

ECAD4017

Arwain y dysgu Leading the learning



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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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?

A oes unrhyw amser pan ddylech
goSbi'r dosbarth cyfan am
gamymddwyn un plentyn?

Trafodwch
Discuss!



"Billy is 'off task' again!"

LSA reports

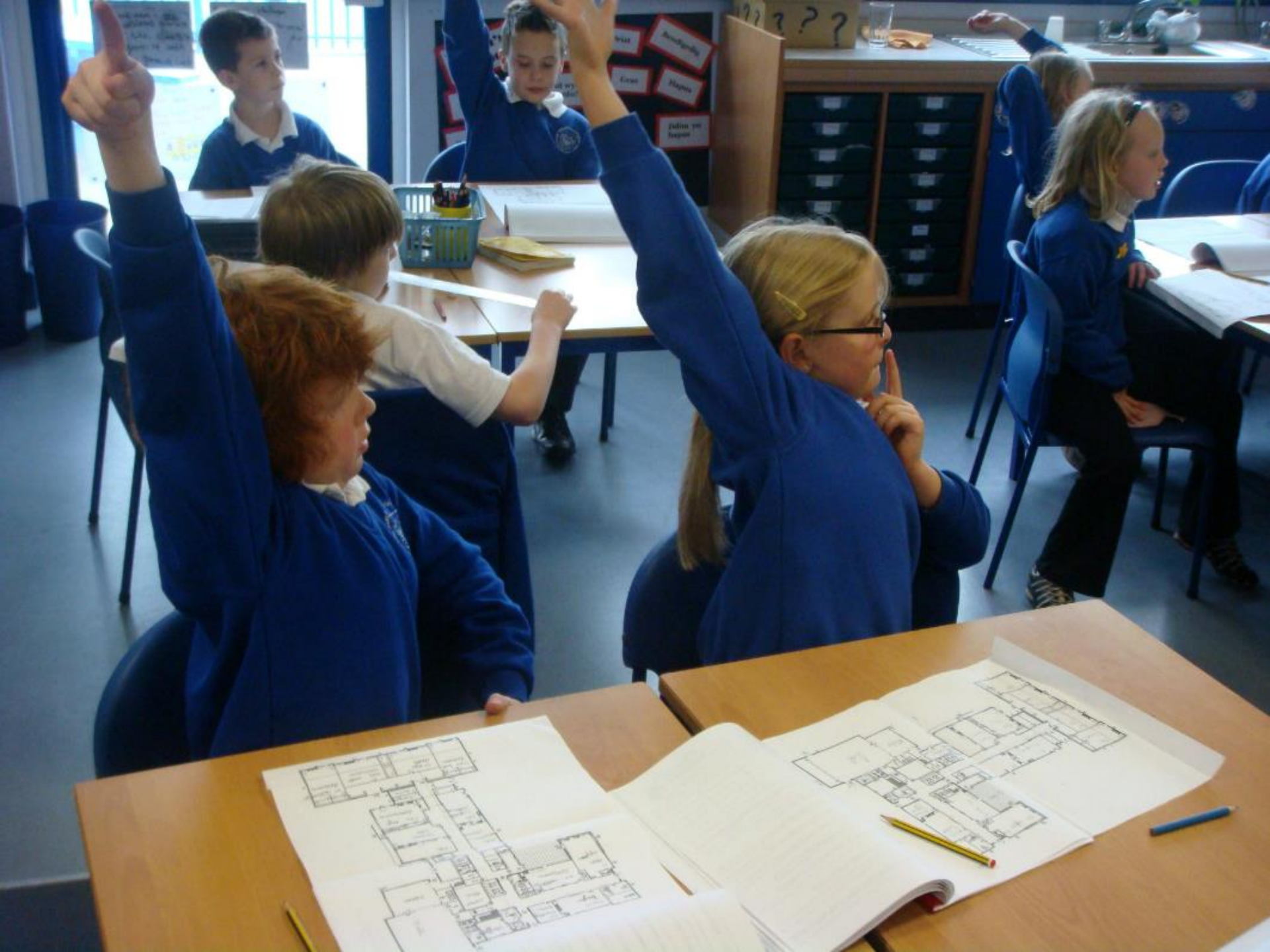
what is your first question?

Cynorthwy-ydd yn nodi... "Billy ddim ar dasg eto!"

Beth yw eich cwestiwn cyntaf?

