The Younger Learner

Topic Four – Challenging Behaviour
Aims

To teach about:

- the different sorts of challenging behaviour
- the causes of Challenging Behaviour
- strategies to deal with it
Outcomes

At the end of the session you will be able to:

- Identify the different sorts of challenging behaviour
- Identify the causes of challenging behaviour
- Identify strategies to deal with it
Aristotle’s challenge

“Anyone can be angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy.”

Aristotle in the *Nicomachean Ethics*
Some Examples of Younger Learners’ Challenging Behaviour...

- No equipment
- Answering back
- Talking when you are talking
- Always late
- Picking on other students
- Undermining the teacher
- Swearing
- Moving about the room
- Not engaged in the activities
Causes

- Previous experience
- Work too challenging
- ‘Teacher Enemy’
- Low self esteem
- Fear of failure
- Fear of succeeding!
- Learning needs
- Domestic problems
- Work not challenging enough
Bill Rogers (1998) produced this framework of key principles for successful classroom management.

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<th>Prevention (of disruptive behaviour)</th>
<th>Encouragement (of positive behaviour – correcting as necessary)</th>
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<td>Repair and rebuild (the relationship following correction)</td>
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Rogers’ Cycle of Classroom Management
Prevention

- Ensure students know the ground rules and expectations.
- Plan sessions so that learners’ needs are addressed – Make sure you differentiate.
- Include all learners.
- Focus on the positive.
- Have routines for starting and ending lessons.
- Develop ‘withitness’ – the ability to pre-empt incidents/disruptive behaviour.
Encouragement

- Make sure your classroom is conducive to learning i.e. It’s safe, relaxed and a pleasant place to be.
- Focus on the positive – give positive and constructive feedback.
- Praise.
- Make sure learners know what you expect and that you do expect them to achieve.
- Ensure instructions are clear.
- Use positive language.
Consequences

- Learners should be clear about what might happen if they break ground rules.
- Always give learners the chance to put things right i.e. A win –-win situation.
- Be fair and consistent!
Repair and rebuild

• Acknowledge improved or good behaviour
• Don’t bear a grudge!
• Be prepared to ‘start afresh’ i.e. Draw a line under previous events.
• Make sure you leave students on a positive/friendly note i.e. Say something positive at the end of the session.
The Golden Rules for Classroom Management

Teachers must be:

- Consistent
- Reliable
- Predictable
- Positive
- They must show respect to learners
- They must praise appropriate behaviour whenever possible
Use Transactional Analysis Approaches

- Make your language positive i.e. Avoid ‘Don’t’
- Avoid confrontational language and body language
- Stay mainly in ‘Adult’ ego state
- Remember that complementary transactions are more constructive
Successful colleges have...

- A positive ethos
- High expectations of their learners
- Teaching staff who act as positive role models
- Well-organised lessons
- Rewards for achievements
- Policies and procedures for managing behaviour that are adhered to
- Learners who are given responsibility
- A safe learning environment
Reflect

- List four things you have learnt today and two new strategies that you will try.
- Post your list on the student forum
- Complete the ‘One Minute Paper’ and send to your module leader
References
