

# [Development of behaviour management plan](https://assignbuster.com/development-of-behaviour-management-plan/)

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| Context/age group: This constructed Behavioural Management Plan applies to a secondary high school prominently years 7 to 12. The school behavioural management plan I have used is the Bremer State High School located in Ipswich Queensland. I have decided to use this plan as I have previously attended my practicum at the schools ethos around behaviour aligns with my own teaching philosophy.  |
| Type of strategies  | Domains/ levels  | Links to Theories/models  | Strategies (examples)  | Implement (when? frequency?)  |
| Preventative  | Classroom climate  | (Rudolf Dreikurs) Preventative strategies (Edwards and Watts 2008)  | Build a Positive Student Relationships (DDM) Encourage all students by positive feedback. Examples: “ I can see you have spent a lot of time on this task”.  | Start of the school year and upheld throughout.  |
| Classroom culture  | (Thomas Gordon) Preventative Strategies (Edwards and Watts 2008) (Bill Rogers) Preventative Strategies (Edwards and Watts 2008)  | Maintain open classroom communication (TETM) Example: Use positive reinforcement instead of bringing up where students went wrong. Be decisive and clear with students when planning for inappropriate behaviour.(PBLM) Example: Ensure discipline consequences are applied fairly and   consistently. Aim to be a decisive teacher who works towards student cooperation by using methods such as respectful language with a firm but fair voice.  | Throughout the year. At the start of the year.  |
| Physical environment  | (Thomas Gordon) Preventative Strategies (Edwards and Watts 2008)  | Create an attractive learning environment (TETM) Examples: Use posters in the class that promote positive learning. Make sure tables and chairs are arranged well to promote collaboration. Make sure there are quiet areas for individual contemplation and study.  | The beginning of the year  |
| Instructional practice  | (Rudolf Dreikurs) Preventative strategies (Edward and Watts 2008) (Thomas Gordon) Preventative Strategies  | Logical Consequences for bad behaviour (DDM) Examples: Disruptive students are sat separately from their friends until they agree not to disturb the class. Examples of disruptive students would be talking during class when the teacher is talking. Use I messages (TETM) Examples: Ensure that students are in the classroom decisions e. g “ I would like to discuss the rules that you and I are going to set up for the upcoming field trip”.  | Consequences are agreed upon at the beginning of the year involving students in the rules. Throughout the year.  |
| Intervention  | Low level disruptions/ Disengagement  | (Rudolf Dreikurs) Corrective strategies (Edwards and Watts 2008) (Thomas Gordon) Corrective strategies (Edwards and Watts 2008)  | Understand the motivation of the students behaviour (DDM) Discuss with students the reasons behind their bad behaviour. Example: “ why are you behaving this way?”  “ I believe you are behaving like this because…” Instil logical consequences consistently. (DDM) Ensure the consequences are consistent and give students a choice of two alternatives. Example: “ You are to sit with me at my desk or sit outside the class” Willing to change when preventative strategies are not working (TETM) Example: Adapt approach to a more hospitable listening pose for students to take in.  | As issue arises completed with student one on one. As issue arises Ongoing as issues arise.  |
| Mid-level disruptions/ Disengagement  | (Bill Rogers) Corrective Strategies (Edwards and Watts 2008)  | Create collaborative cultures between colleagues and the school communities for issues that escalate out of control. (PBLM) Example: Support teachers when problem escalates beyond their control. Ensure support between parents, administration, management, and community are strong. Make all parties including student parents and school fully aware of the issues.  | At the beginning of the year and fortnightly with parents of disruptive students.  |
| High-level disruptions/ Disengagement  | (Rudolf Dreikurs) Supportive Stratigies (Cope &Cope, 2007) (Thomas Gordon) Supportive Strategies (Cope & Cope, 2007) (Bill Rogers) Supportive Strategies (Cope & Cope, 2007)  | Create positive relationships with parents and guardians (DDM) Example: Send student parents notes of positive encouragement and student’s progress to parents so they can also commend their child. Create stimulating class activities that challenge and encourage students to progress cognitively. (DDM) Example: Incorporate class trips and interactive technology or external industry experts to run tutorials to keep students engaged. Be a role model for the behaviour expected (TETM) Example: As the teacher demonstrate the kind of behaviour expected. Maintain strong student and teacher relationships after discipline incidents. (PBLM) Example: Rebuild the working relationship by not holding grudges. Ensuring the teacher is modelling the way they expect the student to behave.  | Once a month Throughout the year, experts to visit once a semester. Always Directly after an incident.  |
| Links to school wide plan: Bremer State High School Behavioural Plan: Preventative Strategies: * Recognise and focus on positive behaviour.
* Avoid the concept of punishment for inappropriate behaviour and replace it with concept of logical consequences.
* Are fair clear and framed in a positive way.
* Positive management practice which empowers students to accept responsibility for their behaviours and learning.
* Displaying a positive attitude and using positive language when working with students.

Corrective Strategies: * Attempting to resolve an issue with student’s before the situation requires more severe consequences.
* Avoid the concept of punishment for inappropriate behaviour and replace with the concept of logical consequences.
* Using least intrusive intervention style.
* Working with other staff to resolve conflict. Seeking parental cooperation and assistance in resolving issues with students.