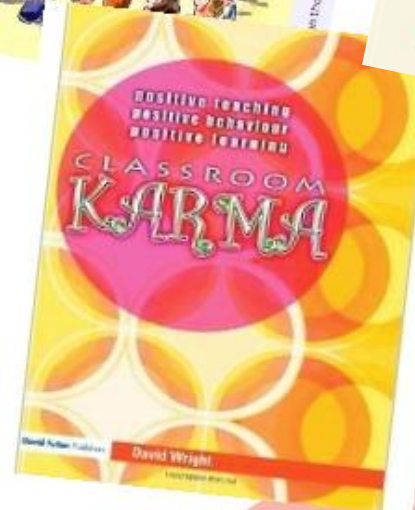
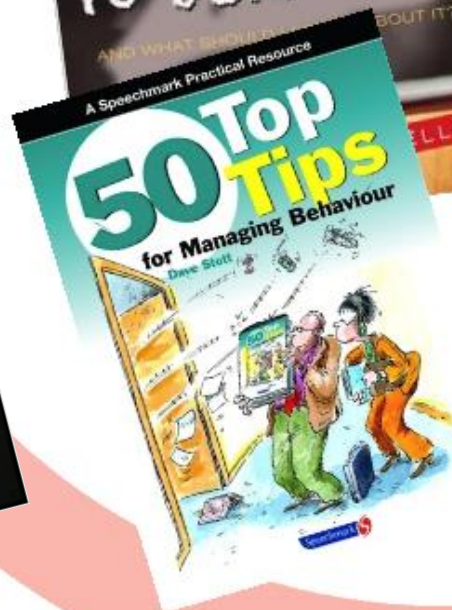
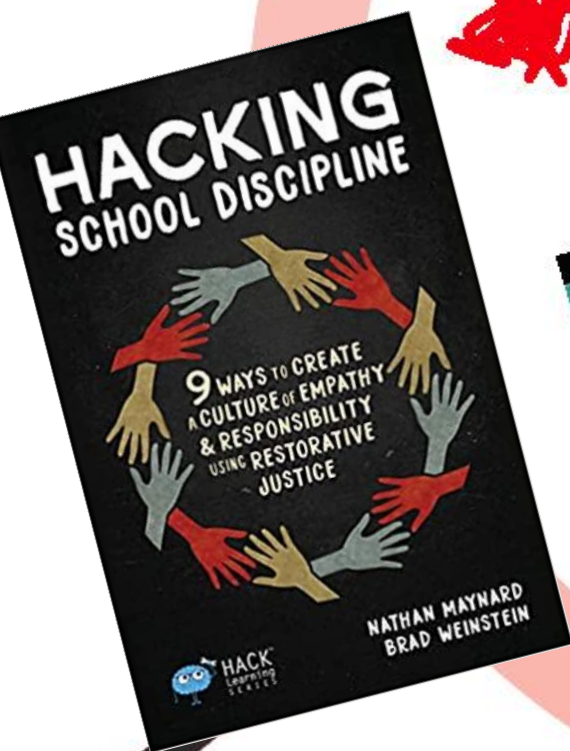
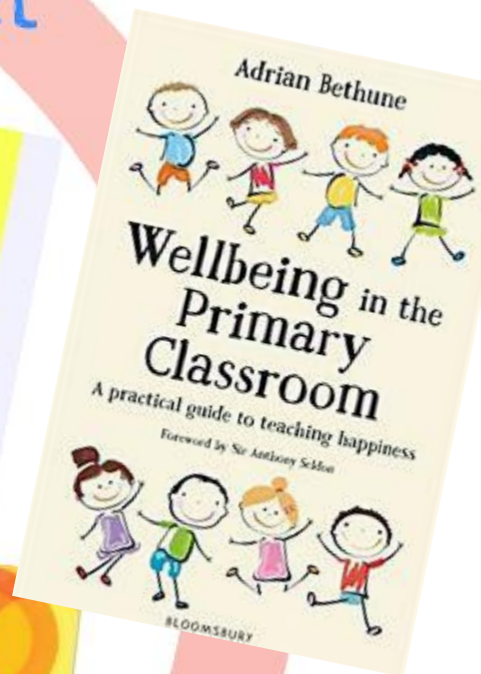
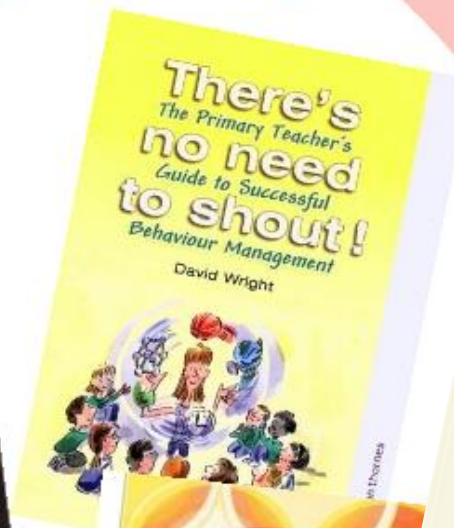
Is this what we want?
Ai dyma beth i ni eisiau?







Good books... Llyfrau gret





Pam mae angen rheoli ymddygiad?

So why manage behaviour?

Effective teachers seek to achieve a number of goals:

Mae athrawon effeithiol yn ceisio cyflawni nifer o nodau:

To create a climate where learning can flourish

Creu hinsawdd lle gall dysgu ffynnu



Pam mae angen rheoli ymddygiad?
So why manage behaviour?

To protect the basic rights of safety, learning and respect

Amddiffyn hawliau sylfaenol diogelwch, dysgu a pharch

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

GoSod y ffiniau y gall plant deimlo'n llwyddiannus er mwyn iddynt gyflawni ynddynt

To teach children about socially appropriate and acceptable choices

Addysgu plant am ddewisiadau cymdeithasol priodol a derbyniol



Van Lier et al (2004) states that children who are disruptive within the classroom are at a higher risk of many negative outcomes such as school and academic failure, poor relationships, substance use, conviction of crimes and mental health issues.

Van Leir, O. A. C., Mythen, B. O., Van Der Sar, R. M., &Crijnen, A. A. M. (2004). Preventing Disruptive Behavior in Elementary Schoolchildren: Impact of a Universal Classroom-Based Intervention. *Journal of Consulting and Clinical Psychology*.

Rydym ni gyd eisiau disgyblaeth da yn ein dosbarth?

Beth yw cosb?

Yn benodol mae disgyblaeth yn cynnwys dulliau i atal neu ymateb i broblemau ymddygiad er mwyn eu hatal yn y dyfodol.
(Slavin, 2009)

what is it?
We all want good discipline in
our class? Punishment?

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

CoSb? Punishment?

We all want good discipline in our class?

Rydym i gyd eisiau disgyblaeth dda yn ein dosbarth?

what is it?

Beth yw e?

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?

A yw CoSb yn newid ymddygiad?

what does?

Beth sydd yn?

Do you like me
I want to know
 Send it
 Back in a new
 envelope on
 Do not let your Mother
 see your Brother or
 Christy is that clear
 on the back



$$D = \frac{1}{c} \frac{1}{l} \frac{dl}{dt} = \frac{1}{c} \frac{1}{P} \frac{dP}{dt}$$

$$D^2 = \frac{1}{P^2} \frac{P - P}{P} \sim \frac{1}{P^2} \quad (1a)$$

$$D^2 = \frac{K}{3} \frac{P - P}{P} \sim \frac{1}{K} \quad (2a)$$

$$D^2 \sim 10^{-22}$$

$$c \sim 10^{-26}$$

$$P \sim 10^8 \text{ g. J.}$$

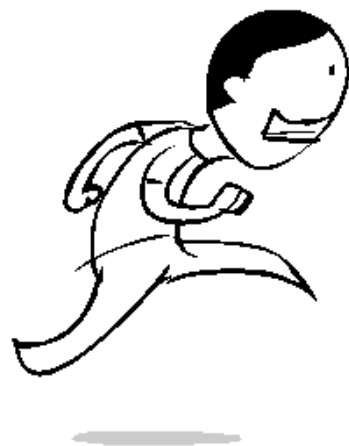
$$t \sim 10^{10} (10^{11}) \text{ J.}$$



Good strategy?

