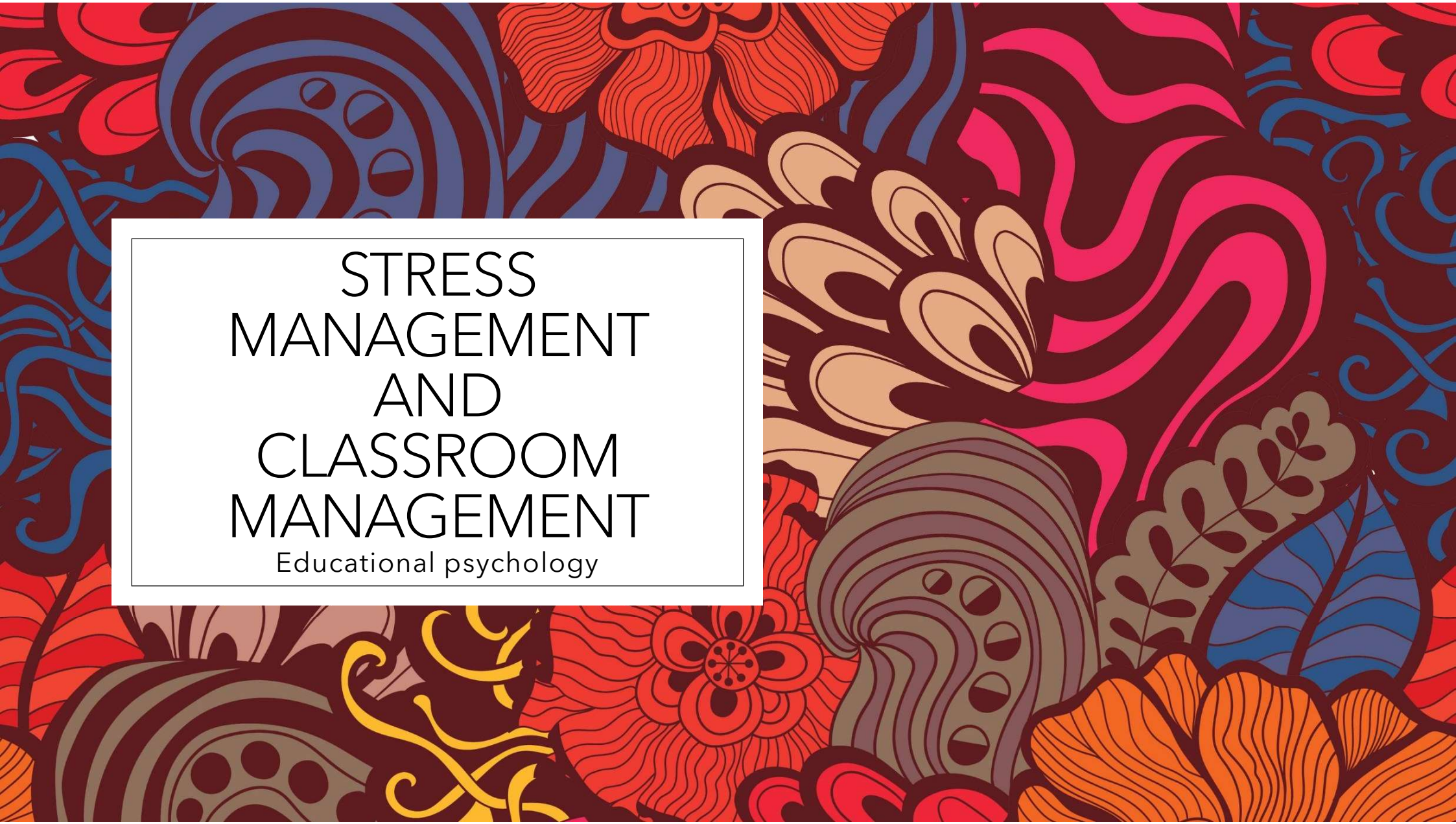


STRESS MANAGEMENT AND CLASSROOM MANAGEMENT

Educational psychology

- Stress management
- Model of social discipline
- Tips for classroom management
- Examples
- Management and discipline language skills
- Noise management

Self-study of materials in the interactive sylabus:

- Reflective teaching, Burn-out syndrome, Classroom Climate

STRESS MANAGEMENT

LONG-TERM…

Write down several activities that you enjoy and that make you happy and relaxed:

1.

