SCHOOL OF EDUCATION

EDPS302 – Creating Positive Learning Environments

Models of behaviour management
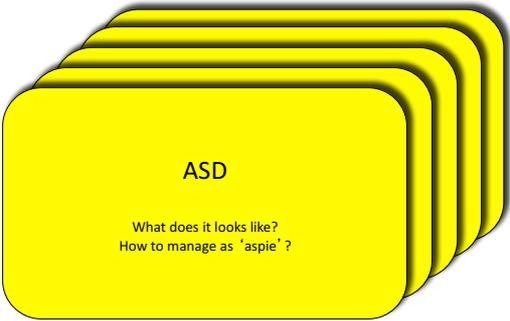
Lecture 5

ASD, Bill Rogers and
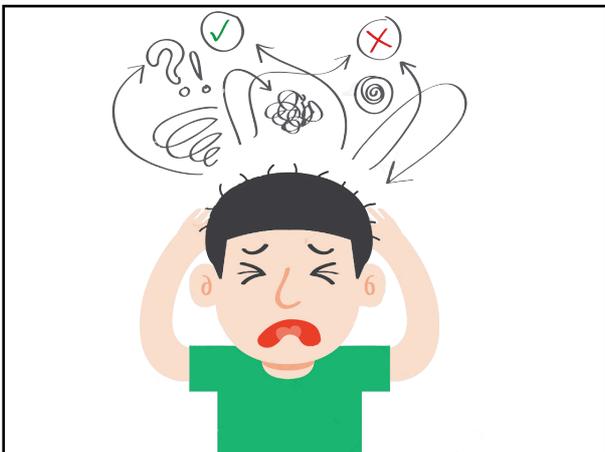Solution focused approaches

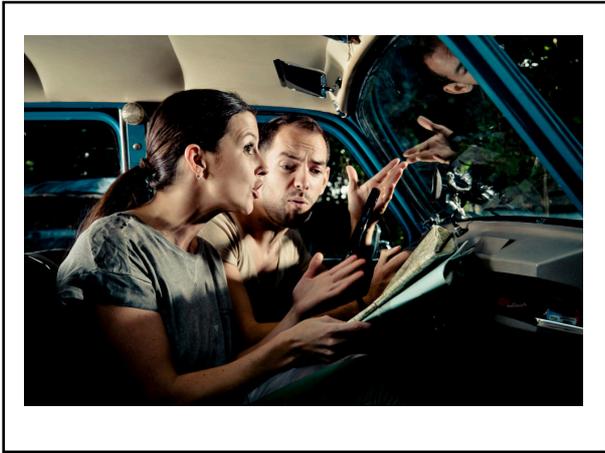August 22, 2017

Ray Handley

Covered today in this week's presentation

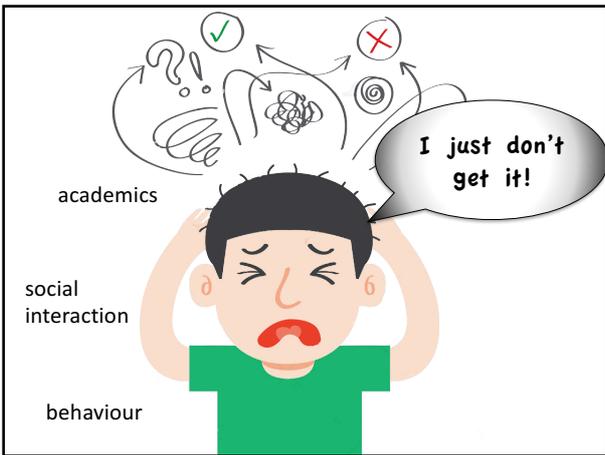ASD

What does it looks like?
How to manage as 'aspie'?

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academics

social interaction

behaviour

I just don't get it!