Behaviour Models

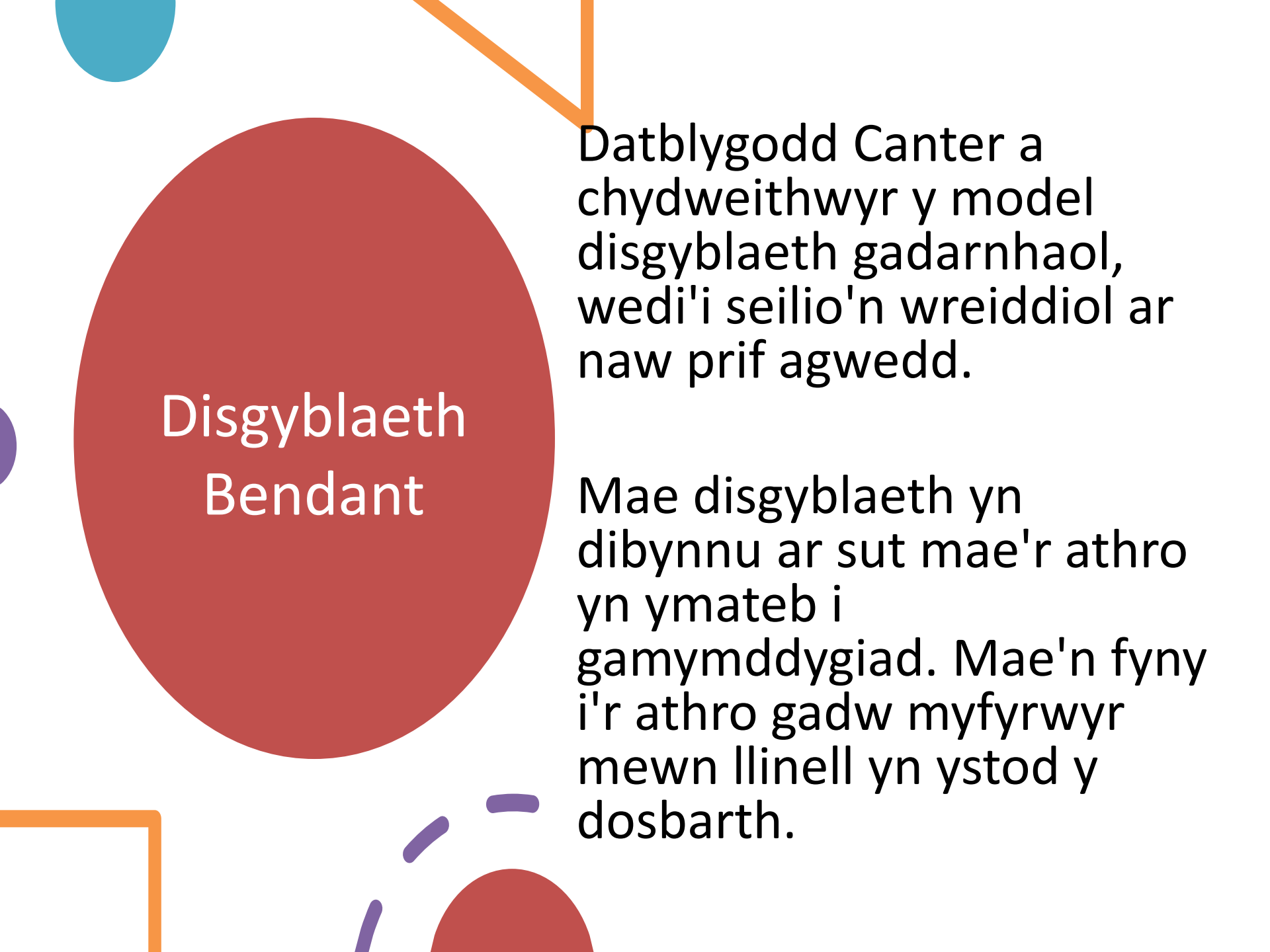
Modelau Ymddygiad



Assertive discipline
Disgyblaeth bendant

Reality therapy
Therapi realiti

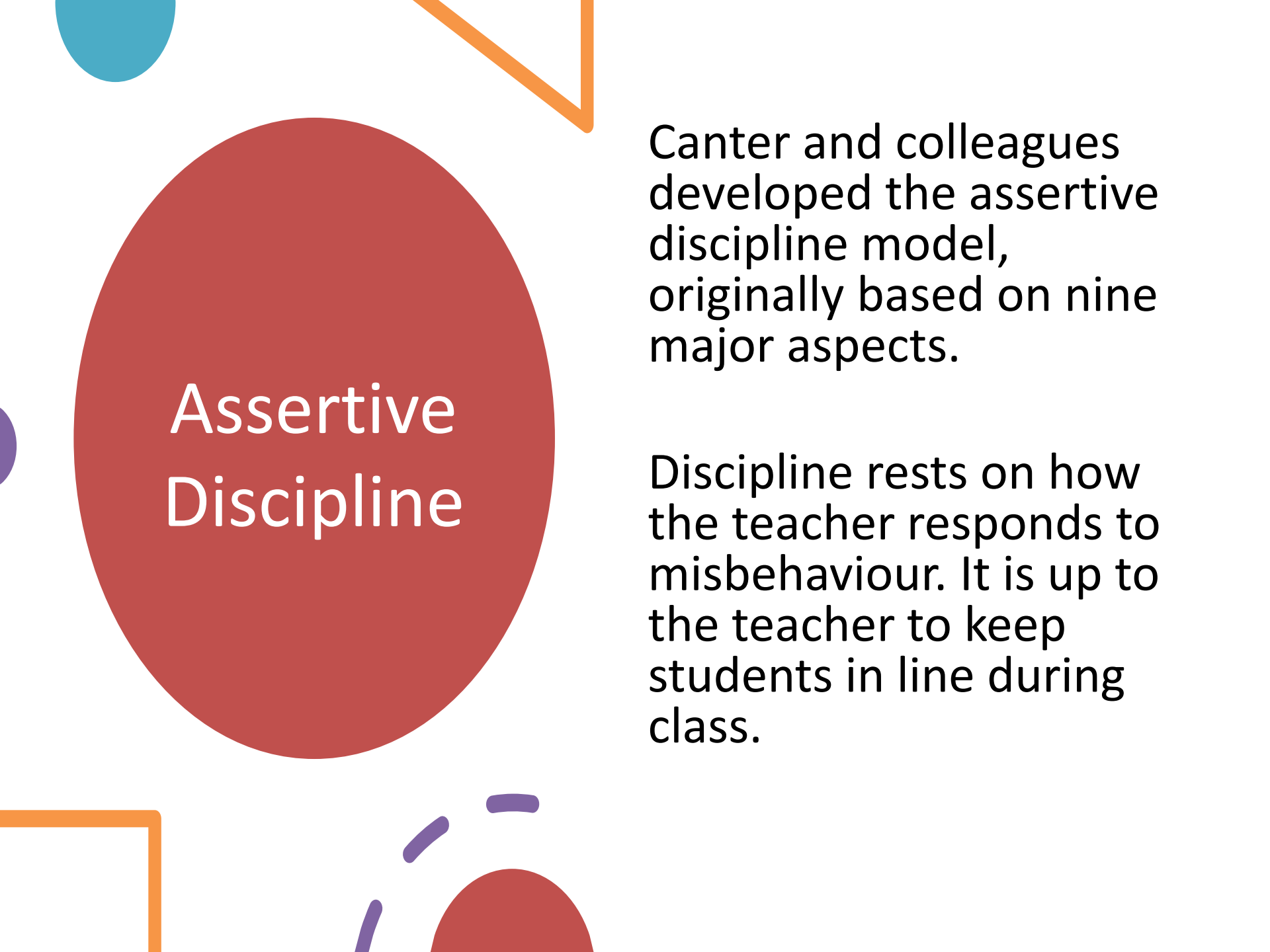
Logical consequences
Canlyniadau rhesymegol



Disgyblaeth Bendant

Datblygodd Canter a chydweithwyr y model disgyblaeth gadarnhaol, wedi'i seilio'n wreiddiol ar naw prif agwedd.

Mae disgyblaeth yn dibynnu ar sut mae'r athro yn ymateb i gamymddygiad. Mae'n fyny i'r athro gadw myfyrwyr mewn llinell yn ystod y dosbarth.



Assertive Discipline

Canter and colleagues developed the assertive discipline model, originally based on nine major aspects.

Discipline rests on how the teacher responds to misbehaviour. It is up to the teacher to keep students in line during class.

Mae Canter a
Canter (1992) yn
disgrifio'r pum
cam canlynol o
ddisgyblaeth
bendant/cadarn

Yn gyntaf, rhaid i athrawon gydnabod y gallant effeithio ar ymddygiad myfyrwyr.

Yn ail, rhaid i athrawon ddysgu arddangos arddull ymateb cadarnhaol, sef yr arddull fwyaf effeithiol y gallant ei gael.

Yn drydydd, rhaid i athrawon wneud cynllun disgyblaeth sy'n cynnwys rheolau da a chanlyniadau clir, effeithiol.

Yn bedwerydd, rhaid i athrawon ddarparu cyfarwyddyd i fyfyrwyr ar y cynllun disgyblaeth.

Yn olaf, dylai athrawon gyfarwyddo myfyrwyr ar sut i ymddwyn yn gyfrifol

