

Classroom Management in Action



Boris Handal

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Introduction

Much has been written about managing students' behaviour. The vast amount of literature on the issue is proof itself of its complexity. This module will focus on typical day-to-day classroom situations in the form of learning scenarios. These scenarios are thought-provoking and draw upon teachers' prior knowledge, common sense and practical experience. Each scenario represents a classroom management theme with diverse educational concepts. Because these scenarios are written under familiar teaching contexts, it is expected that everyone in the workshops will enthusiastically participate and contribute through group discussions. The module aims to assist teachers in being more reflective on their own practice and to develop a broader repertoire of classroom interventions.

It should be very clear that the use of these interventions should never be seen as an automatic process, but as a course of action requiring the use of wisdom, love and tact. Human behaviour always aims, rationally or irrationally, to achieve certain inner needs. Teachers are encouraged to observe and characterise a child's behaviour before any intervention. Assisting children in reflecting on their behaviour is also part of their educational experience for life, as well as the teacher's duty of care. Behaviours are acquired through experiences and it is by providing constructive experiences that behaviours can be modified. Teachers know that they need to ensure maximum student cooperation to create a healthy and smooth learning environment in the classroom.

Effective behaviour management should not be seen as an end in itself but rather as a medium to get children connected and meaningfully engaged in their learning tasks. The fostering of the students' well-being and the development of human virtues are paramount to any behavioural strategy. Educationalists are progressively more aware that the process of managing students' behaviour cannot be separated from considerations of the child's psychological and spiritual welfare. The sixteen workshop scenarios have therefore been conceived to build and safeguard the emotional, spiritual and academic dimensions of the child.

Thanks to Cathy Webb and Soheil Adabjou for their suggestions and assistance.

Through this module, participants should develop the ability to:

- ✓ identify common learning and behaviour difficulties.
- ✓ relate these difficulties to the development of human virtues.
- ✓ become familiar with a broad range of classroom interventions.

Man is the supreme Talisman. Lack of a proper education hath, however, deprived him of that which he doth inherently possess... Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.

**Bahá'u'lláh
(1817-1892)**



About the author: Boris Handal has taught in schools and universities for over twenty years in Australia, Asia and Latin America. He has written extensively on educational issues in professional journals in USA, United Kingdom, Australia, Latin America and Southeast Asia. Boris earned his Masters of Education from Edith Cowan University and a Doctorate of Education from the University of Sydney. He has also undertaken postgraduate studies at Melbourne University. Boris has conducted workshops on classroom management and moral education in Australia and overseas. He currently teaches at the University of Technology Sydney.

Learning about Children's Behaviours

The following are typical learning and behavioural challenges that you may face in a classroom situation. The discussion of the scenarios will assist you to become familiar with diverse behaviours so that an effective resolution of the situation can take place. First, reflect on each scenario individually and then discuss as a group. *What would you do with...* is the general question in each scenario.

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Scenario 1: Children who sometimes seek revenge

After studying the following scenario complete the activities below:

Allan is very talkative in class. June, a casual teacher, asks him several times to keep quiet and be attentive. Gradually his bad behaviour escalates and after few minutes he starts calling out in class. After a warning, June moves him away from his friends to the front row where he will be under direct supervision. June explains to him that by working on his own, he will improve his education. The move apparently upsets Allan who minutes later shouts at her in front of the class: 'You are not even a real teacher. Get lost'. June feels hurt by that comment. This is not the first time that Allan has made hurtful remarks.

A. Briefly describe Allan's revenge-seeking behaviour.

B. *What would you do?* Which of the following strategies are acceptable in dealing with Allan?

1. Retaliate and put him immediately on detention. _____
2. Punish him for being rude to the teacher. _____
3. Discuss the times Allan interrupts the lesson. _____
4. Confront the student in front of the class. _____
5. Revoke a privilege such as not permitting the student to use or play with equipment for the next week. _____
6. Have the student work alone on his next task. _____
7. Explore his motivation to hurt people. _____
8. Ring home and complain to the parents. _____
9. Tell him that you will talk to him later at the end of the lesson. _____
10. Tell him that at least you have more education than him. _____
11. Scold him publicly for his rudeness. _____

C. Discuss your answers with the rest of your group.

THEME: My Beliefs about Classroom Management

The following statements will help to explore your own beliefs about classroom management. Tick a box to indicate how you feel about each one of them. Then, discuss in your group the validity of each statement. Reflect on your own beliefs and consider which ones should change.

	Agree	Undecided	Disagree
<i>Most individuals are born noble.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'All the children attending my class should be self-disciplined.'</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'I have tried everything to ensure discipline, but it has not worked. Sometimes physical punishment is OK'.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Refinement of the character is an ongoing process.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Love and discipline exclude one another.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>It is in the child's nature to misbehave.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Discipline must be strict like the old times.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Kids benefit the most from my teaching when they sit in class, in silence and listen.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Logical consequences teach children self-discipline.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>It is necessary to accustom children to hardship.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'Consequences' is not a better term for 'punishment'.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Discipline means both consequences and reward.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>When disciplining, sarcasm and scolding are sometimes useful.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Kids are loved only when they behave correctly.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Reward a naughty student when he/she does something good, even when you think he/she may misbehave again.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Agree	Undecided	Disagree
<i>Any student is a 'mine rich in gems of inestimable value'.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Discipline involves making the child reflect on his/her behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining the children's self esteem, even when they misbehave, is part of the discipline process.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Good discipline implies uniformity rather than diversity.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>There is no such a thing as a bad child.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'I am here to teach, not to discipline children.'</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Disciplining is about punishing and changing the child's behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Punishment always represses undesirable behaviours.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The teacher is in charge of the child's behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The teacher is in charge of the class behaviour.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'I dislike that child because I dislike his/her behaviour.'</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Boys are in more need of clear and structured instructions than girls.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>'You said a bad word, therefore you will pick up the garbage.'</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Issuing merit cards for occasional good behaviour is a form of bribery. Students should know how to behave by themselves without expecting reward.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consistency means applying exactly the same consequence to every single child.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students must feel they own their behaviour and therefore accept responsibilities and consequences.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not forget to discuss your answers with the rest of the group!

