

## Models of behaviour management

Lecture 3

August 8, 2017

Ray Handley

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This week

- Behaviourist principles
- Overview of teacher-centred or controlling approaches
- Kounin / Jones / Canter

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### CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

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**Behaviourist approaches**

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**Behaviourist approaches**

Chatfield 2010      digital video games

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**Limit Setting/Controlling Models**

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Assertive Discipline – Canter & Canter

Preventive Discipline - Jacob Kounin

Positive Classroom Discipline - Fred Jones

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### **Characteristics of the Models**

Students require firm direction from teachers

Learning and behaviour are closely linked

Positive classroom relationships allow teachers to be trusted and respected

Disruptive behaviour occurs in all classrooms. Good teachers use techniques to negate its impact on learning

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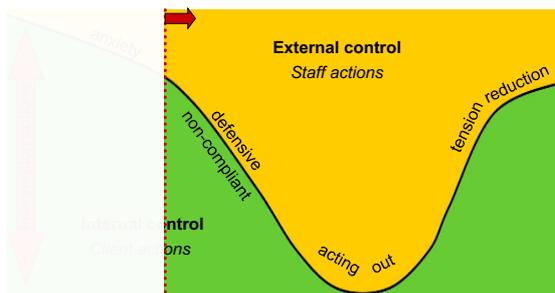
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### **THE CRISIS CYCLE** *Integrated experience*



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### **Limit Setting/Controlling Models**

Preventive Discipline - Jacob Kounin

Positive Classroom Discipline - Fred Jones

Assertive Discipline – Canter & Canter

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### Preventive Discipline - Jacob Kounin

- ⇒ teaching and discipline need to be integrated
- ⇒ interested, stimulated and active learners reduce the risk of disruptive behaviour
- ⇒ planned and coordinated activities within lessons reduce the likelihood of disruptive behaviour
- ⇒ a positive, productive classroom atmosphere or tone is pervasive for all participants

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### Preventive Discipline - Jacob Kounin

#### ⇒ Ripple effect

- ⇒ Withitness
- ⇒ Overlapping
- ⇒ Smoothness
- ⇒ Momentum
- ⇒ Group alerting

- By correcting misbehaviours in one student, it often influences the behaviour of nearby students
- Conversely, noticing positive behaviour in one or a small group of students draws the attention of the others to your expectations

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.  
TEXT from [http://wik.ed.uiuc.edu/index.php/Kounin\\_Jacob](http://wik.ed.uiuc.edu/index.php/Kounin_Jacob)

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### Preventive Discipline - Jacob Kounin

- ⇒ Ripple effect
- ⇒ **Withitness**
- ⇒ Overlapping
- ⇒ Smoothness
- ⇒ Momentum
- ⇒ Group alerting

- Always be alert to sights and sounds in the classroom.
- Arrange the seats so that students are always within eyesight.
- Scan the room when working with individuals or small groups of students. When helping an individual make sure that you do not have your back to the rest of the class.
- Briefly acknowledge misbehavior at first detection to let the class know that you know. Do not let the misbehaviour escalate before action is taken.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.  
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- ⇒ Ripple effect
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- ⇒ **Overlapping**
- ⇒ Smoothness
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- ⇒ Group alerting

- When instructing one group, the teacher should be able to acknowledge difficulties that students outside of the group may be having so that instruction continues moving.

- This also includes distractions from outside the classroom such as notes from the office or students walking through the hallways.

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### Preventive Discipline - Jacob Kounin

- ⇒ Ripple effect
- ⇒ Withitness
- ⇒ Overlapping
- ⇒ **Smoothness**
- ⇒ Momentum
- ⇒ Group alerting

- Preplan the lesson so that extraneous matters are realised ahead of time and taken care of. Supplies for the class should always be preorganised before class begins and close to where they will be used.

- Once students are doing their work and engaged, do not distract them. Leave them to their work and assist individuals with questions or needs.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.  
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### Preventive Discipline - Jacob Kounin

- ⇒ Ripple effect
- ⇒ Withitness
- ⇒ Overlapping
- ⇒ Smoothness
- ⇒ **Momentum**
- ⇒ Group alerting

- Keep the lesson moving briskly.
- Do not over-dwell on a minor or already understood concept.
- Correct students without nagging and quickly return to the lesson.
- Have students move from one activity to the next without being forced to wait for each other and each step in the transition.

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### Preventive Discipline - Jacob Kounin

- ⇒ Ripple effect
- ⇒ Withitness
- ⇒ Overlapping
- ⇒ Smoothness
- ⇒ Momentum

#### ⇒ Group alerting

- Calling on students at random by asking a question only after scanning the room to make sure students are paying attention.
- Raising group interest by interspersing suspense between questions.
- Having the entire class respond in unison.
- Physically moving around the room and asking students to show what they have done.
- Asking one student to respond and looking at others.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms*. Holt, Rinehart and Winston, Inc.  
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### Limit Setting/Controlling Models

Preventive Discipline - Jacob Kounin

Positive Classroom Discipline - Fred Jones

Assertive Discipline - Canter & Canter



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### Positive Discipline - Fred Jones

Classroom management procedures must . . . .