Canter and
Canter
(1992)
describe
the
following
five steps
of assertive
discipline

First, teachers must acknowledge that they can and do affect student behaviour.

Second, teachers must learn to display an assertive response style, which is the most effective style they can have.

Third, teachers must make a discipline plan that contains good rules and clear, effective consequences.

Fourth, teachers must provide student instruction on the discipline plan.

Finally, teachers should instruct students on how to behave responsibly

Deal with it! Deliwch a fe!



Primary behaviour

Ymddygiad Sylfaenol

Secondary behaviour Ymddygiad Eilaidd



Tactical ignore + catch them being good

Anwybyddu tactegol + dal nhw yn bod yn dda



Repeat the agreed rule

Ailadroddwch y rheol y cytunwyd arni



what sort of teacher
are you going to be?
Pa fath o athro/
athrawes ydych chi'n
mynd i fod?

what sort of teacher
are you going to be?
Pa fath o athro/
athrawes ydych chi'n
mynd i fod?



My Behaviour Model
Fy Model Ymddygiad



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!

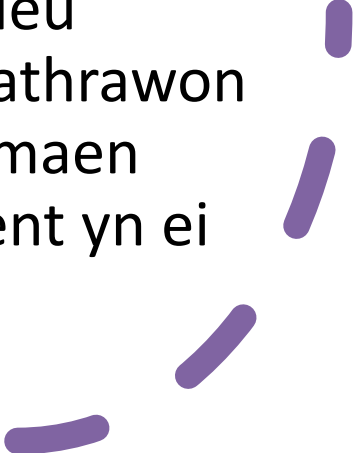
Fy model ymddygiad

Dal plant yn ymddwyn yn dda
ac atgyfnerthu ymddygiad
positif

Rydw i'n deall fe fydd plant yn
dewis Cam ymddwyn yn fy
ngwersi!