Supportive Strategies: * Ensure positive communication with guardians and parents.
* Innovative critical and creative teaching and learning practices incorporating new technologies.
* The enhancement of learning opportunities through strong community partnerships.
* Modelling the values
* Resolve all disagreements by communication and cooperation.
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Rationale:

This rationale will give an insight into the choices of preventive, corrective and supportive strategies within discipline that have been used in the Behaviour Management Plan and will be aligned to my own personal philosophy into dealing with classroom behaviour. These statements will be supported by research and literature by published behavioural theorists. The rationale will also look at how teachers can effectively link these strategies into the schools behavioural management plan and discuss how plans can include the whole school community and parents for more effective results.

Preventative Strategy:

The first tier of behavioural strategies or primary tier is focused at the whole school. To proactively reduce the chance of unwanted behaviour before it occurs it is important “ to build trust between yourself and the students” as stated by Rudolf Drikurs in (Edwards and Watts 2008) p118.  It is critical to ensure the teacher can build trust with student so that engaging lesson can develop cognitive ability and a strong classroom rapport. This is further highlighted by (Rogers, 2015) as he cites “ The ability to sustain attention depends on the teacher’s ability to engage the students in the teaching and keep the learning focus” p. 53. Aligning these theorist and ideas with my personal philosophy I try to be a teacher the students can approach to share ideas and feel comfortable with which will in turn lead to good learning outcomes.

The (PBLM) Positive Behaviour Leadership Model by Bill Rogers discusses that by being clear and decisive in planning for situations that could arise by using set rules that have relationships to logical consequences can reduce the severity of misbehaviour. To prepare rules that are clear, fair and that are focused around observable behaviours can be used so the student can gain a clear understanding around what the teacher wants and expects in the classroom. Discussed by (Rogers, 2011) “ by being decisive with decisions in a fair, positive and considerate way the students will be more aware of their own behaviour, which will help keep them on task in the classroom” p. 49-50. I have linked these strategies to the Bremer State High School Responsible Behaviour Plan as I have attended professional experience placement and feel these strategies link well with this schools ethos around behaviour.

Corrective Strategy:

The second tier or the corrective strategies is based around students who continue to behave badly even though the first tier has been implemented. This is sometimes a small group of students in the class room who continue to be disruptive and this is where it can be beneficial to implement Corrective Strategies for particular students.

One of the corrective strategies used in the Behavioural Management Plan is to ensure that the discipline measures that have been incorporated have a logical consequence that will follow. This set the student up to become more responsible for their actions and can learn from the experience allowing them to change their behaviour. (Edward, 2011) talks about students having input into the consequences and the class rules as this can lead to positive learning outcomes not only for the rules around behaviour but also the learning expectations.

Stated in the Bremer State High School Responsible Behaviour Plan are Corrective Strategies for staff to engage in implementing behavioural management by using nonintrusive intervention styles. This Thomas Gordon preventative strategy means the teacher can adapt their approach or strategy on how they deal with misbehaviour in the classroom as cited by (Skiba, Ormiston, Martinez and Cummings, 2016) as they cite “ instead of escalating the problem or situation with a student and teacher should work on healing practices such as problem solving rather than to punish the student” p. 120-125.

Supportive Strategy:

The third tier is the Supportive Approach. After the Corrective Strategies have been implemented it is crucial to ensure that a positive relationship between teacher and students is upheld to avoid animosity. This helps maintain a harmonious classroom setting and ensures that classes can continue in a positive and productive manner for all parties involved. Ways to ensure this strategy works can be including parents into the behavioural management process. As cited by Edwards, Clifford H. (2008) “ before teachers can be successful, they need to understand where the students are coming from – their past experiences, what is important to them and their families” p. 361. These connections with   parents will assist in helping to ensure that parents feel involved directly in their child’s education. This is adhered to by the Bremer State High School Responsible Behaviour Plan and also is highlighted  by (McDonald 2013)“ Effective teaching and prevention of student indiscipline are key ingredients to successful student engagement in learning” p. 4. If the teacher has the best intentions for the students and are being supportive it shows that the correct strategies are being used. This element within the Bremer State High School Responsible Behaviour Plan has positive reinforcement components that highlight the importance of positive parent communications and relationships. Relating back to my personal philosophy statement providing additional supportive practices is to maintain a positive teacher student relationship after a behavioural or discipline event as cited by (Rogers, 2002) “ that to maintain good discipline relies on establishing a strong relationship between the teacher and their pupils that is based on mutual respect”.

In concluding it is of the upmost importance that classroom behavioural management plans be considerate of all parties including parents, students, teachers, and the whole school community to be effective tools that strengthen a student’s ability to manage their own behaviour. It is also important for the focus to be around mutual respect as discipline measures need to be focused on preventing unwanted future incidents as these will detract from the classroom environment and culture. It is also of the upmost importance that any punishment requires a logical reasoning behind its implementation as this need to be enforced consistently and fairly to help the student understand why the unwanted behaviours are unwelcome.

## References:

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