

GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 2 – Understanding behaviour
10 MARCH 2013
9:30am

Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

Overview of this week

- ⇒ What drives student behaviour/learning?
- ⇒ Goals/needs/personality/learning style
- ⇒ Labels and diagnoses
- ⇒ Crisis development model
- ⇒ Tactical ignoring (*Key skills series*)


Presented by Ray Handley

from last week

Words and expressions we use when we own the problem

... and lose our rational detachment

- ✧ Why don't you ?
- ✧ When are you ?
- ✧ But
- ✧ You should
- ✧ Every time I
- ✧ You never



Words and expressions we use to enable other people to resolve an issue

- *What happened ?*
- *What can I do to ?*
- *. . . and*
- *Is it worth it ?*
- *Sometimes I*
- *What is different about ?*
- *What would you do if you were in my shoes?*





Perspectives on (mis)behaviour

- All behaviour has a goal or purpose ➤ Dreikurs
Balson
Glasser
- All people have needs which they seek to meet. ➤ Carl Rogers
Thomas Gordon
Myers-Briggs
- People have a variety of personality types, learning styles and preferences. ➤ Gardner
VARK
Hermann
Bertram
- Derived from incongruent interactions. ➤ White
De Shazer

Behaviour as a Goal - Adler/Dreikurs/Balson

Humans are social beings and as such want to belong and be able to contribute towards their group.

Adler sees human behaviour as a movement towards the fulfillment of this goal.

This sense of belonging can be achieved through positive interaction but when this fails children turn to negative or mistaken goals of behaviour.

Catalonia's Human Towers



Behaviour as a Goal - Adler/Dreikurs/Balson

Dreikurs states, "no person behaves without intending to affect others, though people are usually not aware of the purpose of their behaviour."
(Dreikurs, 1961).





Goals of Behaviour

the undue attention seeker

keeps others busy or tries to get special services



the power seeker

wants to be boss

revenge

trying to get even



the display of inadequacy or withdrawal

gives up and wants to be left alone

Reading the Goal of Students

From <http://www.montessori.asn.au/iv/4.htm>

There are two reliable approaches to understanding the goal of a child's behaviour.

1. Note your own reaction to the child's behaviour. What teachers/parents feel like doing is exactly what children want them to do.



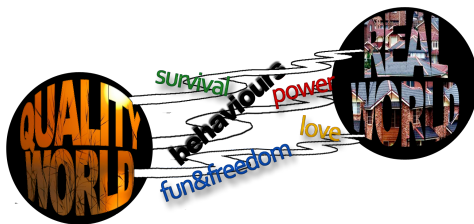
2. Observe the child's reaction to teacher/parental correction.

<u>Child's Goal</u>	<u>How teacher feels</u>	<u>How Child Reacts</u>
Attention seeking	Annoyed	Temporarily stops
Power	Personally challenged	Continues to disturb
Revenge	Deeply hurt	Becomes more aggressive
Inadequacy/withdrawal	"Hopeless"	Uninterested

For a detailed **Mistaken Goals Chart** go to <http://resources.sai-iowa.org/bd/mistakengoal.pdf>

Needs based - Choice Theory (Glasser)

Our behaviour is directed at meeting our basic needs:



Students can be focused on being aware of their behaviour and how best it can meet their needs.

Gardiner's Multiple Intelligences

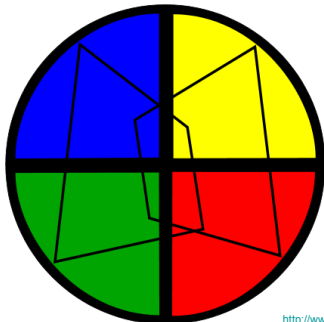
- 1. Linguistic
- 2. Logical-Mathematical
- 3. Bodily-Kinesthetic
- 4. Spatial
- 5. Musical
- 6. Interpersonal
- 7. Intrapersonal

INTERPERSONAL

Children who are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives possess interpersonal intelligence.