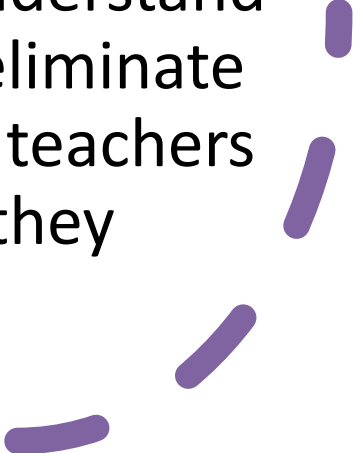
Model Canlyniadau Rhesymegol

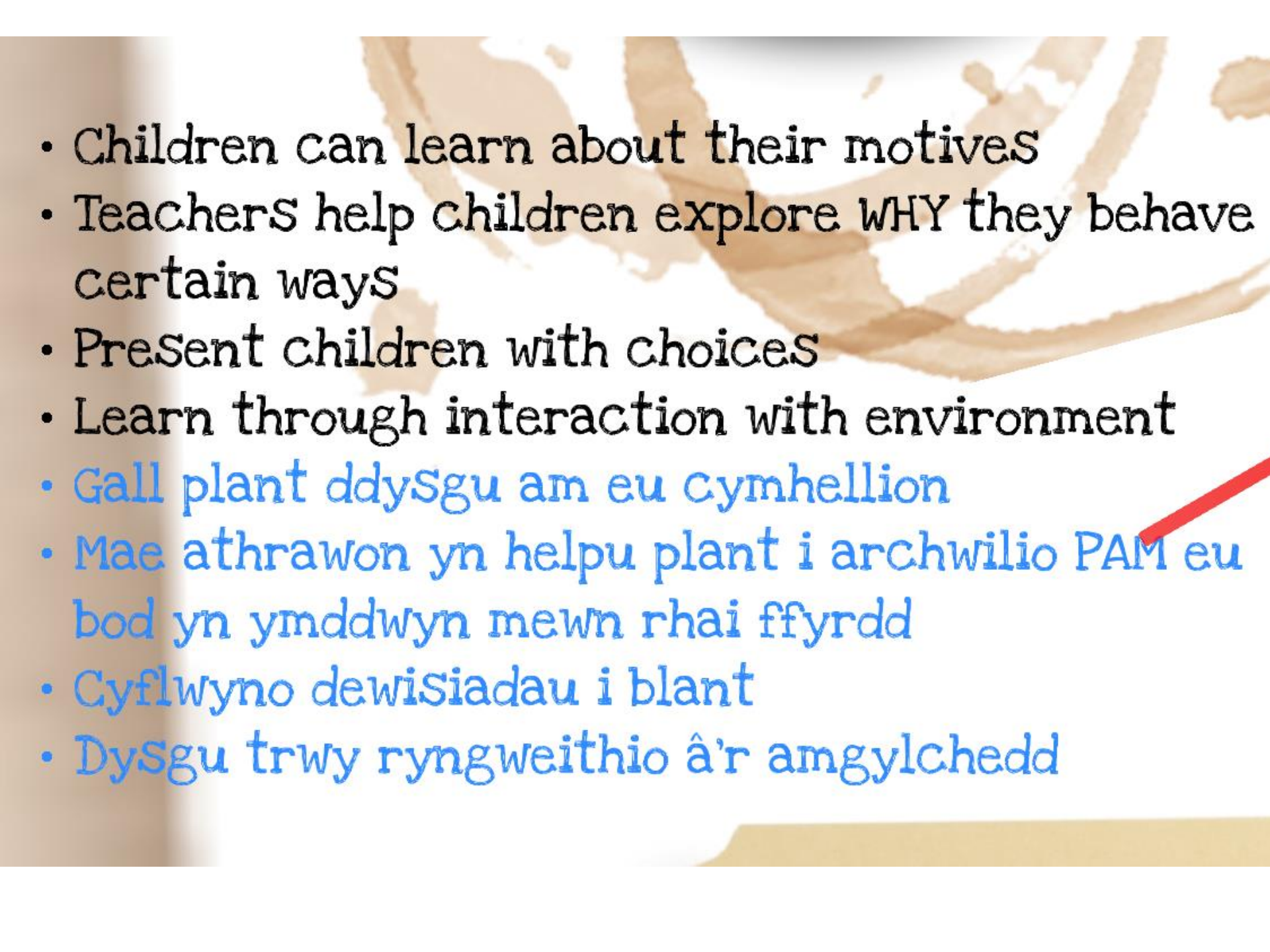
datblygwyd gan Dreikurs
(1968)

- Mae ymddygiad amhriodol yn cael ei ysgogi gan anghenion anymwybodol, e.e., i gael sylw, ymarfer pŵer, dial, neu arddangos annigonolrwydd.
 - Os yw'r cymhelliad am sylw yn cael ei fodloni, ni fydd ymddygiad amhriodol sy'n gysylltiedig â chymhellion eraill yn cael ei amlygu.
 - Gall myfyrwyr ddysgu deall eu cymhellion eu hunain a dileu camymddygiad trwy gael athrawon i'w helpu i archwilio pam maen nhw'n ymddwyn fel y maent yn ei wneud.
- 

