Classroom Management Bumps
Responding to Challenging Behaviour

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

- Instructional Strategies
- Instructional Skills
- Content
- Classroom Management

Concepts
Skills
Orgs
Strategies
Tactics
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