Understanding ASD

Autism Spectrum Disorder
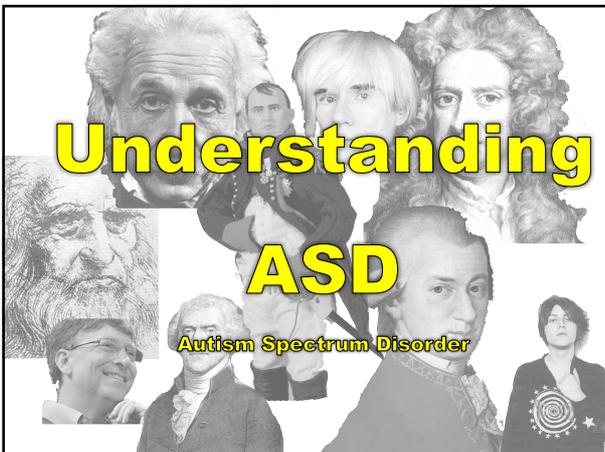
Tony Attwood's
Perspective on ASD (Aspergers)

Children and adults with Asperger's Syndrome have a
different, not defective, way of thinking characterised by . .
. . . . . .

http://www.tonyattwood.com.

Some characteristics of Asperger's syndrome
People with Asperger's syndrome may display some of the following characteristics

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Tony Attwood's
Perspective on ASD (Aspergers)

Nita Jackson
BBC - Inside Out East: Monday October 6, 2003

"I look normal, but I'm not like other people. I find it hard to read body language, facial expressions or tone of voice."

"Conversations are like, they're [non-Asperger's people] playing tennis getting a good rally going when you're useless at tennis."

"It feels like I'm trapped in a world where everyone has their backs to me."

Tony Attwood's
Perspective on ASD (Aspergers)

ASD Friendly Classroom

What motivates an "aspie"?

- Completion - getting tasks finished

- No errors - perfectionism, high quality

- Special interest - single focus

- Intellectual vanity - not competition or social goals

- Rewards over punishment

Tony Attwood's
Perspective on ASD (Aspergers)

ASD Friendly Classroom

Classroom management:

- Quiet, well-structured classroom.
- Avoid sensory overload.
- Minimal changes in routines and staff.
- Visible daily schedule of activities and preparation for transitions.
- Benevolent peers as guides.
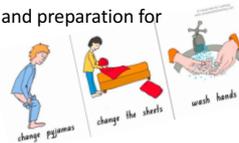
change pyjamas   change the sheets   wash hands

Tony Attwood's
Perspective on ASD (Aspergers)

Asperger Friendly Classroom

Classroom management:

- A work station or 'office'.

- A 'to do' list.

- Extra time to complete an activity or assignment.

- Access to a special education support teacher or learning support unit.

**Tony Attwood's
Perspective on ASD (Aspergers)**

Asperger Friendly Classroom

The Knowledge and Personality of the Teacher:

- Teachers who show an empathic understanding of the child.

- Are flexible in their teaching strategies, assessments and expectations.

- Like and admire the child, respect his or her abilities and know the child's motivators and learning profile.

- Offer an Asperger-friendly environment

**Tony Attwood's
Perspective on Aspergers (ASD)**

Asperger Friendly Classroom

Nita Jackson

Mr Osbourne was always bubbly and ready to make a light-hearted joke out of anything.

He rarely got angry or raised his voice like most of my other teachers did. He let me hide in the music department's store cupboard at break time, without even blinking an eye, it was as though he understood and accepted why I needed to go to ridiculous measures to separate myself from society. I respected him for not probing for answers like everyone else did. Occasionally he would tap on the door, say 'boo!' and offer me a biscuit (which I never declined). On the last day of term, I bought him a tin of biscuits in return for the amount of biscuity yumminess he had allowed me.

**Tony Attwood's
Perspective on ASD (Aspergers)**

3 Key Learnings

- Challenging behaviour is actually a coping mechanism

- Aspies can be very sensitive to the emotional atmosphere and show great kindness. It is just that they cannot read the subtle cues that signal emotions.

- Realising the enormous challenges aspies face each day their success needs to be applauded rather than their difficulties criticised.

Tony Attwood's
Perspective on ASD (Aspergers)

Key Learnings of
Autism Thought Leaders

You Tube
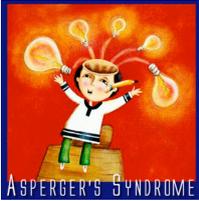
ASPERGER'S SYNDROME

Additional perspectives on ASD

Click on the image to view a collection of resources on Asperger's

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Covered today in Week 5 presentation

Bill Rogers

the 4Rs of classroom management

Democratic or Leadership Models

Basic beliefs

- children are capable of controlling their own behaviour and want to do so

- children's behaviour is influenced by external factors, in a similar way that management or autocratic proponents believe behaviour is shaped by environmental consequences (although not ideally through contingencies of reward and punishment).