Scenario 2: Children who sometimes seek power

After studying the following scenario complete the activities below:

While doing group work, you notice that James is playing with a gameboy instead of doing his work. When you ask him: 'James, could you please put your gameboy away?', he answers, 'No, because I do not like this group. I want to go to the other group where my friends are'. You then remind him of the group work rules and tell him again to do his work and contribute. 'Come', you say, 'put your toy away'.

James refuses to follow the instruction and insists that he wants to be with his friends. 'If you do not let me go to my friend's group', he says, 'I will keep playing ... and there is nothing you can do to stop me no matter what you say. Either I am with my friends or I will keep playing'. You say: 'OK James, give me your gameboy and I'll give it back to you at the end of the lesson'. James then turns his back and keeps playing, ignoring you. As he continues, you feel increasingly frustrated and powerless.

A. Briefly describe the behaviour pattern of power-seeking children such as James.

THEME: Being an Assertive Teacher

Assertive teachers:

- ✓ React rapidly and confidently when dealing with misbehaviour.
- ✓ Decide which rules to implement in class.
- ✓ Determine negative consequences for non-compliance.
- ✓ Determine positive consequences for good behaviour.
- ✓ Build positive and caring relationship with students.
- ✓ Are firm and demanding when dealing with misbehaviour.
- ✓ Are fair and talk respectfully to students.
- ✓ Listen to students.
- ✓ Are consistent in the application of rules.
- ✓ Do not react in a passive or timid style but are not hostile or sarcastic.
- ✓ Do not lose their temper.
- ✓ Teach explicitly how to behave in class.
- ✓ Use positive language.
- ✓ Give direct instructions.
- ✓ Through their tone of voice, transmit the expectation that their instructions are to be followed immediately.

B. Indicate which of the following statements reflect an assertive teacher behaviour:

‘James, you have work to do. Put away the gameboy and complete the worksheet.’ _____

‘James, you have a choice. You had better start working now or stay after the bell to complete your work.’ _____

‘James has finally put his toy away. Well done.’ _____

‘I give up. If you do not care for your education, then it’s not my problem.’ _____

‘James, start putting the toy away, otherwise you will be wasting your time.’ _____

‘Get to the end of the line.’ (The teacher grabs the gameboy.) _____

The teacher is quietly sitting at his desk ignoring James’ disobedience. _____

‘Some people play with toys because they are not intelligent enough to do work.’ _____

‘When are you going to grow up?’ _____

‘OK, go to your friend’s group but finish your work.’ _____

‘What’s the matter with you?’; ‘why are you misbehaving?’ _____

‘Do you think you can get busy?’ _____

‘Nice to see that you put the toy away. I’ll ring your parents and tell them how obedient you are.’ _____

‘James, when are you going to listen to me?’ _____

‘How many times do I have to tell you?’ _____

‘I want you to stop playing and finish your worksheet.’ _____

‘I know that I cannot stop you playing but if you do not put the toy away, I’ll ring your parents tonight.’ _____

‘James, when are you going to understand that gameboys are not allowed in the school?’ _____

‘OK, I’ll let you play for five more minutes but you have to promise me that you are going to work.’ _____

‘James, when are you going to learn that turning your back to the teacher is rude?’ _____

‘James, could you give me a reason why I should not contact your parents tonight?’ _____

‘Did you think you could get away with it?’ _____

C. Write in your own words two assertive statements you could make to James.

D. Write in your own words two non-assertive statements you could make to James.

E. Predict the teacher's and James' conversations in the following three dialogues:

Dialogue 1:

Teacher: 'James, put your gameboy away. Thank you.'

James: 'It's OK. I've played in class before.'

Teacher: _____

James: 'But the gameboy will break in my bag.'

Teacher: _____

James: 'But how do I know that you will give it back to me?'

Teacher: _____

James: 'I don't trust you.'

Teacher: _____

James: 'OK, OK, I'll turn it off.'

Dialogue 2:

Teacher: 'James, could I ask you again, when are you going to put the gameboy away?'

James: 'Tomorrow.'

Teacher: 'You are a naughty boy.'

James: _____

Teacher: 'I give up. It is your future, not mine.'

James: _____

Dialogue 3:

Teacher: 'Put that stupid gameboy away or I'll send you out of the room.'

James: 'I don't care.'

Teacher: 'Don't answer me back!'

James: _____

Teacher: 'I told you to keep your mouth shut. Get out of the room!'
(James gets out of the room but keeps playing with the toy.)

F. Indicate which of the three dialogues above represents an assertive teacher. Why?

G. Discuss your answers with the rest of your group.

Scenario 3: Children who will not accept their roles

After studying the following scenario complete the activities below:

The teacher organizes the class in groups of five to conduct an activity on the topic of consultation. The students are to do a role play on decision-making in a class meeting. Students are grouped according to the month of their birthday. Within each group the roles of chairperson and secretary are assigned to the two whose birthdays come first. Consequently, May becomes the chairperson and June becomes the secretary. When the group is formed, June does not want to be the secretary; she only wishes to be the chairperson. June argues that the chairperson does not have major responsibilities. She complains by saying: 'I don't want to be secretary. I have to do all the work'. As a result June gets upset very quickly and goes and sits on a chair in the corner saying, 'I will not participate in this activity'.

