Behaviour Management:

Some Ideas revisited
Tomorrow
I will walk into your classroom
I must learn to read, write, calculate, and spell...
But my greatest need is love
I won’t be easy to teach and I won’t be easy to love.
Please don’t give up on me.
You can be one star
In my dark sky.

Tomorrow
When you overtake me in a fault
Don’t neglect to correct
But also don’t forget to love
Deal sternly with me
While giving of your confidence and concern
Constrain me through love and understanding
Don’t allow me to die
In my dreary paradise
Of empty failure
Pleading the sufficiency of hatred

 Discipline me

Tomorrow
Lead me from the slavery of circumstances
To the liberty of understanding and joy..
Have faith in my little lump of important human flesh.
Magnify my merit
Encourage my confidence
Restore my wonder and enthusiasm
My curiosity.
Help me build a peaceful habitation for enquires.

Teach Me.

I am poor
In success, peace, love
Body and mind.
Rich
In poverty, pain and failure
Rejection
Bitterness and guilt.
I can withstand the pain
Only by dressing it in hatred.
I have reasons for living,
Learning, Loving,
But they lie buried in years of bitter circumstances
Please overlook
My attempts to defeat your kindness
And return love
For my indiscriminate anger.

Love me.
Goals of discipline

- To develop students' self-discipline and self-control.
- To enable students to be on-task with their learning.
- To enhance students' self-esteem.
- To encourage accountability for behaviour.
- To encourage the individual student to recognise and respect the rights of others.
- To affirm cooperation as well as responsible independence in learning.
- To promote the values of honesty, fairness, respect for others, etc.
- To enable rational conflict resolution.
TYPES OF DISCIPLINE

PREVENTATIVE DISCIPLINE

• Clear rules established with the class

• Clear expectations about work, tasks etc.

• Attractive environment

• Well planned room organization (seating, movement capability, access to equipment etc.)

• Setting up of time-out areas in the room (age appropriate)

• Adequate resources

• Organizing curriculum to cater for mixed abilities
<table>
<thead>
<tr>
<th>CORRECTIVE DISCIPLINE</th>
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<tbody>
<tr>
<td>• What we say, how we say it, when a student is disruptive or off-task</td>
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<tr>
<td>• Tactical ignoring of some behaviours</td>
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<td>• Casual or direct questioning</td>
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<td>• Simple directions or warnings</td>
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<td>• Defusing or re-directing potential conflict</td>
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<td>• Reminding or restating classroom rules</td>
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<td>• Giving simple choices</td>
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<td>• Taking students aside from the group</td>
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<td>• Using in-class time-out</td>
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SUPPORTIVE DISCIPLINE

• Following up disruptions later when the initial 'heat' has subsided
• Encouraging students wherever possible
• Re-establishing working relationships with a 'disciplined' student
• Developing contracts with a student
• Developing and maintaining a climate of respect
• Building a positive classroom 'tone'
• Applying a team approach to solving discipline problems
SUMMARY
The concept and practice of discipline has suffered roundly from an over concentration on punishment. By contrast, discipline is better seen in terms of what it is trying to achieve namely self-discipline, self-control and respect for others' rights.
Such 'discipline' requires a conscious effort by teachers to embrace a philosophy and practice of teaching and discipline that:

• Emphasises due rights, responsibilities and rules
• Minimises hostility and embarrassment in teacher-student interaction
• Develops and maintains respectful treatment
• Develops a climate of choice
• Provides due right of reply to the student
• Follows up and follows through with disruptive students
• Includes as wide a support base as is necessary to improve and enable a positive working and social environment for student and teacher alike.
**To Discipline is:**
To motivate
To lead
To challenge

**Discipline is about ownership both by the Teacher and Student.**
**Discipline is not about the exercising of the Teachers' power.**

- Discipline should be as least intrusive as possible to reach your (the teacher's) short term goal
- Habitation is important in discipline
- Start with basic expectations in the establishment phase of the term
- At this time start lessons with mini-establishment to habituate those expectations
- Outside inside dynamics cannot be ignored - corridor calming is necessary if the outside (free time/play time attitude) becomes the inside attitude.
- One of the best and *least intrusive (LI)* methods is **ODOR** or **OBVIOUS DESCRIPTORS OF REALITY**. Make a statement such as "Craig you have got a IPod on!" rather than "Craig get that IPod off".
- Again this is a case of using a **LI method** to obtain your short-term goal.
- Address the **PRIMARY BEHAVIOUR** you wish to modify and do not respond to the **SECONDARY BEHAVIOURS**. This is difficult at times but remember who the Adult in the situation is!
Some teacher can be unnecessarily vigilant or OVERLY VIGILANT. Rogers believes that teacher vigilance can be divided into three categories: OVERLY VIGILANT, NON-VIGILANT AND RELAXED VIGILANT.

Of these relaxed vigilant is the most effective in that it achieves corrective management through the use of tone and manner. It conveys authority but in a relaxed way. This approach tends to be more effective as it allows the primary issue to be addressed without developing secondary issues/behaviours and hence conflict.

When asking a student to comply with your instructions give them some TAKE-UP TIME to comply. This is like taking the spotlight off the rabbit allowing them to comply with that instruction. Take your eyes off the student during take-up time as this conveys your confident expectation of compliance.

Forcing eye contact is not worthwhile in a discipline situation as it distracts from addressing the primary behaviour and the goal you intended to address in the first place -(cultural implications as well)
o It is OK for teachers to get angry but it is what we get angry over and how we deal with the anger that counts

o Get angry over things that matter not over the more trivial things like uniform or homework - sure correct on these but don't overreact.

o Make the anger psychologically significant

o Make the message on your anger brief, and wherever possible private. Focus on the behaviour or issue that angered you not on the person. De-escalate quickly and repair and rebuild the relationship between you and the student at the earliest possible time.
The aim of discipline is to develop self-aware, self-monitoring and self-correcting people.

This is best achieved by:

1. Using least intrusive methods
2. Using positive language
3. Focusing on the positive behaviours you expect to see

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<th>Key Skills</th>
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<td>Least intrusive - relaxed vigilance</td>
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<td>This is best achieved by:</td>
<td>1. Thoughtful questions</td>
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<td>2. Incidental questions/behaviour questions ie WHAT questions rather WHY questions</td>
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<td>2. Using positive language</td>
<td>3. Teacher taking ownership of his/her own discipline and following through</td>
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<td>3. Focusing on the positive behaviours you expect to see</td>
<td>4. Certainty of consequence rather than severity of consequence</td>
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<td>5. Partial agreement</td>
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<td>6. Simple choices</td>
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<td>7. Directional choices</td>
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<td>8. Rule-reminders</td>
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<td>9. Deferred consequences</td>
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<td>10. Take-up time</td>
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<td>11. Focus on I statements</td>
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<td>12. Right of reply for student</td>
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<td>13. Repair and rebuild</td>
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Links for other St Patrick’s College Behaviour management Documents.

1. Responsible Negotiation Process

2. St Patrick’s College Whole School Behaviour Support Process

3. St Patrick’s College Anti bullying Process