- ⇒ be positive and gentle.
- ⇒ set limits and build cooperation in the absence of coercion
- ⇒ be economical, practical and simple
- ⇒ ultimately reduce the teacher's work load.
- ⇒ offer incentives and encouragement for positive effort



Jones, Fred (2000) *Tools for Teaching*. Santa Cruz, CA: Frederick Jones and Associates.

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### Positive Discipline - Fred Jones

Three different management methods are integrated to form a three-tier approach to discipline management.



⇒ Limit-setting

*'limit-setting and relationship building form a tier of the management system which we might best describe as the interpersonal-interactive level of management.'*

from [http://www.fredjones.com/Positive\\_Discipline/Discipline\\_Ch18.html](http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html)

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### Positive Discipline - Fred Jones

Three different management methods are integrated to form a three-tier approach to discipline management.



⇒ Limit-setting

⇒ Incentive systems

make the exchange of positive and negative sanctions prearranged, explicit, concrete, and public.

from [http://www.fredjones.com/Positive\\_Discipline/Discipline\\_Ch18.html](http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html)

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### Positive Discipline - Fred Jones

Three different management methods are integrated to form a three-tier approach to discipline management.



⇒ Limit-setting

⇒ Incentive systems

⇒ Back-up systems

negative sanctions provide a disincentive, or the containment of behaviour when co-operation is lost

from [http://www.fredjones.com/Positive\\_Discipline/Discipline\\_Ch18.html](http://www.fredjones.com/Positive_Discipline/Discipline_Ch18.html)

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### Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head



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### Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction



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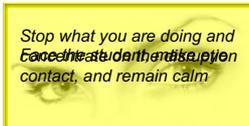
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### Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
- ⇒ Turn, look, and say the student's name



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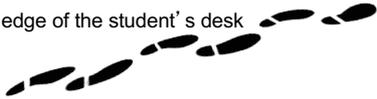
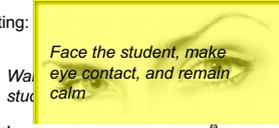
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### Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
- ⇒ Turn, look, and say the student's name
- ⇒ Walk to the edge of the student's desk



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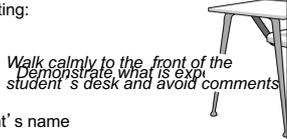
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There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
- ⇒ Turn, look, and say the student's name
- ⇒ Walk to the edge of the student's desk
- ⇒ Prompt



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- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
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- ⇒ Walk to the edge of the student's desk
- ⇒ Prompt
- ⇒ Palms



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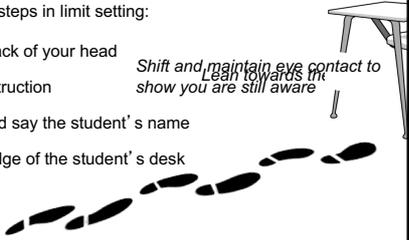
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### Positive Discipline - Fred Jones

There are seven steps in limit setting:

- ⇒ Eyes in the back of your head
- ⇒ Terminate Instruction
- ⇒ Turn, look, and say the student's name
- ⇒ Walk to the edge of the student's desk
- ⇒ Prompt
- ⇒ Palms
- ⇒ Camping out




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### Positive Classroom Discipline - Fred Jones



#### JONES' BACKUP SYSTEM FOR NEGATIVE SANCTIONS IN RESPONSE TO BEHAVIOUR

(Source: Effective Classroom Management, p.75)

SMALL BACKUP RESPONSES	MEDIUM BACKUP RESPONSES	LARGE BACKUP RESPONSES
<i>Private: Between student and teachers</i>	<i>Public: within the classroom</i>	<i>Public and requires two professionals</i>
Speaking privately to student	Assigning time-out in class	Sending student to the office
Catching the student's eye	Assigning time out in a colleague's room	Sending student to an in-school suspension
Putting finger to lips	Warning student publicly	Requiring student to make up time (Saturday school)
Pulling parent's address card	Sending student to the hall Holding conference with parents Requiring student to stay after school	Calling police Suspending or expelling the student

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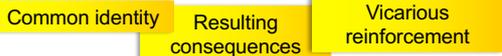
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### Social cognitive theory

Modelling & control

In social learning theory, Albert Bandura (1977) states behaviour is learned from the environment through the process of observational learning.




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## Limit Setting/Controlling Models

Preventive Discipline - Jacob Kounin

Positive Classroom Discipline - Fred Jones

Assertive Discipline – Canter & Canter



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## Assertive Discipline – Canter & Canter



- ⇒ Teachers have the right to determine what is best for your students, and to expect compliance.
- ⇒ No pupil should prevent you from teaching, or keep another student from learning.
- ⇒ Student compliance is imperative in creating and maintaining an effective and efficient learning environment.
- ⇒ To accomplish this goal, teachers must react assertively, as opposed to aggressively or non assertively.