A. Briefly describe the behaviour pattern of children who will not accept their roles.

B. *What would you do?* Rank the following interventions from most important to least important.

1. Check June's writing skills and help her with her writing skills. []
2. Accept June's argument and ask May to swap roles. []
3. Address the whole group on the virtues of service and consultation. []
4. Talk to June privately. []
5. Allow June to go to a time-out area and let her return once she is willing to take up her role as secretary. []
6. Prepare an activity to help the children understand the role of chairperson or secretary. []
7. Other: _____ []

C. Write one thing you should not do with June. _____

THEME: Human Virtues

Virtues are spiritual qualities that refine and enrich our personal character. They are universal, moral values that cross cultures and denominations. In general, children need three kinds of education—material, human and spiritual. Material education addresses health, well-being and physical development issues. Human education deals with the knowledge and understanding of the sciences, arts and humanities. Spiritual education focuses in the development of moral attributes such as generosity, justice, truthfulness, kindness, love, forgiveness, patience and generosity.

Problems on conduct have both behavioural and spiritual aspects. The behavioural component is very often managed through strategies external to the child such as reinforcers, changes in the instructional design of learning environments, or the delivery of positive and negative consequences. Human virtues can be used as driving forces of sustaining self-regulated behaviour. The ultimate goal of any classroom management intervention should be the building of awareness in the children that acquiring and manifesting virtues are the means for becoming better human beings. Virtues can become habits through meaningful reflection, practice and modelling.

D. Matching Exercise: Match the following behaviours to the guiding virtue.

Talking loudly in class	Responsibility
Ignoring the teacher	Caring
Using bad words	Consideration
Refusing to participate	Honesty
Not bringing equipment to class	Obedience
Showing messy work	Courtesy
Coming late to class	Kindness
Refusing to share equipment	Punctuality
Lying to the teacher about homework	Generosity
Labelling another student	Friendliness

Truthfulness is the foundation of all human virtues.

VIRTUES

Cleanliness
Compassion
Confidence
Consideration
Detachment
Determination
Enthusiasm
Excellence
Flexibility
Forgiveness
Friendliness
Generosity
Gentleness
Helpfulness
Honesty

Hopefulness
Humility
Joyfulness
Justice
Kindness
Love
Loyalty
Moderation
Obedience
Orderliness
Patience
Peacefulness
Perseverance
Politeness
Prayerfulness

Prudence
Punctuality
Reliability
Respect
Responsibility
Reverence
Self-discipline
Service
Thankfulness
Tolerance
Thoughtfulness
Trustworthiness
Truthfulness
Understanding
Unity



Virtues Award

Presented to _____ for showing the virtue of _____

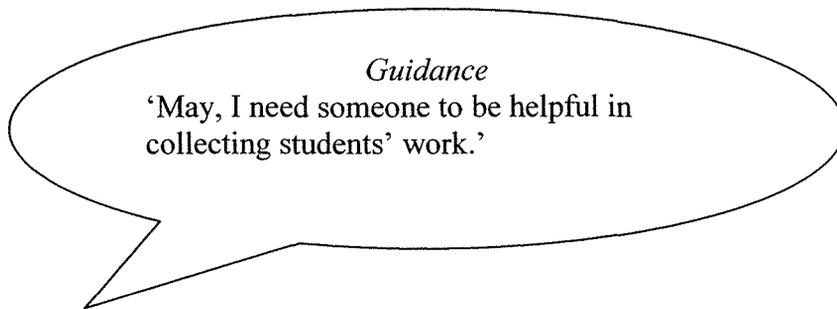
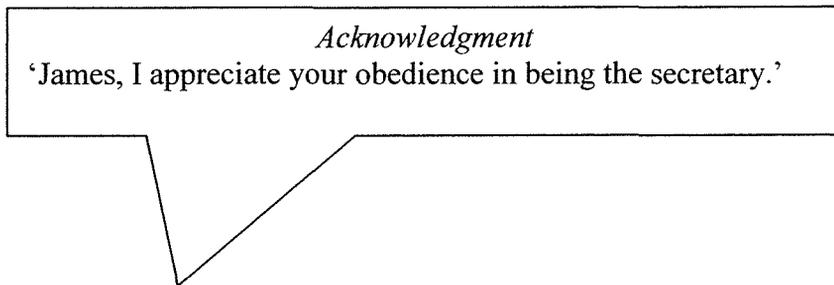
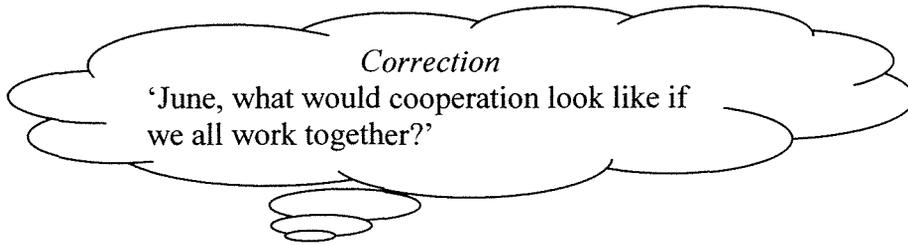
when _____

(Deed).

Teacher: _____

Date: _____

Teachers can use the language of virtues in the classroom. The language of virtues can be used to provide:



E. Say something to June using the language of virtues.

F. Discuss your answers with the rest of your group.

Scenario 4: Children who are off-task

After studying the following scenario complete the activities below:

The class has been organized in groups so that each group will present a role-play. Within their group, Luke, Tammy, Judy, Jessica and Aaron work hard on presenting a skit on visiting elderly people at the hospital. They are to present the skit in fifteen minutes. However, Aaron, as usual, is off-task drawing pictures in his book. The others ask him three times to join the activity but he keeps disengaging from the others. 'He is not helping us', they complain. Aaron replies: 'I don't care what you guys do'.

