


GRADUATE DIPLOMA IN EDUCATION 

EDGD801  
Learning and behaviour

**Behaviour management strategies**

Lecture 9  
Humanist approaches  
May 19

*Presented by Ray Handley*

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GRADUATE DIPLOMA IN EDUCATION 

**This week**

Humanist approaches:

Carl Rogers  
Haim Ginott  
Thomas Gordon

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 **HUMANIST**  
approaches to behaviour management

The principles underlying the humanist approach focus on . . . .

- the inner thoughts,
- feelings,
- psychological needs,
- and emotions of the individual learner.

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**HUMANIST**  
approaches to behaviour management

Humanist approaches emphasise allowing the student time to develop control over his or her behaviour rather than insisting on immediate behavioural change or compliance.

They use interventions that stress . . .

- the use of communication skills,
- an understanding of student motives,
- private conferences,
- individual and group problem solving,
- and the exercise of referent and expert power.

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**Carl Rogers** (1902 - 1987)  
Student-centred education

from Barrett-Lennard, G. T. (1998) Carl Roger's Helping System. Journey and substance Sage, London

We cannot teach another person directly; we can only facilitate his learning.

*Two boys talking. One says to the other "I have taught my dog to talk." The other boy replies, "But your dog can't talk." The first boy nods and adds, "I know, I said I taught him not that he learnt how to do it."*



The structure and organisation of the self appears to become more rigid under threat, and to relax its boundaries when completely free from threat.

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**Carl Rogers** (1902 - 1987)  
Student-centred education

from Barrett-Lennard, G. T. (1998) Carl Roger's Helping System. Journey and substance Sage, London

The educational situation which most effectively promotes significant learning is one in which:

1. the threat to the learner's self is reduced to a minimum, and
2. students learn ways to look at experiences and situations differently.

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*Famous quote from* **HAIM GINOTT**



I have come to the frightening conclusion that I am the decisive element in the classroom.

It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanised or de-humanised.

*Ginott, H. (1995). Teacher and Child. Collier, N.Y.*

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**HAIM GINOTT**  
(1922 - 1973)



Ginott likened a newly graduated teacher to a man who has a thousand-dollar bill, but doesn't have small change to buy a cup of coffee.

One of his rather startling observations was that children are our enemies and we don't know it, and we are their friends and they don't know it.

When things go wrong, it's not a good time to teach lessons ("When someone is drowning it's not a good time to teach them to swim")

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**HAIM GINOTT**



*Strict or Permissive*  
from [http://www.betweenparentandchild.com/index.php?s=content&p=free\\_parenting\\_video\\_clips](http://www.betweenparentandchild.com/index.php?s=content&p=free_parenting_video_clips)

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**HAIM GINOTT**



from [http://www.betweenparentandchild.com/index.php?s=content&p=free\\_parenting\\_video\\_clips](http://www.betweenparentandchild.com/index.php?s=content&p=free_parenting_video_clips)

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**HAIM GINOTT**



Ginott's contribution to classroom discipline:

- ✓ provided the first coherent strategies for building classroom discipline through communication
- ✓ clarified his contentions by describing teachers at their best and teachers at their worst
- ✓ explained the nature of congruent communication and detailed the techniques for its use
- ✓ showed how effective discipline is gained through small, gentle steps rather than strong tactics
- ✓ explained how teachers can show genuine emotion without hurting relations with students

Source: Lynn R. Zubov from the website of the Winston Salem State University  
<http://qorams.wssu.edu/faculty/zubov/>

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**Key Features**  
**Congruent Communication**

- ✓ address situations rather than character
- ✓ invites cooperation
- ✓ accepts and acknowledges feelings
- ✓ expresses anger appropriately
- ✓ uses brevity in correcting misbehaviour
- ✓ uses appreciative rather than evaluative praise

Source: Lynn R. Zubov from the website of the Winston Salem State University  
<http://qorams.wssu.edu/faculty/zubov/>

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**Key Features**  
**Non-congruent Communication**

- ✓ labels students and name-calls
- ✓ asks rhetorical "whys" and gives moralistic lectures
- ✓ invades students' privacy
- ✓ makes caustic or sarcastic remarks to students
- ✓ attacks students' character
- ✓ demands rather than invites cooperation
- ✓ denies students' feelings
- ✓ shows loss of temper
- ✓ uses evaluative praise to manipulate students

Source: Lynn R. Zubov from the website of the Winston Salem State University  
<http://programs.wssu.edu/faculty/zubov/>

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**Key Features**  
**Main teachings**

- ✓ Never deny a child's feelings. Only behaviour is unacceptable.
- ✓ Take the personal out of interactions. This means state the problem. "I see muddy boots on the floor" rather than belittling the child who left them. Rules should be attached to things, e.g., "This couch is not for jumping."
- ✓ Dependence breeds hostility. Never do for a child what he is capable of doing for him or herself.

