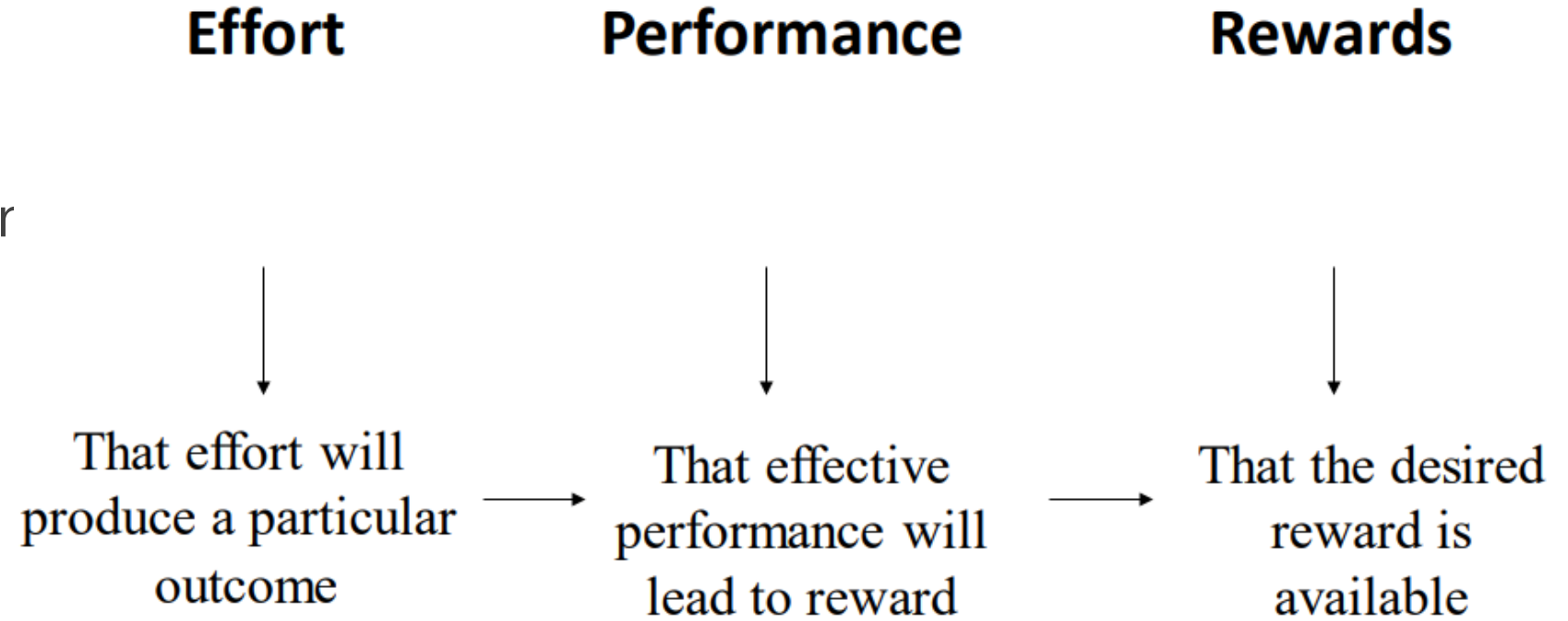


Maslow's hierarchy of need

- How does this link to motivation?

V. H. Vroom Expectancy Theory (1960)

- Relates to how a person perceived the relationship between three things:



Robbins Equity Theory (1993)

- Basis of this theory is that people make comparisons between themselves and others in terms of:

INPUTS



**WHAT THEY INVEST
IN THEIR WORK**

OUTCOMES



**WHAT THEY RECIEVE
FROM THEIR WORK**

-
- When people perceive an unequal situation, they experience equity tension
 - This motivates them to behave either:
 - Positively (e.g. to improve performance) or
 - negatively (e.g. working more slowly)
 - This suggests that people are motivated not only by rewards but also by the comparative nature of rewards.

Locke Goal Theory (1968)

- This theory suggests that motivation is driven by personal goals or objectives
- The goal itself provides the driving force
- Goals need to be specific and demanding to achieve maximum performance
- Feedback enhances achievement.

Jablonsky & DeVries Reinforcement Theory (1972)

- Specify desired behaviour in quantifiable terms
- Positively reinforce desired behaviour as soon as possible
- Ignore undesirable behaviour, so far as possible
- Avoid using punishment.

Activity

- Considering what we have looked at in relation to motivation:
- Individually make a list of all the factors that you think affect motivation
- Feedback to group – why is it different or the same?

Factors affecting motivation

- Resources available
- Image of learning
- Rewards associated with any learning activity
- Availability of information about learning opportunities
- Availability of appropriate learning environments
- Climate in which the learning takes place.

Internal factors

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience.

External factors

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used

Activity

- Read the case studies provided on Moodle and prepare a response for each of them
- Consider what factors may be impacting on the motivation of each of the learners and if there are any factors that may contribute to potential behavioural issues
- How might you create a supportive learning environment for these individuals?

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