2.

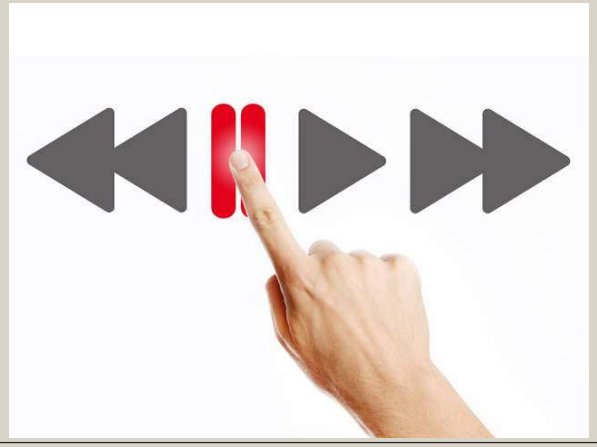
3.

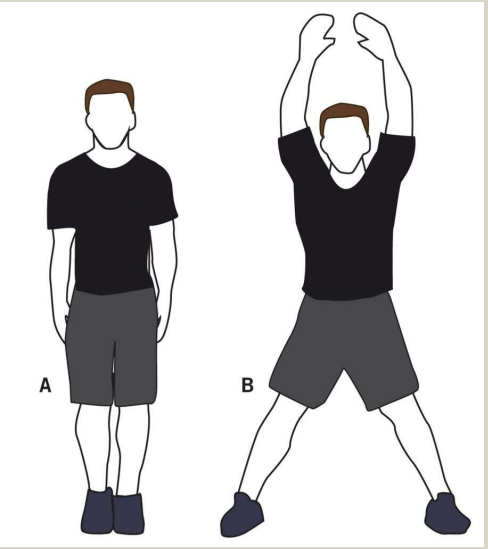
…

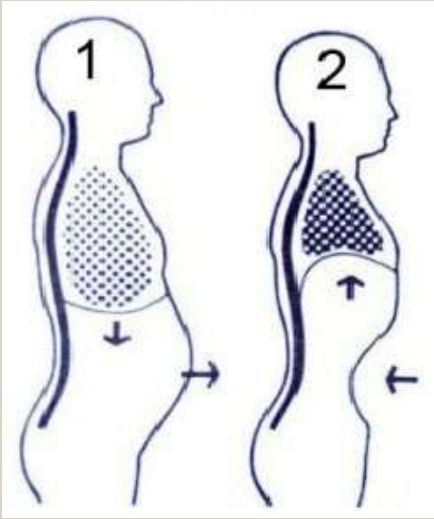
STRESS MANAGEMENT

IMMEDIATE HELP…

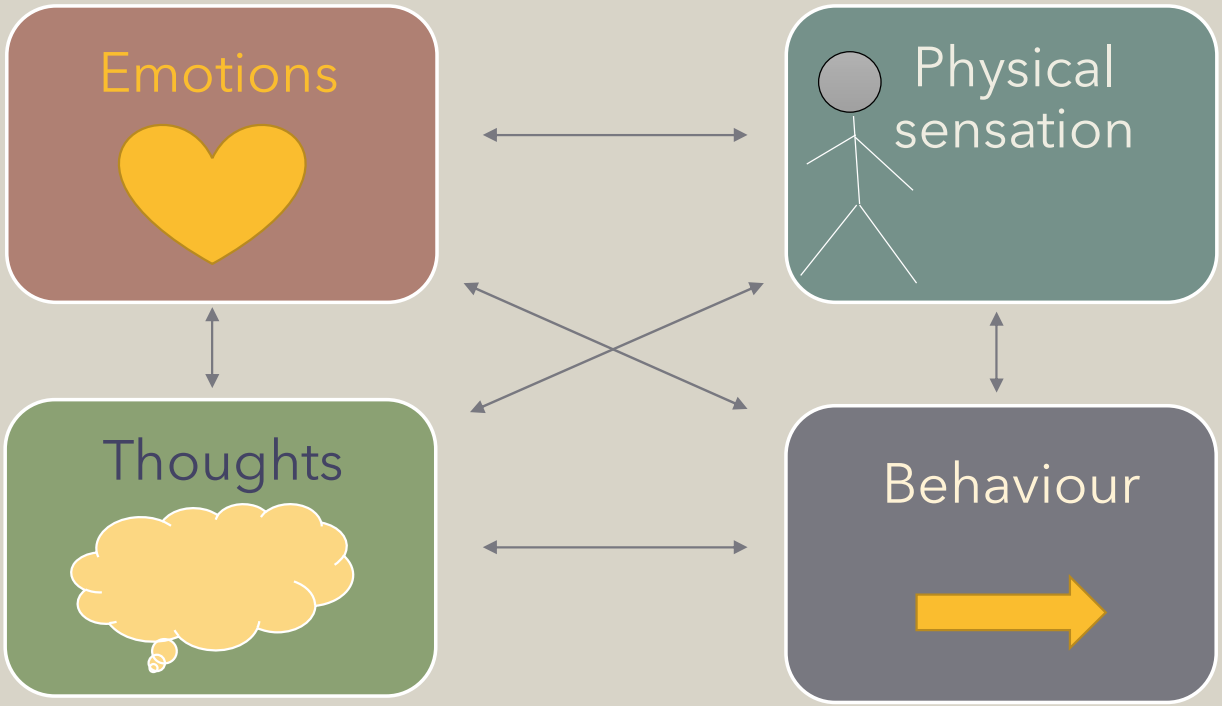
- Release of excess energy
- Belly breathing
- Slowing down
- Pausing







STRESS MANAGEMENT



MODEL OF SOCIAL DISCIPLINE

According to Alfred Adler and Rudolf Dreikurs

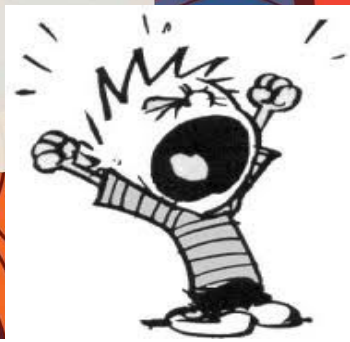
Adler: the driving force of human behavior is **the need to belong and to feel significant**

- To be part of relationships
- To be capable
- To be important
- Courage to be imperfect

MODEL OF SOCIAL DISCIPLINE

- Dreikurs: if these needs are not met they reshape into **mistaken goals** (mistaken ways to find belonging and signifikance)

- To be part of relationships => undue attention (e.g. showing off, telling on others)
- To be capable => misguided power (e.g. contradicting, arguing)
- To be important => revenge (e.g. passive-aggressive behaviour, maliciousness)
- Courage to be imperfect => assumed inadequacy, avoidance (e.g. indifference, passivity)



MECHANISM OF INAPPROPRIATE BEHAVIOUR

Exercise: Find an activity/approach that a teacher can use to meet these children's needs:

Being part of relationships

Being capable

Being important

Courage to be imperfect

WHAT TO REMEMBER WHEN DEALING WITH DIFFICULT BEHAVIOUR

1. **IT IS NOT A FIGHT**
2. **IT IS NOT PERSONAL**
3. **WHEN SOMETHING DOES NOT WORK ANY MORE, CHANGE THE APPROACH**
4. **SEEK SUPPORT AND HELP, YOU ARE NOT ALONE IN THIS (e.g. guidance counsellor)**
5. **BE ROOTED IN THE RULES**