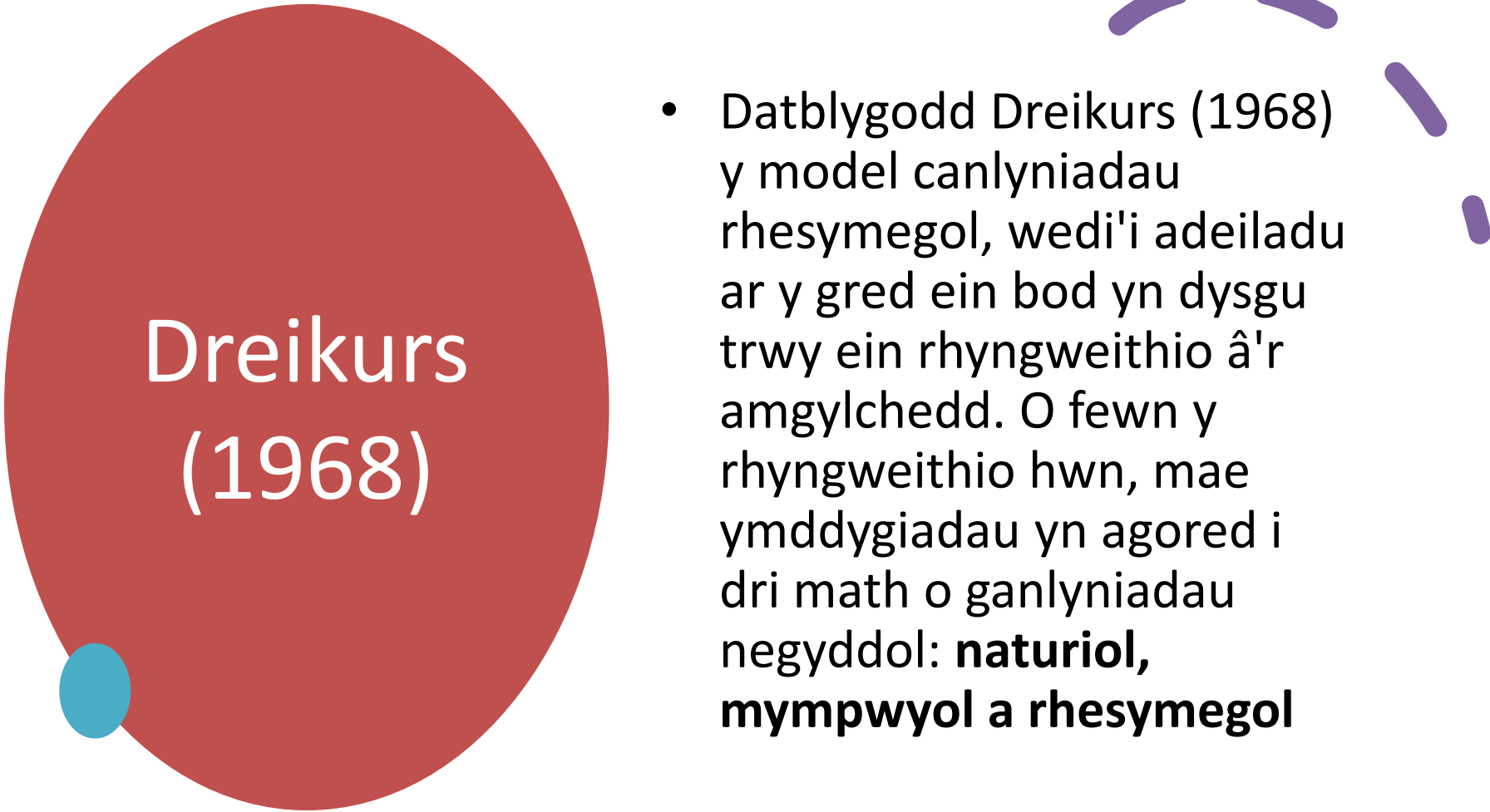
Logical Consequences Model

Developed by Dreikurs
(1968)

- Inappropriate behaviour is motivated by unconscious needs, e.g., to gain attention, exercise power, exact revenge, or display inadequacy.
 - If the motive for attention is satisfied, inappropriate behaviour associated with other motives will not be manifested.
 - Students can learn to understand their own motives and eliminate misbehaviour by having teachers help them explore why they behave as they do.
- 

- 
- Children can learn about their motives
 - Teachers help children explore WHY they behave certain ways
 - Present children with choices
 - Learn through interaction with environment
 - Gall plant ddySgu am eu cymhellion
 - Mae athrawon yn helpu plant i archwilio PAM eu bod yn ymddwyn mewn rhai ffyrdd
 - Cyflwyno dewisiadau i blant
 - DySgu trwy ryngweithio â'r amgylchedd

Model canlyniadau rhesymegol



Dreikurs (1968)

- Datblygodd Dreikurs (1968) y model canlyniadau rhesymegol, wedi'i adeiladu ar y gred ein bod yn dysgu trwy ein rhyngweithio â'r amgylchedd. O fewn y rhyngweithio hwn, mae ymddygiadau yn agored i dri math o ganlyniadau negyddol: **naturiol, mympwyol a rhesymegol**

Logical consequences model

Dreikurs (1968)

- Dreikurs (1968) developed the logical consequences model, built on the belief that we learn through our interactions with the environment. Within this interaction, behaviours are exposed to three types of negative consequences: **natural, arbitrary, and logical.**

Naturiol

Canlyniadau naturiol yw'r canlyniadau hynny sydd fel arfer yn digwydd heb unrhyw ymyrraeth athro pan fyddwn yn cymryd rhan mewn rhyw fath o ymddygiad. Fel arfer, dyma'r math mwyaf effeithiol o ganlyniad negyddol ar gyfer atal ymddygiad diangen.

Canlyniad naturiol ymladd yw cael eich brifo.

Canlyniad naturiol celwydd yw nad oes neb yn credu'r celwyddog.

Canlyniad naturiol o alw enwau eraill yw cael ei anwybyddu gan gyfoedion.

Problem gyda chanlyniadau naturiol yw y gallant fod naill ai'n rhy fach i gael effaith, fel os yw myfyriwr yn torri tegau pan fydd tegau eraill ar gael, neu na chaniateir iddynt ddigwydd, fel pan fyddwn yn atal rhywun rhag cael ei guro pan fydd ymladd yn dechrau.





Natural

Natural consequences are those consequences that normally occur without any teacher intervention when we engage in some type of behaviour. These are usually the most effective form of negative consequence for stopping unwanted behaviour.

A natural consequence of fighting is to get hurt.

A natural consequence of lying is that no one believes the liar.

A natural consequence of calling others names is to be ignored by peers.

A problem with natural consequences is that they may be either too minor to have an effect, such as if a student breaks a toy when other toys are available, or they are not allowed to occur, such as when we prevent someone from being beaten up when a fight starts



Mympwyol

Canlyniadau mympwyol yw'r canlyniadau hynny nad ydynt yn cyd-fynd â'r drosedd.

Canlyniad mympwyol i ymladd yw anfon y myfyriwr i swyddfa'r prifathro.

Canlyniad mympwyol i fyfyrwr sy'n dweud celwydd yw bod y myfyriwr yn colli amser cyfrifiadurol.

Canlyniad mympwyol ar gyfer galw enwau eraill yw anfon y myfyriwr i amser allan.

Ar gyfer yr ymddygiadau hynny nad ydynt yn cael canlyniadau naturiol, gellir cymhwyso canlyniadau mympwyol, a gallai'r rhain gynnwys anfon myfyriwr i atal yn yr ysgol am dymheredd neu gymryd amser rhydd i ffwrdd i dynnu llun ar ddesg.

Arbitrary

Arbitrary consequences are those consequences that are not aligned with the offense.



An arbitrary consequence for fighting is to send the student to the principal's office.



An arbitrary consequence for a student who lies is that the student loses computer time.



An arbitrary consequence for calling others names is to send the student to time out.



For those behaviours that do not have natural consequences, arbitrary consequences can be applied, and these could involve sending a student to in-school suspension for a temper tantrum or taking away free time for drawing on a desk.