- the two forces – internal and external, are constantly interacting.

Teachers adopting a leadership style of behaviour management attempt to help children better understand their behaviour and support them in the process of achieving more socially acceptable behaviour.

Bill Rogers' Decisive Discipline

4RS

a democratic model
of classroom management

rights   **rules**   **routines**
responsibilities

Rights and responsibilities are co-dependent. A right can only be enjoyed when it is protected by the responsibility of the group. These responsibilities are expressed in the form of rules. Routines foster responsibility and allow rights to be enjoyed.

Bill Rogers' 3 steps of Decisive Discipline

Preventative Action
- Clear discipline plan
- Clear classroom rules
- Clear expectations
- Interesting lessons
- Cater for individuals
- Appropriate seating
- Identify and meet student needs
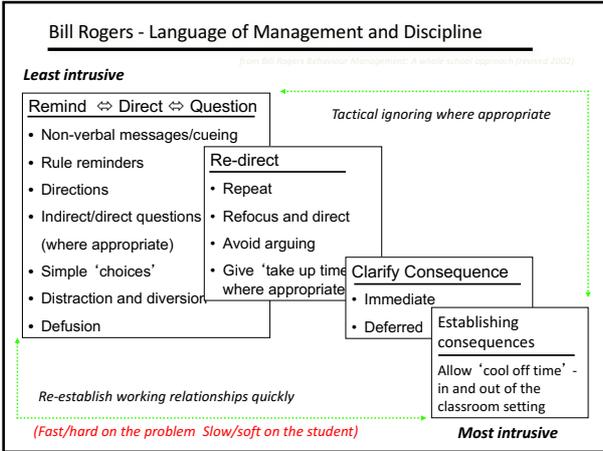
Corrective Action
- Tactical ignoring
- Simple directions
- Positive reinforcement
- Question & feedback
- Rule reminders
- Blocking
- Simple choice

Supportive Action
- Follow-up
- Re-establish working relationships
- Problem-solving
- Contracting with students
- Mediation

From Behaviour management: A whole-school approach - Bill Rogers (2004) Scholastic Index, Scholastic, Sydney

Bill Rogers - Language of Management and Discipline

from Bill Rogers Behaviour Management: A whole school approach (revised 2002)

Least intrusive

Remind ⇔ Direct ⇔ Question
- Non-verbal messages/cueing
- Rule reminders
- Directions
- Indirect/direct questions
  (where appropriate)
- Simple 'choices'
- Distraction and diversion
- Defusion

Tactical ignoring where appropriate

Re-direct
- Repeat
- Refocus and direct
- Avoid arguing
- Give 'take up time' where appropriate

Clarify Consequence
- Immediate
- Deferred

Establishing consequences
Allow 'cool off time' - in and out of the classroom setting

Re-establish working relationships quickly

(Fast/hard on the problem Slow/soft on the student)

Most intrusive

The Language of Discipline

positive corrective language

Example: *Two students are talking while the teacher is giving instructions*

"Lucas, Mark. Stop talking". ✗

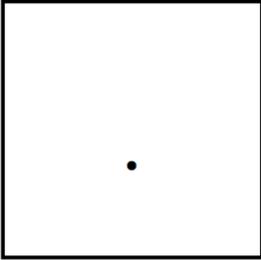"Lucas …why are you talking?" ✗

"Lucas, Mark, you're talking." ✓

*(This 'description of reality' is often enough to raise behaviour awareness and invite co-operation. Sometimes we might need to add a brief **behavioural** direction . . .)*

"Facing this way and listening now. Thank you."

from Behaviour management: A whole school approach. Bill Rogers (2004) Seminar notes. Scholastic, Sydney

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In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual.

By focussing on the black dot, we often do not see the white square

The Language of Discipline

positive corrective language

Positive language is so simple but packs a punch.