REMEMBER…

- Address the students' behaviour, not their personality (behaviour specific language), try avoiding the words "always", "never"... ("You never pay attention in my class" – is this 100% true?)
- Have a disciplinary talk away from the peer audience
- Stick to the most pressing issue, do not let the student distract you from it (use blocking, partial agreement, redirecting techniques)
- Use least-to-most intrusive nature of management and discipline language
- Avoid sarcasm, irony, under no circumstances mock the student

An example:

Using cell phones is prohibited by the school rules; 9th grade, students are completing an exercise, individual work; Mark has his phone on, puts on his headphones and starts listening to music while working on the task, the music can be faintly heard.

Teacher (T): Mark, how come you have your phone on and how dare you listen to music in class! Unbelievable! Turn it off immediately and put the phone away!
Student (S): But our class teacher doesn't mind us listening to music during individual work.
T: Do not talk back to me!
S: But it's true!
T: How rude! Give me that phone immediately! *(the teacher is standing over the student with an outstretched hand)*
S: OK, I'll put it away..
T: I said give me the phone!!
S: It's my phone, I'm not giving you anything!
T: How dare you talk to me like this?! You are always trouble!! Go to the headmaster's office. Now!!
(The student leaves the classroom, slams the door)

How do you think the teacher feels in this situation?

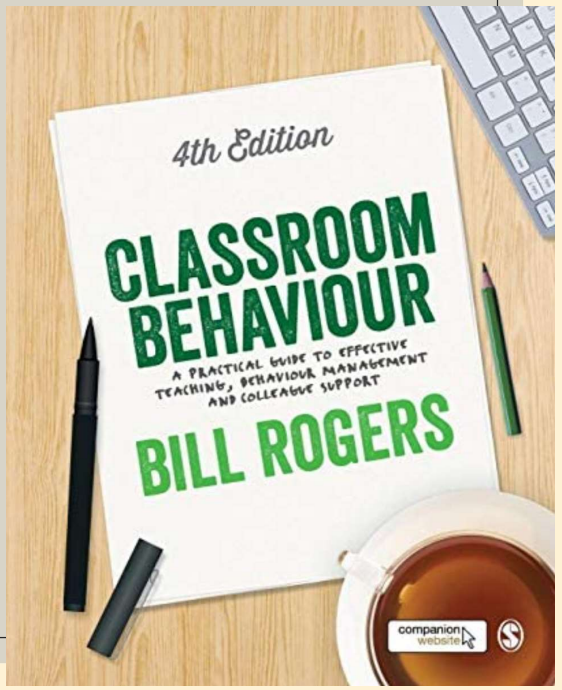
How do you think the student feels in this situation?

What did the student learn from this experience?

- about conflicts
- about communication
- about rules

MANAGEMENT AND DISCIPLINE LANGUAGE SKILLS – BILL ROGERS

- PART 1 https://learningapps.org/watch?v=ptddzxdrk22
- PART 2 https://learningapps.org/watch?v=pgqcwjsoa22



MANAGEMENT AND DISCIPLINE LANGUAGE SKILLS – BILL ROGERS

1. Non-verbal cueing

- the teacher communicates with a non-verbal cue that carries a clear (unspoken) message, reminder, or direction
- e.g. if a student is heavily leaning back in their chair, the teacher uses a non-verbal cue where they extend thumb and three fingers in a downward motion, as if to say, "four on the floor thanks"

2. Behavioural direction

- the teacher directs a group or individual by referring directly to the expected or required behaviour
- for example, "Jason, facing this way, thanks"

3. Tactical ignoring

- the teacher selectively attends to the student when on task, ignoring particular aspects of "secondary behaviour" - the indulgent sigh, whine or moan etc.
- it is a context-dependent skill, we should never ignore any repeatedly disruptive behaviour, safety issues or harassment behaviour