Rhesymegol

Y trydydd opsiwn yw i athrawon ddefnyddio canlyniadau rhesymegol yn hytrach na chanlyniadau mympwyol. Mae canlyniadau rhesymegol yn gysylltiedig mewn rhyw ffordd â'r drosedd.

Canlyniad rhesymegol i ymladd yn ystod amser egwyl yw atal y myfyriwr rhag cael amser egwyl am wythnos.

Canlyniad rhesymegol i fyfyrwr sy'n dweud celwydd yw i'r athro ddweud wrth y myfyriwr nad yw'n gredadwy.

Ar gyfer colli tymer, canlyniad rhesymegol yw tynnu'r myfyriwr o'r dosbarth nes ei fod yn tawelu. Pan fydd gan athrawon yr opsiwn o ddefnyddio canlyniadau mympwyol neu rhesymegol, dylid dewis canlyniadau rhesymegol.





Logical

The third option is for teachers to use logical consequences rather than arbitrary consequences. Logical consequences are connected in some manner to the offense.

A logical consequence for fighting during breaktime is to prevent the student from having breaktime for a week.

A logical consequence for a student who lies is for the teacher to tell the student he or she is not believable.

For temper tantrums, a logical consequence is to remove the student from class until he or she calms down. When teachers have the option of using either arbitrary or logical consequences, logical consequences should be chosen.



The firework

Y Tân Gwyllt



Teach children triggers - Addysgu eu sbardunau i'r plant

Role play - Chwarae Rôl

What sort of teacher
are you going to be?
Pa fath o athro/
athrawes ydych chi'n
mynd i fod?



My Behaviour Model
Fy Model Ymddygiad

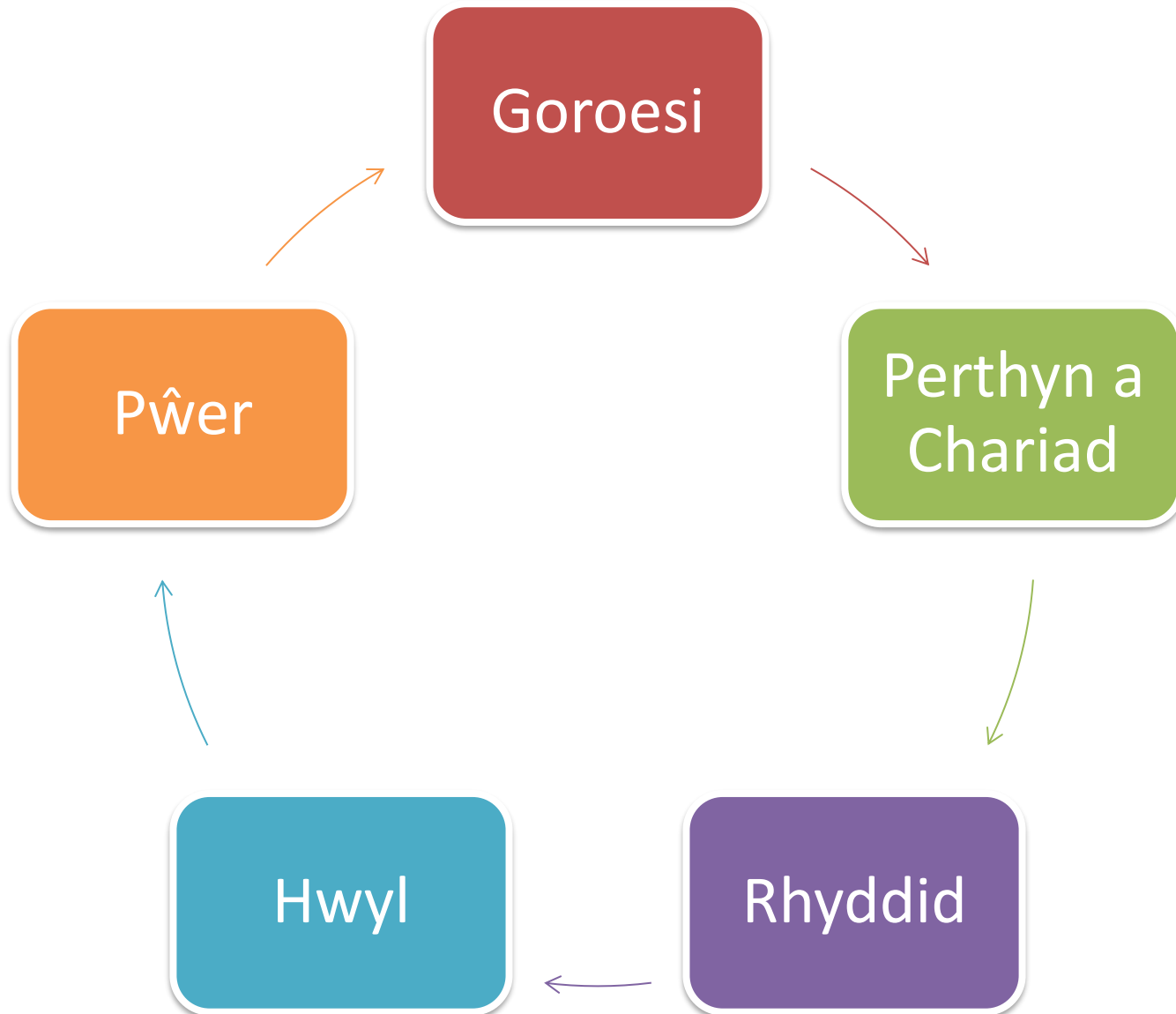
Therapi Realiti

- Datblygodd Glasser (1965) theori realiti, dechreuodd fel theori rheoli/dewisol. Rhagdybiaeth sylfaenol Glasser oedd bod myfyrwyr yn rheoli eu hymddygiad eu hunain ac yn dewis p'un ai i ymddwyn yn briodol ai peidio (Strahan, Cope, Hundley, & Faircloth, 2005).
-
- Yr allwedd i'r dull hwn yw cael myfyrwyr i sylweddoli sut mae eu dewisiadau ymddygiad yn effeithio ar eraill. Newidiwyd y term theori rheoli i theori dewis. Theori dewis yw sylfaen sylfaenol therapi realiti (Lawrence, 2004).