~~Will you stop talking?~~   I'd like everyone listening, please

~~John, stop turning around and distracting Mike~~

              John, I'd like you facing this way and
              getting on with your work… thanks

~~No you can't play with the toy animals because you need to finish your work~~

           Yes you can play with the farm animals when you've
           finished your work and packed away."

from Behaviour management: A whole school approach. Bill Rogers (2004) Seminar notes, Scholastic, Sydney

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Example of positive language
from Bill Rogers

On playground duty I noticed five lads playing football in the infant area of the playground. Their large, physical, spatial presence was making it difficult for the infants to play there. I walked over and introduced myself as visiting teacher.

I asked them how things were going - a polite, social opener. I got a mixed, partly sulky, "*OK*". I'm sure they knew, I knew they knew that they'd been 'rumbled'.

Basically I was just being 'relaxedly vigilant'.

Example of positive language
from Bill Rogers

"*I notice you're playing football in the infant's area.*" This descriptive cue raises the students' behaviour awareness.

I paused; the leader of the group immediately said, "*Other teachers don't care if we play here anyway – long as there's no little kids and that.*"

Example of positive language
from Bill Rogers

"*Maybe other teachers don't mind, I can check…*" (A bit of 'partial agreement' goes a long way).

I quickly addressed the group to the important question, "*What's the school rule about football?*" The rule, I knew, was they should be playing football in another area – not in the infant's area.

I wanted them to 'own' this admission of the rule hence the direct imperative question "*What's the rule for ...?*"

Source: teach **PRIMARY**

Example of positive language
from Bill Rogers

They whinged again, "*I told you other teachers…*"

"*You did,*" I partially agreed. "*What's the school rule about football?*"

I wanted to keep the focus on the primary behaviour / issue, i.e. the fair, school-wide rule. One of the lads sighed, breaking ranks, and said "*We're supposed to play down by the dustbins area… (sigh)*"

Source: teach **PRIMARY**

Example of positive language
from Bill Rogers

"*Sounds like you know the fair rule fellas. Enjoy the rest of playtime.*"

They walked off muttering, eyes raised and frowning. We tactically ignored this natural frustration.

Source: teach **PRIMARY**

Bill Rogers – in the classroom

ROUTINES

Solution focused approaches

✐ Background

✐ Rationale

✐ Skills/techniques

'Nothing is as dangerous as an idea

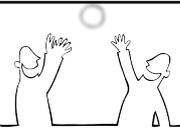when it is the only one you have.'

Emile Chartier

(from A guide to possibility land (1997)
by Bill O'Hanlon and Sandy Beadle)

solution focussed intervention

The Invisible Ball

A group of 14-year-old boys was playing in the playground. As their game developed they began throwing an "invisible ball" to each other - catching, throwing, ducking and chasing this ball, and having great fun. The bell rang for class and, without much thought, they "took" the invisible ball into their classes with them. The reactions of various teachers strengthened the boys' resolve to take this invisible ball into every class and to see what happened.

The invisible ball met with a variety of teacher responses. One teacher firmly said, "Okay, give me the ball". The boy concerned handed the (invisible) ball to the teacher, who received it solemnly and put it in his pocket. The ball did not reappear.

In another class, the teacher said nothing. However, as he spoke to the class, every now and then he would duck move aside, or look

over his shoulder as the "ball" flew by. The ball did not appear in his class again. A third teacher became incensed at this defiance and sent the boys to the principal, who placed them on detention. When the boys questioned why they were on detention, the principal explained, "For throwing a ball in class". "But", they protested, "there was NO ball!"

This story, shared with me by a colleague reminiscing about his own school days, demonstrates much of what this book is about. Teachers face a daunting task - seeking to maintain some control over disparate groups of (sometimes unmotivated) students - and it is easy for confrontation to develop. However, there is often a different way to approach situations.

from Michael Durrant (1994) *Creative solutions to school problems.* Eastwood Family Therapy Centre

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Background . . . .

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solution focussed intervention

Background

Since Descartes, the "scientific method" had progressed under two related assumptions:

✓ a system could be broken down into its individual components so that each component could be analysed as an independent entity

✓ and the components could be added in a linear fashion to describe the totality of the system.

solution focussed **intervention**

Background

Von Bertalanffy proposed that both assumptions were wrong.

