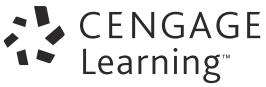
third edition

CLASSROOM MANAGEMENT

Creating positive learning environments

Gordon **LYONS** • *Margot* **FORD** • *Michael* **ARTHUR-KELLY**



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CHAPTER

1 Classroom management theory

Good theory explains and predicts phenomena and gives guidance to your teaching. A sound knowledge and understanding of theory and educational research enables you to identify and engage with evidence-based best practice.

(Beutel 2007, p. 1)

LEARNING OUTCOMES

When you have worked through this chapter you should be able to:

- Recognise the importance of classroom management theory in the rigorous development of classroom management plan/s
- Understand options for choosing and developing a personal theoretical approach to classroom management
- Identify and critique a diversity of classroom management theories
- Discuss a diversity of taxonomies of classroom management theories and their potential to inform the early development of your views on classroom management theory and practice
- Analyse classroom management theories to identify and explain their underlying principles
- Demonstrate a rudimentary understanding of several classroom management theories which have potential congruence with your philosophy of learning and teaching and your theoretical approach to classroom management
- Explain the key concepts listed at the end of this chapter.

CHAPTER OVERVIEW

Starter: Karen's epiphany!

It was three weeks into the beginning of the new school year and Karen, a first-year graduate appointee, was finding some difficulty 'fitting in' with quite a few of her older, more experienced colleagues. Most of the staff had been teaching at the school for many years, and although they were helpful and pleasant enough to chat to, they were not so interested in her new ideas about teaching and learning. The school had a reputation among the local teaching fraternity as a pretty tough gig, but Karen had found her students quite keen to embrace her enthusiasm for teaching and learning. Karen has agreed to join the crew at the local 'watering hole' for the first time for a few end-of-week drinks, but the conversation soon turned back towards school and student behaviour and discipline.

'I've got a difficult class this year,' lamented Mr Jones. They complain a lot about the work I set them. It's only been three weeks and my patience is already wearing thin. I'll just keep on going. I've been teaching this way for years. It would be ridiculous to change what I do just because they complain. I'll start keeping them in though if they don't finish their work . . .'

'I've got a bunch of girls in my class who just won't stop fighting with each other,' remarked Mrs Smyth. 'We've been doing that unit of work on building social skills and appreciating diversity, but I've had to stop class discussions because they just can't manage to be civil to each other. Luckily the textbook has a pile of independent worksheets that I've copied off for them to do alone . . . I don't think they'll need to work together again for the rest of the unit . . .'

'I've got one student who deserves a real serve,' offered Mrs Brown. 'He shows no self-control or self-discipline or responsibility or trustworthiness. I've moved his desk right beside mine and check on his work every few minutes. I've taken his classroom jobs away, along with his playground privileges . . . that should teach him some responsibility . . .'

'I just can't seem to get all of my kids to arrive in class on time,' bemoaned Mr Waters. 'They're missing out on so much learning. I send them straight to the boss's office. They're usually out for another ten minutes . . .'

'I know what you mean folks,' chimed in Frank the Deputy. 'So many kids today just don't value their education. Only yesterday I had to suspend those two new students for skipping class again. They didn't seem to care at all. I hope that three days at home will change their attitude . . .'

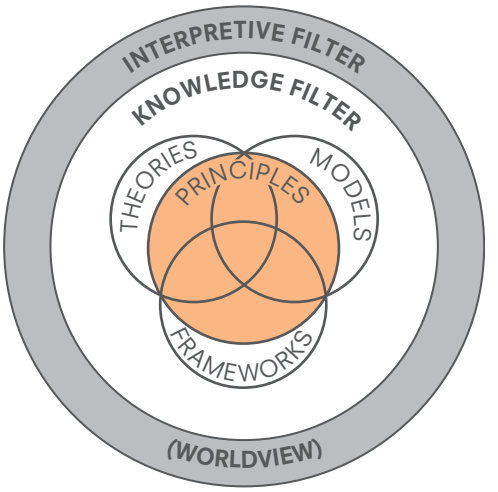
A satisfied silence followed as most of the staff reached for their drinks. Karen took a long sip too and thought about what she had just heard. 'Maybe my colleagues could take a fresh look at their approaches to classroom management . . .'