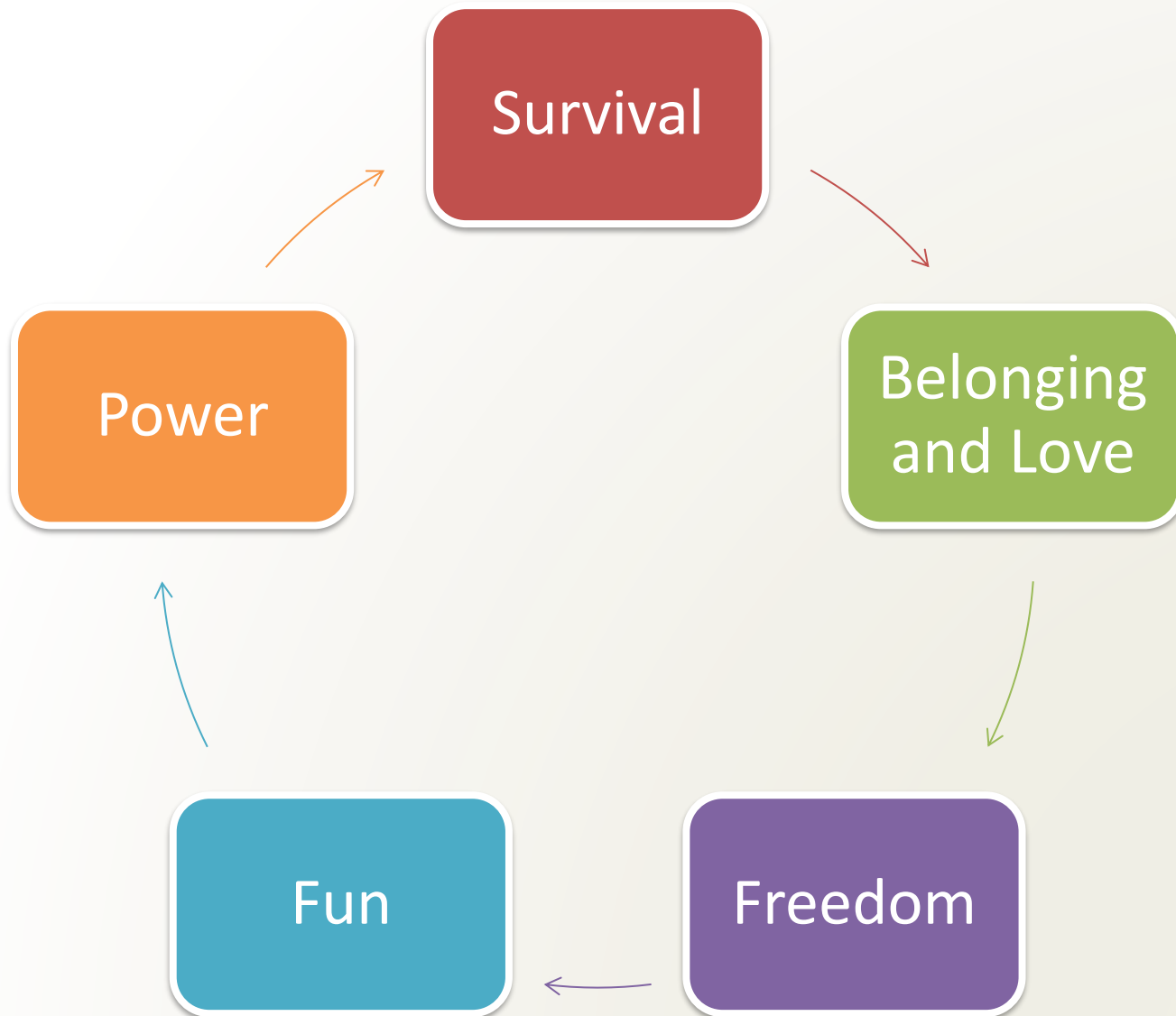
Reality Therapy

- Glasser (1965) developed Reality theory which began as control/choice theory. Glasser's basic premise was that students are in control of their own behaviour and choose whether to behave appropriately or not (Strahan, Cope, Hundley, & Faircloth, 2005).
- The key to this approach is getting students to realise how their choices of behaviour affect others. The term control theory was changed to choice theory. Choice theory is the underpinning foundation of reality therapy (Lawrence, 2004).

Sut mae athrawon yn diwallu'r 5 angen



How teachers meet the 5 needs



What sort of teacher
are you going to be?
Pa fath o athro/
athrawes ydych chi'n
mynd i fod?



My Behaviour Model
Fy Model Ymddygiad

"Billy is 'off task' again!"

LSA reports

what is your first question?

Cynorthwy-ydd yn nodi... "Billy ddim ar dasg eto!"

Beth yw eich cwestiwn cyntaf?

Parsonson (2012) states that a classroom with little disruption requires planning and consistency which links to factors such as clear rules, routines, recurring praise, constancy, suitable tasks for ability to be challenging but not easy and for children to have the opportunity to participate in discussions within the classroom decisions.

Parsonson, S. (2012). Evidence-based Classroom Behaviour Management Strategies. Ministry of Education: Special Education, Hawkes Bay Region.

Are my lessons
worth behaving
for?

A yw fy ngwersi yn
werth ymddwyn i?

<https://youtu.be/FzJXy9k2GSQ>



<https://youtu.be/DvhaMT73G50>



<https://youtu.be/hLvW5jpGB6U>

BENEATH EVERY BEHAVIOR THERE
IS A FEELING. AND BENEATH EACH
FEELING IS A NEED. AND WHEN
WE MEET THAT NEED RATHER
THAN FOCUS ON THE
BEHAVIOR, WE BEGIN
TO DEAL WITH
THE CAUSE,
NOT THE
SYMPTOM.

ASHLEIGH WARNER



tinybuddha.com

Classroom management is not
about having the right rules...
... it's about having
the right relationships.

@SteeleThoughts

When a flower
doesn't bloom, you fix the
environment in which
it grows, not the flower.

—Alexander Den Heijer



Promoting effective
Behaviour Management

Hyrwyddo Rheolaeth

Ymddygiad Effeithiol!