A. Briefly describe the behaviour pattern of children who are usually off-task.

B. Say something to Aaron using the language of virtues.

For example: Aaron, you can be more helpful if you join the group.

C. *What would you do?* Rank the following interventions from most important to least important.

- | | | |
|-----|---|-----|
| 1. | Talk to the parents to see why Aaron is usually off-task. | [] |
| 2. | Keep eye contact with Aaron to keep him on task. | [] |
| 3. | Stand regularly close to him to maintain his focus on the activity. | [] |
| 4. | Talk privately with Aaron. | [] |
| 5. | Address the group on the importance of participation. | [] |
| 6. | Ask him quietly what he is supposed to be doing. | [] |
| 7. | Give specific praise to a nearby student who is on task. | [] |
| 8. | Give him a choice. | [] |
| 9. | Give a written note to the student. | [] |
| 10. | Catch him being good. | [] |
| 11. | Other: _____ | [] |

D. Write one thing you should not do with Aaron. _____

E. Discuss your answers with the rest of your group.

Scenario 5: Children with learning difficulties

After studying the following scenario complete the activities below:

In your new class, Henry is always off-task, disruptive and showing off. Melissa is also off-task but her behaviour is more pleasing, as she is always quiet and nice. You suspect that they cannot cope with the work you assigned to them and therefore you ask them to work close to you. You find that both of them can barely read or write and have difficulties understanding complex concepts. Gradually, you see that Henry develops a shy attitude and begins asking questions while Melissa becomes more assertive.

A. Briefly describe the behaviour pattern of children with learning difficulties.

B. Say something to Melissa using the language of virtues.

C. Say something to Henry using the language of virtues.

D. *What would you do?* Answer True (T) or False (F):

1. You keep working close to them. _____
2. Introduce arts, role-plays and hands-on activities. _____
3. Tell Melissa and Henry that they are lazy. _____
4. Teach one step at a time. _____
5. Put Henry and Melissa in a lower class. _____
6. Mix them together with the rest of the class. _____
7. Give them more structured work and more assistance. _____
8. Tell the class that from now on some students will do easy work. _____
9. You do not reward them until they do the same work as others. _____
10. Find activities that give them success. _____
11. Break activities into steps (staging). _____
12. Pair him/her with another student who is supportive and nurturing. _____
13. Call the parents to find out whether there are any physical learning impairments. _____
14. Tell them that there is nothing wrong with trying and failing. _____

THEME: Praising Students' Effort

Praising is a powerful tool to enhance the child's self-esteem and confidence. When praising, try to put more emphasis on recent efforts rather than on ability. Effort and ability are the most important factors in personal progress. Ability is a very stable factor that can be changed only in the medium and long term. Effort is a more flexible factor that can be enhanced in the short term. Effort influences ability and helps the child show consistency with his/her work. Consequently, a child that lacks ability in certain areas but puts effort in his learning is likely to improve his/her performance in the short term.

Always be honest when praising. Children are very often aware of their own ability levels. Telling a child that he/she is very smart in a particular area when in fact that is not the case, may be perceived as an empty bribe. More importantly, try to mention the child's name while praising and link your statements to a specific outcome.

E. Using the table overleaf say 'VERY GOOD' in three different ways to Melissa.

For example: I knew you could do your work, Melissa.

F. Using the table overleaf say 'VERY GOOD' in three different ways to Henry.

G. Discuss your answers with the rest of your group.

50 Ways to Say 'Very Good'

Always try to use the child's name.

Hanna, aren't you proud of yourself?	You're getting better every day.
Congratulations, you got it right!	Outstanding effort today.
This kind of work pleases me very much.	Couldn't have done it better myself!
That's how to handle that.	I've appreciated what you've done.
You always give it your best!	That's much, much better!
I can tell you really care.	Well, look at you go!
You outdid yourself today.	One hundred percent better!
I really enjoyed hearing about your work.	You're making real progress.
Now you have the hang of it.	That's coming along nicely.
It looks like you put a lot of work into this.	You're always willing to try!
That was first class work.	I know you are trying your best.
You're very good at it!	Nothing can stop you now!
I like the way you are working together.	You did it all by yourself!
Keep working on it. You're getting it.	I knew you could do it!
Keep up the good work!	It must make you feel good that...
You're on the right track now!	You are improving all the time.
That's going to be great.	I'm proud of the way you worked today.
That's right! Good for you.	You deserve something special.
Congratulations—you did it!	That gives me a happy feeling.
You are doing much better today.	It's a pleasure to teach when you work like this.
Now that is what I call a fine job.	You're putting a lot of energy into doing a good job.
I'm glad your approach is working.	You're doing the best you can.
That's quite an improvement!	I sure am happy you're my student.
I like the way Tom is working.	One more time and you have it.
My goodness, how impressive!	That's the best you've ever done.

Scenario 6: Children in multi-aged groups

After studying the following scenario complete the activities below:

At her Geography class in Earlwood Central School, Maryam had both lower and upper primary students at the same time. Today, students were asked to read a text on the diverse cultures of the world, followed by a whole-class discussion and a completion of a worksheet on the topic. The upper primary students finished the activity faster than the others and chatted about TV programs for the remainder of the lesson. In turn, the lower primary kids could not understand many words and questions from the worksheet. Maryam became very frustrated because the younger students were unsettled while the older ones kept talking loudly and ignoring her.

A. Briefly describe the behaviour pattern of children in multi-aged groups.

B. Say one thing to the older students using the language of virtues.

For example: You may need to show a bit more consideration for the younger kids.