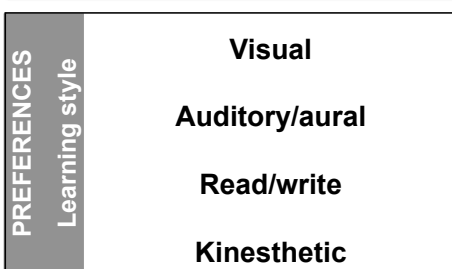
Learning Preferences

Hermann Brain Dominance Instrument



<http://www.hbdi.com/home/>

Learning Preferences - VARK



From VARK: <http://www.vark-learn.com/>

Personality Profiles - Myers-Briggs

The identification and description of the 16 distinctive personality types that result from the interactions among the preferences.

Favorite world
Extraversion (E) or Introversion (I)

Do you prefer to focus on the outer world (E) or on your own inner world (I)?

Information
Sensing (S) or Intuition (N)

Do you prefer to focus on the basic information you take in (S) or do you prefer to interpret & add meaning (N)?

Decisions
Thinking (T) or Feeling (F)

When making decisions, do you prefer to first look at logic & consistency (T) or first look at the people & special circumstances (F)?

Structure
Judging (J) or Perceiving (P)

In dealing with the outside world, do you prefer to get things decided (J) or do you prefer to stay open to new information and options (P)?

From <http://www.myersbriggs.org> The MBTI® Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator®

Personality Profiles - Myers-Briggs

INFP Albert Schweitzer INFJ Mohandas Gandhi ENFP Carl Rogers ENFJ Mikhael Gorbachev	ISFP Barbara Streisand ISTP Clint Eastwood ESFP Elvis Presley ESTP Madonna
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 In dealing with the outside world, do you prefer to get things decided (J) or do you prefer to stay open to new information and options (P)?

INTP Albert Einstein INTJ Dwight D. Eisenhower ENTP Walt Disney ENTJ Bill Gates	ISTJ Queen Elizabeth II ISFJ Mother Theresa ESTJ Colin Powell ESFJ George Washington
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Learning Disabilities/Disorders