4. Prefacing

- the teacher gives a positive greeting and focuses on a positive issue before engaging discipline (wherever possible)
- it works as a distraction that helps to prevent a subsequent disruptive pattern of behaviour (e.g. defensive behaviour)

5. Blocking

- a communication approach whereby a teacher "blocks out" a student's procrastinating argument by not entering into the student's excuses or attempt to argue
- followed by redirecting the students to the main issue (at this point in the lesson)

6. Rule reminder

- "What's our rule for . . . ?"
- this way we raise the student's awareness and responsibility
- if they do not answer we remind them clearly and briefly what the rule is

7. Partial agreement

- the teacher deals with the student's procrastination or avoidance by partially agreeing with the student (where appropriate) and refocusing back to the rule or required task. This is particularly helpful with adolescents
- e.g. a teacher reminds a student (who is chewing gum) of the rule. The student challenges by saying, "But Mr Scroggin lets us chew gum in his class". Instead of arguing, the teacher partially agrees, "Even if he does". The teacher then redirects, "In our class the rule is clear. The bin is over there; thanks". At this point it is often helpful to give the student some take-up time.

8. Directed choices

- a choice is given by the teacher within the known rules or routine
- e.g. "I expect you to put your phone away. Do you want to put it on my desk or in your bag?"

9. Take-up time

- the teacher "moves away" after having given a direction or rule reminder to a student
- to convey to the distracting students that the teacher believes and expects they will comply
- it invites and encourages (even "allows") the student to cooperate without the teacher standing "over them"

10. Consequences

- the teacher makes the consequences of continued distracting/disruptive behaviour clear: "If you choose not to put the ipod away I'll have to ask you to stay back after class"
- this assumes that, earlier, the teacher would have reminded the student about the rule, (if necessary) given the student a directed choice to ". . . put the ipod in his bag or on the teacher's desk'' and given them take-up time

11. Assertive comment/direction/command

- firm (non-aggressive) eye contact, a clear, calm voice and directed, focused, language
- "That language is unacceptable here. We have a rule for respect. I expect you to use it"
- allow take-up time
- if they continue to evidence overt disrespect, make the consequences clear, if necessary time-out or one-to-one with the student (later after class time) away from the peer audience

An example of a situation where the techniques are used:

Teacher (T): *(makes eye contact with the student, non-verbally indicates to him to take his headphones off, heads to the student)*
How is the exercise going?
Student (S): It's OK.
T: Mark, what is the rule about using phones in our school?
S: Our class teacher doesn't mind us listening to music during individual work.
T: Even if she doesn't, I do during my lessons. The school rule is clear and I expect you to follow it during these lessons. Turn off the phone please and put it either on my desk or in your bag. I'll come over in a minute and see how the exercise is going.
(the teacher leaves, does not pay attention to the student, later comes to see how his individual work is going)

In case the phone is still on:
T: Is everything clear in the exercise?
S: Yeah.
T: I see your phone is still on. If you decide not to turn it off, we'll have to meet after class and deal with this situation as a violation of school rules.

How do you think the teacher feels in this situation?

How do you think the student feels in this situation?

What did the student learn from this experience?

- about conflicts
- about communication
- about rules

An example of a situation where the techniques are used:

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(the teacher leaves, does not pay attention to the student, later comes to see how his individual work is going)

In case the phone is still on:
T: Is everything clear in the exercise?
S: Yeah.
T: I see your phone is still on. If you decide not to turn it off, we'll have to meet after class and deal with this situation as a violation of school rules.