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**Key Features**  
**Main teachings**

- ✓ Children need the security of limits. Think of a firm floor and ceiling, within which children have autonomy and choices. "Would you like a full or half glass of milk?"
- ✓ Avoid words like never, always, e.g. "You never listen to me," "Why do you always...", etc.

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**Ginott's  
Special Techniques**

- ✓ to correct student misbehavior use laconic language and show students how to behave
- ✓ to express anger do so genuinely, but with no sarcasm or hostility
- ✓ to praise students show appreciation for what students DO, not what they are
- ✓ to invite cooperation indicate what needs to be done, without bossing
- ✓ to use their hidden asset – ask . . . "How can I be helpful to my students right now?"

Source: Lynn R. Zubov from the website of the Winston Salem State University  
<http://go.grams.wssu.edu/faculty/zubov/>

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Evaluative praise	Appreciative or descriptive praise
☆ That's a beautiful picture.	☆ I like the details you used in your picture.
☆ You are strong.	The colours you chose are so lifelike.
☆ You're a great cook.	☆ That was a heavy load. Thank you for helping me carry it.
☆ Great job	☆ The flavours in your salad were so crisp and fresh.
☆ That's fantastic!	☆ You're using your inside voice. Thank you.
	☆ I appreciate that you didn't interrupt while I was giving my maths lesson.
	☆ Thank you for not arguing.
	☆ Thank you for cleaning up when you were asked.

from  
Michelle Irinyi (2007) *Montessori Classroom - Descriptive vs. Evaluative Praise* website  
<http://montessoritraining.blogspot.com/2007/06/montessori-classroom-descriptive-vs.html>

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**Thomas Gordon** (1918 - 2002)

**TEACHER  
EFFECTIVENESS  
TRAINING**

*Use power, lose influence*

*More crimes have been committed against humanity in the name of obedience than in the name of rebellion*

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**ROADBLOCKS TO COMMUNICATION**  
Thomas Gordon 

Some typical responses that communicate **unacceptance** are:

1. Ordering, commanding, directing.  
*Example: "Stop whining and get back to work."*
2. Warning, threatening.  
*Example: "You had better get your act together if you expect to pass my class."*
3. Moralising, preaching, giving "shoulds" and "oughts".  
*Example: "You should leave your personal problems out of the classroom."*
4. Advising, offering solutions or suggestions.  
*Example: "I think you need to get a daily planner so you can organise your time better to get your homework finished."*
5. Teaching, lecturing, giving logical arguments.  
*Example: "You better remember you only have four days to complete that project."*

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**ROADBLOCKS TO COMMUNICATION**  
Thomas Gordon 

These next responses tend to communicate **inadequacies** and **faults**:

6. Judging, criticising, disagreeing, blaming.  
*Example: "You are such a lazy kid. You never do what you say you will."*
7. Name-calling, stereotyping, labelling.  
*Example: "Act your age. You are not a kindergartner."*
8. Interpreting, analysing, diagnosing.  
*Example: "You are avoiding facing this assignment because you missed the directions due to talking."*

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**ROADBLOCKS TO COMMUNICATION**  
Thomas Gordon 

Other messages try to make the student **feel better** or **deny there is a problem**:

9. Praising, agreeing, giving positive evaluations.  
*Example: "You are a smart kid. You can figure out a way to finish this assignment."*
10. Reassuring, sympathising, consoling, supporting.  
*Example: "I know exactly how you are feeling. If you just begin, it won't seem so bad."*

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**ROADBLOCKS TO COMMUNICATION**

Thomas Gordon



This response tends to try to solve the problem for the student:

- 11. Questioning, probing, interrogating, cross-examining.  
"Why did you wait so long to ask for assistance? What was so hard about this worksheet?"

These messages tend to divert the student or avoid the student altogether:

- 12. Withdrawing, distracting, being sarcastic, humouring, diverting.  
"Seems like you got up on the wrong side of the bed today."

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**References**

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Gordon, T.	1974	<i>Teacher Effectiveness Training.</i> Wyden, NY
	1991	<i>Teaching children self discipline at home and at school.</i> Random House, Sydney
Rogers, C. R.	1951	<i>Client-Centered Counselling</i> Houghton-Mifflin, Boston
Woolfolk, A. & Margetts, K.	2010	<i>Educational Psychology (2<sup>nd</sup> Edition)</i> Pearson, Australia (pp 244 – 251)

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**Creativity, diversity and the changing needs of education**



*Ken Robinson*

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