C. Say one thing to the younger students using the language of virtues.

D. *What would you do?* Rank the following interventions from most important to least important.

- | | |
|---|-----|
| 1. Ask older kids to help the younger kids with their work. | [] |
| 2. Implement cooperative games in class. | [] |
| 3. Organize a peer-learning program between lower and upper primary students. | [] |
| 4. Prepare different work for lower and upper primary students. | [] |
| 5. Give more challenging work to the students who finish early. | [] |
| 6. Take the class on an excursion. | [] |
| 7. Incorporate the use of the arts in class. | [] |
| 8. Other: _____ | [] |

E. Write one thing you should not do. _____

F. Discuss your answers with the rest of your group.

Scenario 7: Children who do not pay attention

After studying the following scenario complete the activities below:

You come to class well prepared to teach a lesson on world governments. In your lesson you plan to spend five minutes explaining different types of parliaments. Students will then complete a worksheet. However, the class is very noisy and it is impossible for you to go through your lesson plan as most of the class is not paying attention, talking to each other and ignoring you. Some of the students are even throwing paper planes. You find yourself increasingly angry with the class.

What would you do? Complete a set of seven class rules with consequences to be negotiated with the class. The first rule has been done for you.

Remember:
Good rules tell students what they **will** do, not what they **will not** do.

Classroom Rules and Consequences

Rule	Negative Consequences	Positive Consequences
<i>Ask permission to speak.</i>	<i>Ignored</i>	<i>Being asked to answer</i>
<i>Finish assigned work.</i>		<i>Public recognition, e.g. the principal, assembly</i>
	<i>Change of team</i>	<i>Choice of next team</i>
<i>Listen when other students are talking.</i>		<i>Chance to speak in class</i>
	<i>Sit unaccompanied</i>	<i>Non-verbal reinforcement</i>
	<i>Detention</i>	
<i>Bring all equipment required.</i>		

Rules should be:

- ✓ written in a positive way
- ✓ fair
- ✓ owned by teachers and students
- ✓ practical
- ✓ consistent
- ✓ reaffirmed regularly

THEME: Getting the Attention of the Class

In order to start a lesson it is important to have everyone's attention so that the class can function properly. Listed below are some attention getting ideas. It is important not to confuse the children by using too many gestures or signals. However, vary your approach to keep students motivated and focused.

- ✓ Bring a noise maker, a whistle, a beeper or a bell.
- ✓ Play a musical instrument.
- ✓ Selecting a calming piece of music helps to settle the students down.
- ✓ Starting a chain of hand movements i.e. palm up/down, then hand rolls and so on.
- ✓ One idea could be to raise your hand to signal the students to stop, look and listen.
- ✓ Play *Freeze and Thaw* with the whole class.
- ✓ Use pictures, overheads and illustrations as much as you can.
- ✓ Tell them you are going to count up to three. Write the names of those who are still talking on the board as a warning.
- ✓ Change your tone of voice: loud, whispering, soft.
- ✓ Before the class starts, tell the students that when they see your arms raised, they should follow and stop whatever they are doing to listen to what you have to say.
- ✓ Change the seating arrangement. Put the talkers with the non-talkers.
- ✓ Do the unexpected: Turn the lights off for few seconds, sing a song, look at the ceiling.
- ✓ Tell the children you are going to count up to three.
- ✓ Knock at the board several times to direct their attention.
- ✓ Tell a little tale. Students love story telling.
- ✓ Use eye contact.
- ✓ Give key instructions: Books out!... Listen up... Is everyone ready?
- ✓ Raise your hands to signal to the students the need for silence.
- ✓ Do a 'minute of silence'.
- ✓ Bring a strange object that is relevant to the lesson.
- ✓ Give a dictation.
- ✓ Snap your fingers!

Don't forget to praise the children when they are good.

B. Think of three other ways to get the attention of the class.

C. Discuss your answers with the rest of your group.

Scenario 8: Children who prefer to work by themselves

After studying the following scenario complete the activities below:

You ask your class to do some artistic drawings in groups of five for the next school assembly. The equipment for each group is placed on several tables. However, Janet brings out her own equipment and begins working on a different table by herself. You come closer to her and ask her to join the group but she says, 'I work better by myself. That is what I always did in my previous school'. She refuses to follow your instructions.

A. Identify two issues with Janet's behaviour.

B. Say one thing to Janet using the language of virtues.

Example: It is good to see that you brought all your equipment, but today we will work in groups.

C. *What would you do?* Rank the following interventions from most important to least important.

- | | | |
|-----|---|-----|
| 1. | Give a talk to the group on the virtue of cooperation. | [] |
| 2. | Talk privately to Janet. | [] |
| 3. | Talk to the parents. | [] |
| 4. | Find an activity that she will particularly enjoy working on in a group. | [] |
| 5. | Form pairs instead of groups. | [] |
| 6. | Talk to the other members of the group to see whether there are some social problems. | [] |
| 7. | Revoke a privilege such as not letting her participate at the school assembly. | [] |
| 8. | Give her a choice—with logical consequences. | [] |
| 9. | Reward someone who is doing the right thing. | [] |
| 10. | Other _____ | [] |

D. Write one thing you should not do with Janet. _____

E. Discuss your answers with the rest of your group.

Scenario 9: Students with aggressive behaviour

After studying the following scenario complete the activities below:

The class is asked to get into groups and each group member has a role to do. Roles in the group include a 'material collector' who is supposed to collect the equipment for the task. At the end of the lesson, John is asked to collect the group materials. Suddenly, John runs across the classroom and knocks down a chair in his way. He then finds an opportunity to trip over a classmate and pushes a chair on his way to collect the material. He then collects a cutting knife and calls out: 'Helen, catch!', throwing the knife across the room. The knife slightly hurts Helen on her knee and all that John does is snigger.