1. Behavioural direction
2. Blocking
3. Consequences
4. Directed choices
5. Non-verbal cueing
6. Partial agreement
7. Prefacing
8. Rule reminder
9. Take-up time

An example of a situation where the techniques are used:

Teacher (T): *(makes eye contact with the student, non-verbally indicates to him to take his headphones off (5), heads to the student)*
How is the exercise going? (7)
Student (S): It's OK.
T: Mark, what is the rule about using phones in our school? (8)
S: Our class teacher doesn't mind us listening to music during individual work.
T: Even if she doesn't (6), I do during my lessons (2). The school rule is clear and I expect you to follow it during these lessons. Turn off the phone please (1) and put it either on my desk or in your bag (4). I'll come over in a minute and see how the exercise is going.
(the teacher leaves, does not pay attention to the student (9), later comes to see how his individual work is going)

In case the phone is still on:
T: Is everything clear in the exercise? (7)
S: Yeah.
T: I see your phone is still on. If you decide not to turn it off, we'll have to meet after class and deal with this situation as a violation of school rules.(3)

1. Behavioural direction
2. Blocking
3. Consequences
4. Directed choices
5. Non-verbal cueing
6. Partial agreement
7. Prefacing
8. Rule reminder
9. Take-up time

LEAST-TO-MOST INTRUSIVE APPROACH

-Prefacing-

Non-verbal cueing, Tactical ignoring

Rule reminder, Behavioural direction

Partial agreement, Blocking, Redirecting

Directed choices, Assertive direction

-Take-up time-

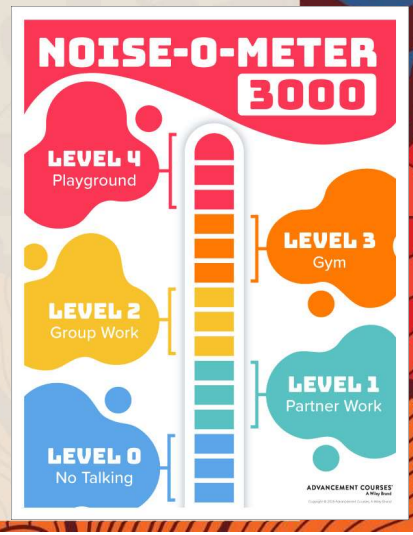
Consequences

EXAMPLE OF DEALING WITH DIFFICULT BEHAVIOUR

1. *Preface*: a positive greeting and focus on a positive issue/the task
2. *Behaviour specific language* – describe what the student is doing: "I see, I hear that…"
3. *Rule reminder*: "What's our rule for . . . ?"
4. If the students starts arguing, use *partial agreement/blocking/redirecting* to the important thing
5. *Behavioural direction*: Say directly what you expect the student to do, use *directed choices* (let them choose from two possibilities)
6. *Take-up time*
7. *Preface*, if necessary let them know the *consequences* ("If you decide not to…., we'll have to meet after class and deal with this situation as a violation of school rules.")