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## Hostile Teachers



- ⇒ see students as adversaries
- ⇒ use an abrasive, sarcastic and hostile style
- ⇒ focus on the person not on the behaviour
- ⇒ meet their own needs but disregard the needs of the students

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## Non-assertive Teachers



- ⇒ ignore or react in desperation
- ⇒ use a passive, inconsistent, timid and non-directive manner
- ⇒ do not communicate their needs to the students
- ⇒ show an uncertainty and fear of the students

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## Assertive Teachers



- ⇒ respond confidently, politely and quickly
- ⇒ give firm, clear, concise directions to students
- ⇒ build positive, trusting relationships
- ⇒ are demanding, yet warm in interaction
- ⇒ listen carefully to what their students have to say, and treat everyone fairly (not necessarily equally).

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## Assertive Discipline – Canter & Canter

### features

Clear set of observable, class negotiated rules. Only 3 - 5 max.

For behaviour that breaks the rules a clear, pre-determined set of consequences are laid out.

Focus on positive behaviour with constant reinforcement through comments and recording of compliance.

All students are targeted for both positive recognition and negative consequences when relevant.

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<p><b>CLASS RULES</b></p> <p>No talking when the teacher is talking</p> <p>Stay in your seats</p> <p>Keep your hands and feet off other people and their property</p> <p>Follow the instructions given by the teacher</p>	<p><b>CLASS CONSEQUENCES</b></p> <p>1<sup>st</sup> incident name on board - 1<sup>st</sup> warning</p> <p>2<sup>nd</sup> incident tick - 2<sup>nd</sup> warning</p> <p>3<sup>rd</sup> incident tick - 3<sup>rd</sup> warning</p> <p>4<sup>th</sup> incident tick - stay back after class</p> <p>5<sup>th</sup> incident tick - lunch time detention</p> <p>6<sup>th</sup> incident tick - leave the class, interview with HT/AP</p>
<p><b>CONSEQUENCES</b></p> <p>1<sup>st</sup> name on board - 1<sup>st</sup> warning</p> <p>2<sup>nd</sup> tick - 2<sup>nd</sup> warning</p> <p>3<sup>rd</sup> tick - 3<sup>rd</sup> warning</p> <p>4<sup>th</sup> tick - stay back after class</p> <p>5<sup>th</sup> tick - lunch time detention</p> <p>6<sup>th</sup> tick - leave the class, interview with HT/AP</p>	

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**Common pitfalls with Assertive Discipline**

*Students will not stop behaviours and often will be pushed to get more ticks as a challenge or act of revenge*

- ↓ Ticks are delivered as punishment/consequences not cues/signals
- ↓ Ticks are delivered only to certain students in the class
- ↓ Positive comments to compliant students are not used enough or they are insincere
- ↓ Appropriate positive consequences are not in place

*No evidence of a ripple effect*

*Little dilemma for students to change*

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### Reflective or empathic listening skills

Some key principles:

- More listening than talking
- Responding with acceptance and empathy, not with indifference, cold objectivity or fake concern.
- Responding to what is personal rather than to what is impersonal, distant or abstract.
  - Sensing of the other's frame of reference while avoiding the temptation to respond from the listener's frame of reference.
- Trying to understand the feelings contained in what the other is saying, not just the facts or ideas.
- Restating and clarifying what the other has said, not asking questions or telling what the listener feels, believes or wants.

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### Reflective or empathic listening skills

A simple script:

Intro

Reflective listening

Influential summary

- What happened?
- Can you tell me what happened?
- You feel angry when . . . .
- So you are angry/frustrated/disappointed that . . . .
- You think it is unfair when . . . .
- It seems like you are being picked on. So you are angry that . . . . and frustrated with . . . . . And when this happens (the issue in your words from what you have understood while listening to the other person) . . . . .

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### REFERENCES

Canter, L. & (1976) *Assertive discipline – a take charge approach for today's educator.* Santa Monica, CA  
 Canter, M.

Jones, Fred (2000) *Tools for Teaching.* Santa Cruz, CA: Frederick Jones and Associates.

Kounin, Jacob S. (1970) *Discipline and Group Management in Classrooms.* Holt, Rinehart and Winston, Inc.

Bandura, A. (1977) *Social Learning Theory.* Englewood Cliffs, NJ: Prentice Hall.

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## CLASS RULES

No talking when the teacher is talking

Stay in your seats

Keep your hands & feet off other people and their property

Follow the instructions given by the teacher



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## CLASS CONSEQUENCES

1<sup>st</sup> incident name on board - 1<sup>st</sup> warning

2<sup>nd</sup> incident tick - 2<sup>nd</sup> warning

3<sup>rd</sup> incident tick - stay in class after class

4<sup>th</sup> incident tick - stay in class after class

5<sup>th</sup> incident tick - leave the class, interview with head teacher/AP

6<sup>th</sup> incident tick - leave the class, interview with head teacher/AP



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