A. Briefly identify the behaviour pattern of aggressive children such as John.

B. Teachers need to act assertively in dangerous situations. *What would you do?*

Answer True (T) or False (F):

1. Discuss the incident with the student. _____
2. Make him apologize to the students involved. _____
3. Don't allow John to be the collector. _____
4. Keep an observation record. _____
5. Call his parents. _____
6. Mercifully forgive and don't report the incident to the school. _____
7. Review social skills with him. _____
8. Suspend him straight away. _____
9. Negotiate a behaviour contract. _____
10. Revoke the privilege to use materials. _____
11. Review together his aggressive behaviour at the end of each lesson. _____

C. Discuss your answers with the rest of your group.

D. Role-play: Pretend you are John and complete the following behaviour plan.

Kangaroo Valley Central School

Student Behaviour Plan

This plan will help you to think about the way you are currently behaving in class.

My name is _____

My class is _____

What did I do to get into trouble? :

What did I want to get?

tick (✓) all boxes that apply

- I wanted to:
- seek the teacher's attention
 - seek the attention of the class
 - confront the teacher
 - avoid doing my work
 - challenge teacher's authority
 - get even with another student
 - do my work but I couldn't understand it

I also wanted to _____

My positive behaviours are: _____

My negative behaviours are: _____

What could I do differently next time?