MANAGING CLASSROOM NOISE

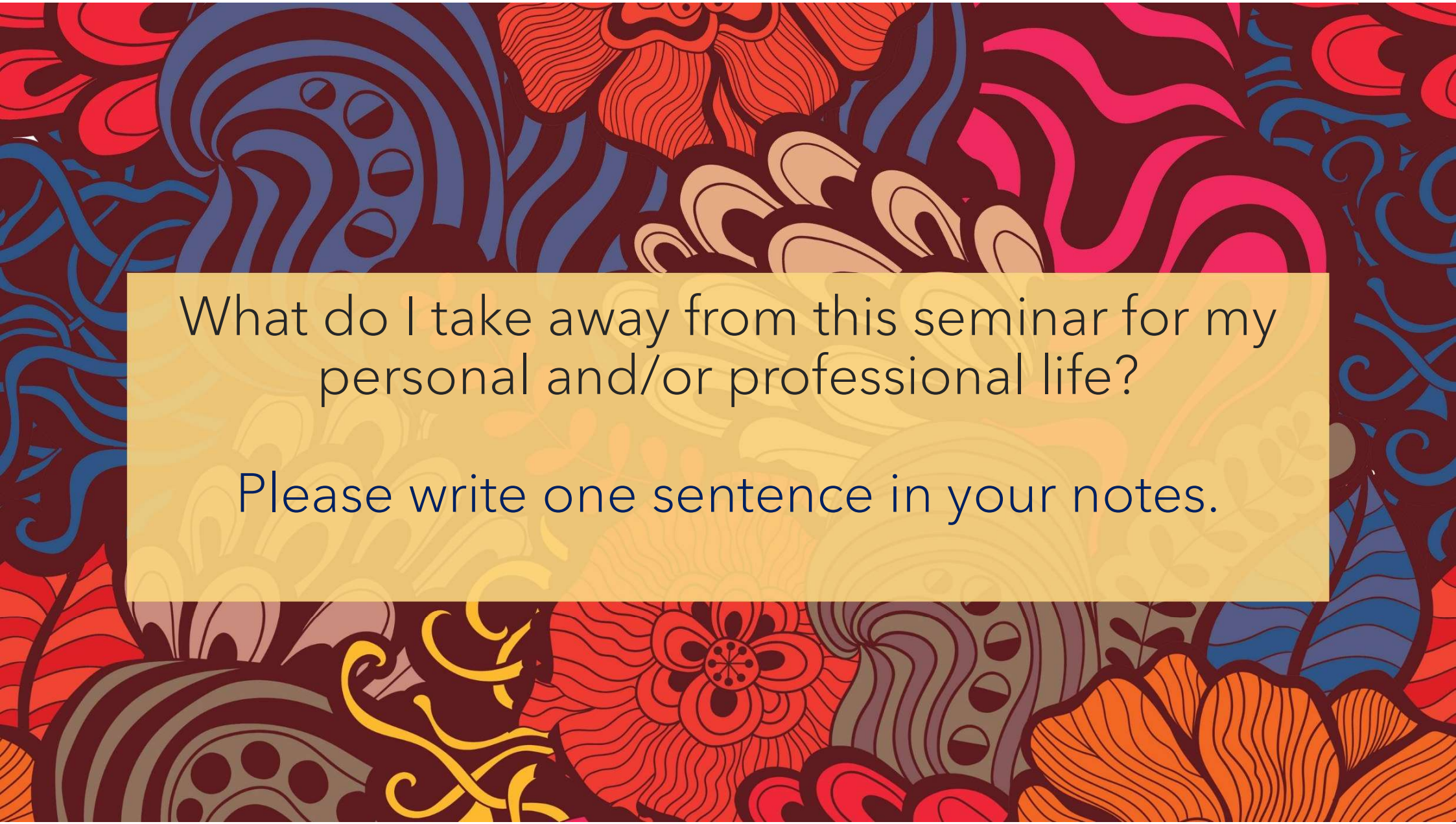
- Work with your voice
- Teach the classroom signals and attention grabbers, train them together (https://www.youtube.com/watch?v=78eiLtQjmss&ab_channel=Playworks)
- Have a visual support for showing the classroom what level of noise they are at



- **Say directly what behaviour you expect**
- **5 second rule**

SUMMARY

- Stress management (long-term, „first-aid“: Release of excess energy, Belly breathing, Slowing down, Pausing)
- Model of social discipline – Dreikurs, mistaken goals
- Discipline talk is not a fight, the behaviour is not personal
- Know the rules
- Behaviour specific language
- Management and discipline language skills
- Noise management – prearranged signals, expected behaviour, 5s rule


What do I take away from this seminar for my personal and/or professional life?
Please write one sentence in your notes.

LIST OF SOURCES

- Rogers, Bill. (2015). *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*. Los Angeles: SAGE.
- John Bayley videos:

https://www.youtube.com/watch?v=KkXRjrSsMQg&list=PLA26B82A2DCD3E429

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- Tesařová, M. (2016). *Jak na žáky: zvládání náročných situací ve třídě*. Portál.

PICTURE SOURCES

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