ADHD

Oppositional Defiant Disorder

Aspergers Syndrome

Conduct Disorder

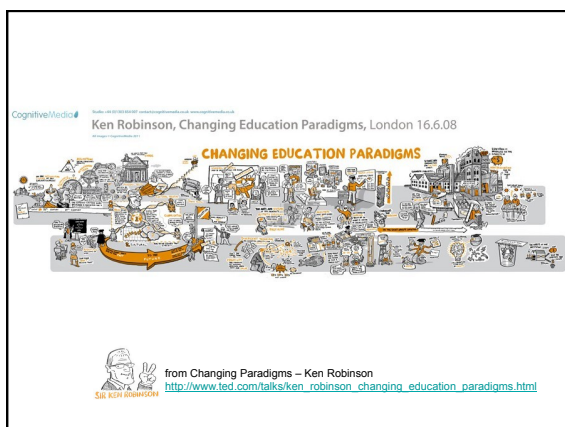
Depression

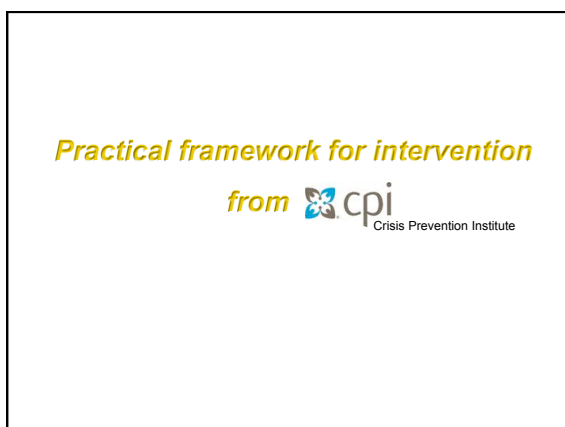
Bipolar Disorder


Tourettes Syndrome

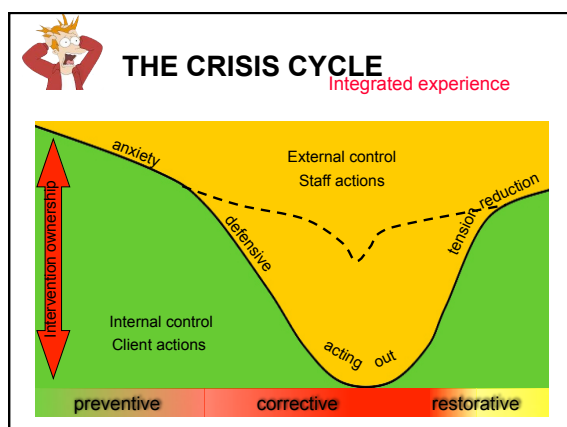
BEHAVIORS ASSOCIATED WITH ADHD (BARKLEY, 1990)	BEHAVIORS ASSOCIATED WITH GIFTEDNESS (WEBB, 1993)
1. Poorly sustained attention in almost all situations 2. Diminished persistence on tasks not having immediate consequences 3. Impulsivity, poor delay of gratification 4. Impaired adherence to commands to regulate or inhibit behavior in social contexts 5. More active, restless than normal children 6. Difficulty adhering to rules and regulations	1. Poor attention, boredom, daydreaming in specific situations 2. Low tolerance for persistence on tasks that seem irrelevant 3. Judgment lags behind development of intellect 4. Intensity may lead to power struggles with authorities 5. High activity level; may need less sleep 6. Strong sense of justice and fairness can lead to impetuous and disruptive behaviour when rules or conditions seem unfair.

Source: Webb & Latimer 1993 ED358673 1993-07-00 ADHD and Children Who Are Gifted. ERIC Digest #522.






 The Crisis Development Model	
Crisis development/behaviour levels	Staff attitudes/Approaches
1. Anxiety	Supportive
2. Defensive	Directive
3. Acting out person	Nonviolent physical crisis intervention
4. Tension reduction	Therapeutic rapport



Tactical ignoring




Tactical ignoring is a conscious decision to ignore certain behaviour and keep the focus on the flow of the lesson, or on acknowledging and reinforcing positive behaviour.

For example - a teacher ignores several students calling out. A general rule reminder is given to the whole class:

'Remember our rule for hands up, everyone.'

Rogers, B. (2007) Behaviour Management: A Whole-School Approach. UK: Sage (p139)

Tactical ignoring



Tactical ignoring is a difficult skill because of the frustration we may feel with student behaviour such as whining; calling out; sulking; the raised eyes to the ceiling; and words said not quite under their breath when you ask a student to pack up.

It is for these kinds of behaviour that tactical ignoring is appropriate.

Tactical ignoring should be distinguished from blind ignorance or hopeful ignoring ('If I do nothing, it might go away!'). One should never ignore safety issues, aggressive behaviour, bullying tactics, blatant put-downs. These need to be addressed assertively and immediately.

Rogers, B. (2007) Behaviour Management: A Whole-School Approach. UK: Sage (p139)

Tactical ignoring



Additional references

Balson, M. 1992 *Understanding classroom behaviour* 4th edn, ACER Melbourne

Dreikurs, R & Cassel, P. 1990 *Discipline without tears*. 2nd edn, Dutton, New York

Gardner, Howard 1983 *Frames of mind: The theory of multiple intelligences*, Basic Books, New York.

Glasser, W. 1998 *Choice theory in the classroom*. Harper Perennial, New York.

Gordon, T. 1974 *Teacher effectiveness training*, Wyden Press, New York.

Woolfolk, A & Margetts, K. 2010 *Educational Psychology (2nd Edition)*. Pearson, Australia (Chapters 4 & 10)