What will happen if I don't behave the way I should? _____

Student Signature

Date: _____

Teacher Signature

Date: _____

Parent Signature

Date: _____

~~~~~  
**Parent Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Scenario 10: Children who do not bring their work

After studying the following scenario complete the activities below:

In the Maths class, students work on a research assignment in groups of three. Dina's group is to produce an assignment on distinguished women mathematicians. Each student is to bring research notes on particular details of a person. This is the fourth session and the assignment is due in two weeks. However, Dina has done very little work towards the group project. Today she is again placidly sitting with her arms crossed and staring at the clock while the rest of the group is working.

A. Identify two issues with Dina's behaviour.

---

---

B. Say something to Dina using the language of virtues.

---

C. *What would you do?* Rank the following interventions from most important to least important.

- |     |                                                                     |     |
|-----|---------------------------------------------------------------------|-----|
| 1.  | Give Dina a timeline plan.                                          | [ ] |
| 2.  | Ring her parents.                                                   | [ ] |
| 3.  | Negotiate with Dina her topic of research.                          | [ ] |
| 4.  | Work with her in the next session.                                  | [ ] |
| 5.  | See whether she has enough access to resources.                     | [ ] |
| 6.  | Praise publicly someone who is doing the right thing.               | [ ] |
| 7.  | Discuss study skills and time management techniques with the class. | [ ] |
| 8.  | Break down the assignment into smaller tasks.                       | [ ] |
| 9.  | Anticipate! Bring extra equipment for Dina.                         | [ ] |
| 10. | Other: _____                                                        | [ ] |

D. Write one thing you should not do with Dina. \_\_\_\_\_

---

## Scenario 11: Students who are apathetic

After studying the following scenario complete the activities below:

In most lessons, Rob sits in class and does almost nothing during the lesson time. He pretends to be listening or completing the activity, but in reality he is wasting time. You know that he does not have any learning problems because sometimes he has participated well. Frustrated by his lack of motivation, you ask him what he is doing. 'Nothing, Sir', he replies, 'I am fine'. 'Well', you kindly say to him, 'do you need any help to complete your activity?' 'No', says Rob, 'I don't feel like doing it'. 'Tell me Rob', you say to him, 'what is the purpose of you getting an education?' 'Because, because', says Rob, 'I have to be here. I have no other choice. It is my parents that send me to school'.

A. Identify two characteristics of Rob's behaviour.

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### THEME: Using Reinforcers

Appropriate behaviour and motivation may also be increased through reinforcers. Reinforcers, as adverse to punishments, are external rewards that assist children to gradually get engaged and feel connected in class.

Positive reinforcers, such as encouragement and rewards, increase the probability that a behaviour will take place. Negative reinforcers, such as teacher's disapproval, increase the probability that behaviour will take place when the negative reinforcer is withdrawn. Care should be taken about advantages and disadvantages of positive and negative reinforcers as eventually 'good' behaviours are to be routinely ignored once they become sustainable. Reinforcers should be used as a transitory strategy for building a child's internal motivation and self-control.

Reinforcers can also be grouped by levels of intrusiveness and motivational order.

|                            |                    |                                                                                       |                        |
|----------------------------|--------------------|---------------------------------------------------------------------------------------|------------------------|
| <b>Internal Motivation</b> | <i>Spiritual</i>   | 'I am responsible for my own personal growth. Rewards are not really relevant to me.' | <b>Least Intrusive</b> |
|                            | <i>Achievement</i> | Success, expectation of accomplishment                                                |                        |
|                            | <i>Social</i>      | Verbal praise, approval gestures                                                      |                        |
|                            | <i>Activities</i>  | Passing out papers, doing messages, free time, watering plants                        |                        |
|                            | <i>Materials</i>   | Stamps on hand, stickers, inexpensive toys, merit or virtue cards                     |                        |
| <b>External Motivation</b> | <i>Edibles</i>     | Lollies, chocolate, dried fruit                                                       | <b>Most Intrusive</b>  |

## How The Reinforcers Should Be Used

### When?

Reinforcers must be given immediately upon appropriate behaviour.  
Reinforcers must not be given when the child break the rules.

### Which one?

Choose a reinforcer from the list as far up as needed. Always try social praise first.  
Change reinforcers within the same level to avoid repetition.

Use a more intrusive reinforcer (e.g. food, materials) for very poor behaviours.  
Use a less intrusive reinforcer (e.g. achievement, social) for good behaviours.

### How often?

More intrusive reinforcers (e.g. food, materials) require frequent reinforcement.  
Less intrusive reinforcers (e.g. praise, social) require fewer reinforcements.

### How to fade out a reinforcer?

BEGIN with a fairly intrusive reinforcer to attain any degree of appropriate behaviour.  
THEN gradually decrease (a) the frequency.  
(b) the level of the reinforcement.

### B. Complete the following:

Achievement (success) is high in internal motivation and therefore does not require a strong intervention. However, food is low in internal motivation and therefore requires a \_\_\_\_\_ intervention.

### C. Write two reasons why edibles should be your last reinforcer choice.

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### D. Under which circumstances can giving reinforcers be seen as bribing students?

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### E. Give examples of reinforcers being used in adult life or out-of-school settings (e.g. workplace).

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F. Study the following scenarios in your group and write the advantages and disadvantages of using each in modifying Rob's motivation and behaviour.

Using Edibles: *Tell Rob that if he completes ten questions before the bell, he will receive a sweet.*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

Using Materials: *Tell Rob that if he does his work, he will receive a merit card.*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

Using Activities: *Tell Rob that if he finishes his work, he will be allowed to play either scrabble or chess.*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

Using Social Reinforcement: *Rob begins working in his group. Give thumbs up and tell him: 'That is great work, Rob'.*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

Using Achievement as a Reinforcement: *You give Rob a task set up to his ability level and once he accomplishes it he feels good.*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

Using Spiritual Reinforcers: *'Rob, just think that after finishing the activity, you can feel proud of yourself.'*

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

G. Discuss your answers with the rest of your group.

## Scenario 12: Children with language challenges

*After studying the following scenario complete the activities below:*

Lin Jin is a child who has just arrived from overseas and knows little English. She is very well behaved and always has her equipment ready. However, she finds it very difficult to understand the work, as she cannot communicate with the teacher and the students because of her language skills. You also notice that the rest of the class is very helpful and kind to her but they also feel frustrated. Overall, you find that you do not achieve much in this lesson because of the attention given to her.

A. Identify two characteristics of Lin Jin's behaviour.

---

---

B. Say something to the class using the language of virtues.

*For example: We need to be kind to our new student.*

---

C. *What would you do?* Answer True (T) or False (F):

1. Tell her parents to bring her back in three months when her language ability has improved. \_\_\_\_\_
2. Give her some colour-in work. \_\_\_\_\_
3. Tell her to speak properly. \_\_\_\_\_
4. Provide scaffolding activities such as cloze passages. \_\_\_\_\_
5. Always have a bilingual dictionary in class. \_\_\_\_\_
6. Ask a student to help her through the task. \_\_\_\_\_
7. Use concrete materials to teach concepts. \_\_\_\_\_
8. Get another teacher's aide in class. \_\_\_\_\_
9. Integrate her into a group where there is another overseas student. \_\_\_\_\_
10. Use a tape or appropriate reading materials. \_\_\_\_\_
11. Plan a lesson on Lin Jin's country. \_\_\_\_\_
12. Learn some of Lin Jin's language and use it in class. \_\_\_\_\_
13. Put her in the kindergarten class for one month till she catches up. \_\_\_\_\_
14. Makes sure she is always participating. \_\_\_\_\_

D. Discuss your answers with the rest of your group.

## Scenario 13: Children who do not contribute

After studying the following scenario complete the activities below:

For the past three weeks, students have been working on a composition project based on the book *Aboriginal Stories*. Mr. Watson, the new teacher, observes that Margaret has been sitting idle in the group for the last five minutes. Consequently, he approaches Margaret and asks her if there is anything he can do to help. Margaret replies: 'I'm fine, I'm thinking about the assignment'. After a few minutes, Mr. Watson notices that Margaret is still doing nothing and therefore asks her again why she is not participating in the group. Margaret says: 'Yes, yes, yes, I will, I will...' As nothing changes after the conversation, Mr. Watson talks to her again. This time Margaret borrows a piece of paper from another student and writes notes on it. At the end of the lesson, when the students are leaving the groups, a student says to Mr. Watson: 'No worries, Sir. She never does her work'.

