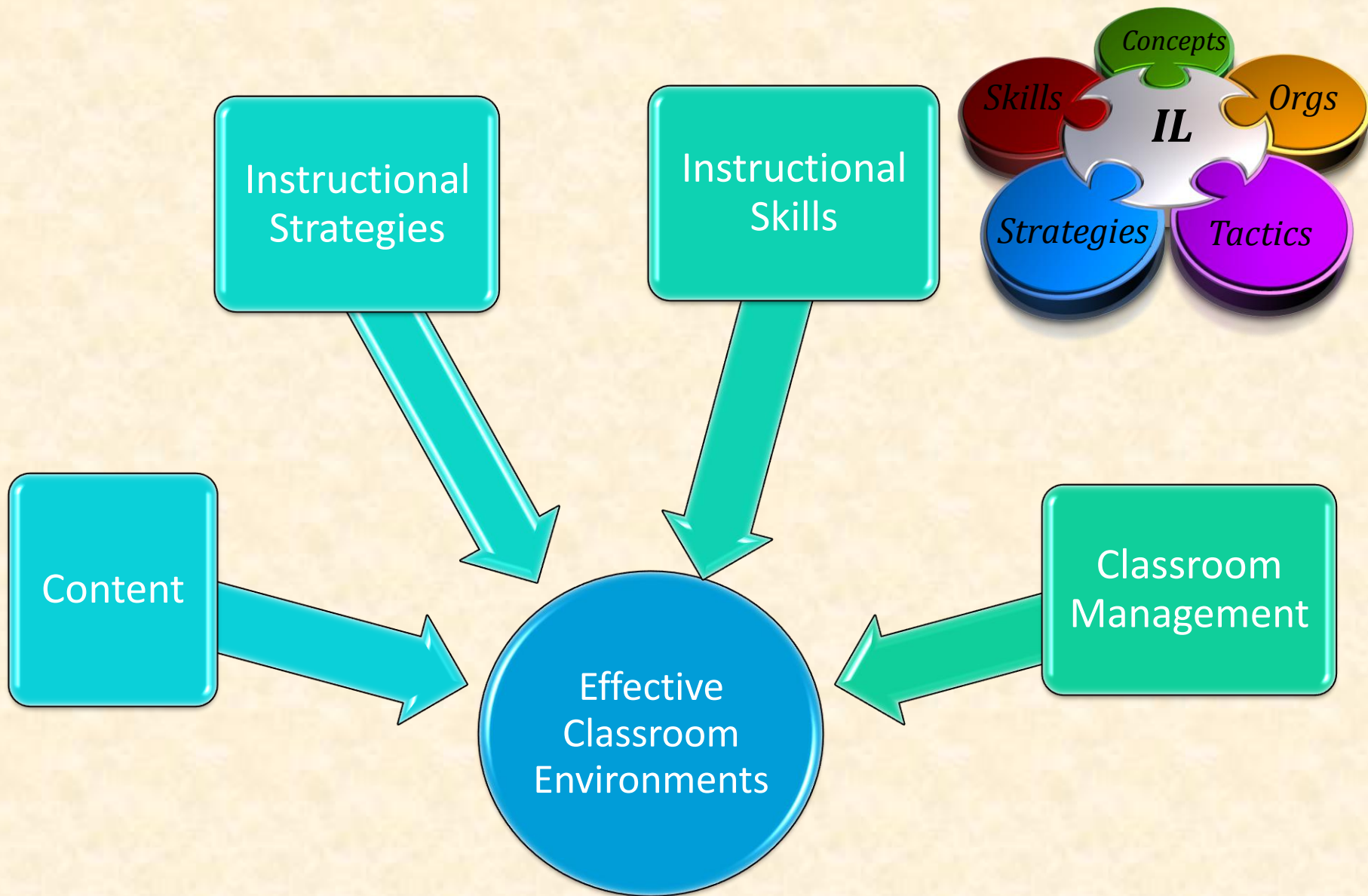




Classroom Management Bumps Responding to Challenging Behaviour

Adapted from *Classroom Management*,
Bennett & Smilanich (1994)



Goals of misbehaviour.

- Attention seeking
- Power/defiance
- Revenge (physical or emotional)
- Assumed disability (low self confidence/self esteem)



What effects our decision to respond?



- Past behaviour of the student
- Severity of misbehaviour
- Frequency of misbehaviour
- Time between misbehaviours
- Importance of lesson
- School discipline policy
- Student's life at home
- Student's respect for the teacher
- Reaction by allies

Pre-empt where possible.

- Win students over
- Greet at the door
- Show interest
- Be polite
- Be alert



Bump 1

Low key responses

- Proximity
- Student's name
- Gesture
- "Look"
- Pause
- Ignore
- Use signals (for attention)
- Deal with problem, not the student



Bump 2

Squaring off



Five steps

1. Pause/stop
2. Turn towards student
3. Intensify eye contact
4. Minimal verbal request to stop
5. Finish with a thank you



Bumps 3 and 4

Choices and the implied choice



Bump 3



- Stop, square off, make eye contact
- Provide the student with an appropriate choice
- Ask for an answer
- Listen to the answer
- Finish with a thank you.

Bump 4



- If the student persists follow through with the other side of the choice.
- “You’ve made your decision. Please ...

Attributes of Effective Choices



- Choice is related to misbehaviour
- The choice is not seen as a punishment
- The consequence is given as immediately as possible
- The choice is not an ultimatum
- Use a positive or neutral tone
- Don't bluff, follow through on the choice

Bump 5

Defusing the power struggle





Bump 5

Defusing the power struggle

- Stop, square off, make eye contact (2-3s)
- Take one or more deep breaths
- Deal with any allies
- Shift the locus of control
- Pause and allow the student to save face
- Closure by saying thank you.

Responses to power situations

- Ignore it
- Short circuit it
- Describe the situation and inform the student you are not interested
- Put ball back in student's court
- Provide a choice
- Student leaves the class



Bump 6

Informal Agreement

- Greet student and set atmosphere
- Define problem
- Generate alternatives
- Agree on alternatives to try and when to begin
- Review what has been agreed upon
- End conference positively



Bump 6

Informal Agreement



- Shifts the responsibility to the student
- Minimises the time spent dealing with misbehaviour during class time
- Allows student and teacher to work together
- Opportunity to establish a more positive relationship



Bumps 7, 8, & 9

Formal contracts

In-school suspensions

Out-of school suspensions

A collective response by staff and parents to assist the student to take action about whether or not to be part of that school's learning environment