On the contrary, a system is characterised by the interactions of its components and the nonlinearity of those interactions.

Brief family therapy

Neo-linguistic programming

Chaos theory

Management theory

http://www.survey-software-solutions.com/walonick/systems-theory.htm

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solution focussed **intervention**

Summary

Key players

Ludwig Von Bertalanffy
Milton Erickson
Gregory Bateson
Steve de Shazer/Insoo Kim Berg
Michael Durrant/Michael White (Aus)

Key concepts

General systems theory
Cybernetics
Restraint theory
Solution focused intervention
Brief Therapy

http://articlescoertvisser.blogspot.com/2008/02/brief-history-of-solution-focused.html

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Rationale . . . .

Looking at things differently . . .

Looking at things differently . . .

- Try to control behaviour especially group behaviour
  - *Look for patterns of self control and compliance*
- Believe we need to motivate students
  - *Remove the factors that demotivate students*
- Focus on labelling and defining problems
  - *Notice strengths and coping skills for difficult situations*
- Work to maintain order
  - *Introduce tension and disequilibrium to compel change*

Examples . . .

Anger & football

Defiance & ambition

Social skills & group leadership

Issues for behaviour modification

- Assumes motivation

- Creates negative reinforcement as offset to punishment

- Reliance on detached consequence

- Reinforcement is predictable not scheduled

- Values form the basis of approach

Assumptions behind the approach

- Small changes can have significant effects

- People get stuck in their problems

- Exceptions exist when the problem is not happening

- People have the strengths to solve their problems

Assumptions behind the approach

- Change is inevitable and ever-present

- Find out what stops a solution from occurring and notice when the problem is not there

- The person is not the problem, the problem is the problem

- If it works, don't fix it. If it does not work, do something different.

Skills/techniques . . . .

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solution **fo**cussed **intervention**   **Summary**

A solution focus

. . . . is about what stops or restrains other things from happening or change from occurring

. . . . notices what has been different or the exception rather than the focussing on patterns of problem behaviour

. . . . looks for small changes that can snowball into larger ones

. . . . searches for leverage in the strengths shown by students

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solution **fo**cussed **intervention**   **5 Approaches**

1. Exception questions

2. Coping questions

3. Scaling questions

4. Miracle question

5. Externalisation

from http://quantumkoan.com/qk/writings/papers?p=Brief%20Therapy.pdf

Rewriting the narrative – changing dominant stories

Reframe Renaming or redefining an existing behaviour into alternative, more positive terms.

Accentuate/Highlight Finding exceptions and differences then reinforcing these patterns by highlighting and drawing attention to them.

Challenge Confronting the alternatives between the old and new narratives, addressing the problem as an externalised identity.

Exaggerate An extension of accentuation but a more playful consideration of the extremes likely as the stories evolve - the miracle question and possibility.

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solution focussed intervention **I - ACE**

Skills for dealing with very difficult people

ignore This must be done quietly - the person baiting must not know you are ignoring them - it can be tricky because it may feel you are doing nothing but you are - it is NOT pretending to ignore, the baiter must think that you really didn't hear them at all.

a gree This is relatively simple to use, but must be done sincerely and not sarcastically or dismissively. It stops them dead in the their tracks. "You came last in maths again ha,ha,ha.' "Yeh, you're right. . . I've never been any good at maths."

c onfuse Give them a sincere answer to a question they didn't ask - then move off immediately - or change the topic - profoundly but politely misunderstand them eg. "What are you doing here making the place look ugly?" Reply: "Oh, about 3 o'clock, I think I heard."

e xaggerate This is similar to agree but takes it further - again it must not be insulting but takes the insult to a ridiculous length - "Your mother is a whore!" Reply: "Oh, you saw her ad in the paper, too?"

From Brief Therapy Institute of Sydney

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references

Bertalanffy, L Von. (1971) *General Systems Theory: Foundation, Development, Applications*. Allen Lane: London.

Durrant, M. (1995) *Creative Solutions for School Problems.* W.W. Norton: New York.

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Rogers, W. (2006) *Cracking the hard class* (Second Edition) London: Paul Chapman Publishing.

White, M. & Epston, D. (1990) *Narrative means to therapeutic ends.* W.W. Norton: New York