A. Briefly describe the behaviour pattern of children who do not contribute.

---

---

B. Say something to Margaret using the language of virtues.

---

C. Rank the following interventions from most important to least important.

- |                                                                                 |     |
|---------------------------------------------------------------------------------|-----|
| 1. Encourage Margaret to write a 'To Do Today' list.                            | [ ] |
| 2. Tell the group that they are going to present in the next lesson.            | [ ] |
| 3. Talk privately to Margaret.                                                  | [ ] |
| 4. Phone and remind her the day before to bring her work.                       | [ ] |
| 5. Tell her that next time you will ring her parents.                           | [ ] |
| 6. Bring additional equipment to lend to her.                                   | [ ] |
| 7. Encourage her to put post-it notes on the fridge, bedroom door, locker door. | [ ] |
| 8. Other: _____                                                                 | [ ] |

D. Write one thing you should not do with Margaret. \_\_\_\_\_

---

E. Discuss your answers with the rest of your group.

## Scenario 14: Children who dominate the group

After studying the following scenario complete the activities below:

The students have been placed in groups of five. Each group needs to read a text on wildlife and then answer questions on the topic. Each group has a recorder who will write the answers, an observer who will make sure that everyone is participating and a presenter who will read the answers to the whole class once all the groups reconvene. You notice that in his group, Daniel is the only one answering all the questions. Some children are just talking to each other. You notice that even if you have not finished asking a question, he will put his hand up before anyone else and will try to control the discussion. If someone says something, then Daniel will always reply.

A. Speculate the reasons as to why Daniel likes to be the dominant figure in class.

---

---

B. Say something to Daniel using the language of virtues.

---

C. Discuss your answers with the rest of your group.

D. Practising non-verbal signals: Project the following ideas without words. Work in groups of two.

|                                 |
|---------------------------------|
| 'Listen up.'                    |
| 'Raise your hand if ...'        |
| 'Wait for your turn.'           |
| 'Everyone!'                     |
| 'Open your book.'               |
| 'Pay attention class.'          |
| 'Next time you are in trouble.' |
| 'Come here.'                    |
| 'I'm not happy.'                |
| 'Come back to your place.'      |
| 'No, no, no.'                   |
| 'Well done!'                    |
| 'Are you OK?'                   |
| 'I am surprised.'               |
| 'I have enough.'                |

|                                           |
|-------------------------------------------|
| 'Get to your work!'                       |
| 'I don't believe you.'                    |
| 'Don't do it.'                            |
| 'SSHHH! Be quiet.'                        |
| 'Come here quickly!'                      |
| 'Stay back! It's dangerous!'              |
| 'I'm impatient.'                          |
| 'I'm tired.'                              |
| 'One more time.'                          |
| 'What did you say? (I can't hear you.)'   |
| 'Do you understand? Why not?'             |
| 'What do you think you're doing?'         |
| 'Good point!'                             |
| 'I am disappointed in you.'               |
| 'I am still waiting for you to be quiet.' |

Make up a short story and present it to the group using non-verbal signals.

## Scenario 15: Children with higher ability

*After studying the following scenario complete the activities below:*

Mario is what teachers would call a gifted child. Some of the school texts have 'big words' but he does not have any problems with spelling or understanding. In the last lesson, the class had a reading comprehension exercise with many of these 'big words' and he explained the meaning of the text very well. His research project about the life of Martin Luther King was terrific. While working in groups he has a tendency to tell others what to do.

A. Briefly describe the behaviour pattern of gifted and talented children such as Mario.

---

---

B. Say something to Mario using the language of virtues.

---

C. Match the sentences from both columns:

|                                                                    |                                                                  |
|--------------------------------------------------------------------|------------------------------------------------------------------|
| When I give easy work to Mario                                     | he gets bored.                                                   |
| When I give Mario unchallenging work                               | he will extend his knowledge.                                    |
| Although Mario is a gifted child, still his work must be monitored | because gifted children have high expectations of themselves.    |
| Mario asked for more homework to be given to him                   | because gifted children also tend to make mistakes.              |
| Mario gets absorbed in group work                                  | sometimes he overtakes the group.                                |
| When Mario works in groups                                         | as he contributes to discussion.                                 |
| Mario is a well-behaved child                                      | he finishes earlier than others.                                 |
| When Mario works independently                                     | but needs sometimes to learn to take turns and listen to others. |
| If I give Mario advanced work                                      | he tends to get bored and a bit restless.                        |

D. Discuss your answers with the rest of your group.

## Scenario 16: Children who seek attention

*After studying the following scenario complete the activities below:*

As soon as I commence my lesson, I can hear the usual rude noises coming from Arthur. He also taps his ruler on the desk or sings. He always wants to be noticed. After a while he is fine but later on he keeps calling out silly questions and he keeps repeatedly sharpening his pencil. I tell him to concentrate on his worksheet and he does so, but after a few seconds he begins making faces to others. The whole class laughs while he keeps acting up. Arthur also becomes rude when you reprimand him.

A. Briefly describe the behaviour pattern of attention-seeking students such as Arthur.

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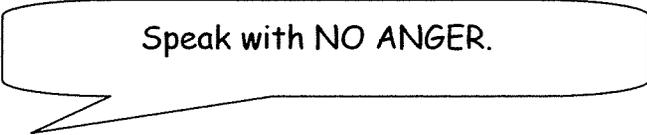
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B. Why is sending Arthur out of class not an appropriate strategy?

---

C. Why should children in trouble not be left unsupervised in a corridor or outside a staffroom?

---



Speak with NO ANGER.

D. The following steps can be used to modify Arthur's behaviour. Using labels, rank these steps from the least intrusive to the most intrusive. The least and most intrusive steps have been done for you.

Do the following steps:

Ignore behaviour. (tactically ignoring behaviour)

**(Least intrusive step)**

'There is someone in class who will become a great entertainer.' (defusion)

'Can I see you aside for a minute?' (take the child aside)

'Arthur, you know the consequences for doing that. Please, get on with your work.'

'I know that someone in the class is not working on their worksheet but I would like you to work quietly because others can't concentrate.' (distraction and diversion)

Give him the 'eye'. (non-verbal message)

'Let me see where you are up to, Arthur.' (casual statement or direction)

'Arthur, put the ruler down now. Thanks.' (clear desist or command)

'Excuse me, Arthur, would you stop doing that?' (simple direction)

'Arthur, you are supposed to finish your work in five minutes. You can either complete it now or after the end of the lesson.' (simple choices)

'Arthur, you are not working What should you be doing?'  
'I was just telling him something.' (question and feedback)

'I want you to sit in front of me.' (isolation within the room)

**(Most intrusive step)**

E. Discuss your answers with the rest of your group.

# Classroom Management In Action

Arthur taps his ruler loudly, makes rude noises and calls out silly questions.

Janet flatly refuses to join a group. She only wants to work with her friends.

During class when you ask James to put away his toy, he turns his back and says, 'No—and you can't make me'.

This book does not set out 'if...then' solutions to classroom management problems. But rather, it assists teachers to be more reflective and to develop a full repertoire of interventions.

There are 16 classroom scenarios presented for discussion and study. Many of the scenarios will be somewhat familiar: gifted children who boss others, children who do not speak English, loners who will not contribute to any group project, children who do not pay attention.

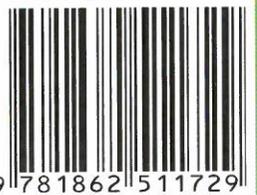
This book presents a harmonious learning environment through discussion, a student behaviour questionnaire, positive human virtues and classroom reinforcers like praise, success, stickers and chocolate!

For over 20 years, Boris Handal has taught in schools and universities in Australia, Asia and Latin America. He has written extensively and worldwide in professional educational journals. He has conducted workshops on classroom management and moral education. He currently teaches at the University of Technology Sydney.



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