INTRODUCTION

In this chapter we introduce a range of theories, frameworks and models derived from current classroom management literature. This will help you attain a deeper understanding of the range of theories informing classroom management practices you may see in schools and classrooms. These are distinct from broader theories about human development, psychology and sociology, and teaching and learning that are part of the Lyford model. These are explained fully in chapter 2.

For now, we ask you to preview one aspect of the Lyford model as shown in Figure 1.1. We'd like you to accept that all our knowledge comes to each of us through our individual knowledge and interpretive filters, and that the theories, frameworks and models introduced in this chapter are interrelated and informed by our own set of principles. Sometimes these principles and interrelationships are obvious, but other times you have to work them out. If you are to develop

Figure 1.1 The relationship between theories, models, frameworks and our worldview



your own successful classroom management plan/s you will need to understand your own principles and how they underpin your practices . . . but more of that later! Figure 1.1 indicates the strong interrelationships between theories, models and frameworks, and the central role that principles have across these interrelationships. It also emphasises the place that our knowledge and interpretive filters (comprising our worldview) have with respect to our knowledge acquisition and interpretation.

A range of taxonomies are also put forward to help you understand the nature of, and various relationships between, these classroom management theories. This chapter will give you insight into how we chose the mix of theories, frameworks and models and consequently the principles underpinning our Lyford model. This will help you make the best choices to support the development of your own model in the most coherent and practical way. Furthermore, this chapter explicates our understanding of the principles underpinning the diversity of classroom management theories in the literature. This should help you to find a theory or theories which 'suit' your principles best . . . happy hunting!

KNOWING CLASSROOM MANAGEMENT THEORIES

For pre-service, early career and experienced teachers 'making sense', of student behaviour is crucial to successful learning and teaching. Consequently, your ability to draw strategically upon the wide pool of theory about student behaviour and classroom management is critical. Having a sound understanding of pertinent theory will enable you to teach better, and to explain and justify your teaching decisions to students, parents, colleagues and your supervisors.

Good theory explains and predicts phenomena and gives guidance to your teaching (Beutel 2007, p. 1). A sound knowledge and understanding of theory and pertinent educational research

gives you the opportunity to identify and engage with theory- and evidence-based best practice. Just reading about theory is pointless – unless you use your understanding to improve your practice. 'Praxis' is the application of theory into practice, while 'nexus' is the relationship between the two. You can't have one without the other! Professionals engage in informed praxis, and can explain and justify their actions.

It is possible that as a practising teacher you might over time 'pick up' a reasonable knowledge and understanding of classroom management theory. For many experienced teachers who did not have the opportunity to learn about classroom management theory during their pre-service training this is indeed their reality, so it is not surprising to hear from some that they feel that theory is largely irrelevant or esoteric.

You could choose to be atheoretical when it comes to classroom management, but we strongly recommend against this. We firmly believe you must develop a theoretical approach to classroom management which brings the strongest coherence to your learning and teaching philosophies, and your classroom management practices.

Knowledge about classroom management, in the forms of theories, models and frameworks, is the primary input into the classroom management plans that you will eventually be developing once you have worked through this book. The knowledge gained here is filtered by the knowledge you already have and is also influenced by your world view, or the 'interpretive filter' as we refer to it (see Figure 1.1 above). The interpretive filter is signalled by the beliefs, attitudes and values, sometimes consciously, but also unconsciously, that you draw upon when engaging in new knowledge and experience. The knowledge and interpretive filters will constantly change as new knowledge and experience is acquired. The principles underpinning these theories, models and frameworks are the 'currency' for building congruence between your personal philosophies of learning and teaching and your classroom management plan/s.

In this chapter we provide a synopsis of the theories that have most influenced Australian schools and classrooms. Therefore this chapter is a resource you can return to examine those theories against what you find in schools, whether as a pre-service teacher on professional experience, a new teacher on your first year out, or a teacher changing schools and needing to update your knowledge.

The next section refers to five key classroom management theories. We identified these because they are widely used in Australian schools and are influenced by contemporary classroom management theorising derived from psychoeducational theories, cognitive behavioural theory and applied behavioural theory. Furthermore, each of these five theories finds substantial application in our own model. Other authors, looking through their own knowledge and interpretive filters, would be likely to identify different key theories.

ANALYSING CLASSROOM MANAGEMENT THEORIES

To enable you to analyse (compare and contrast) the key theories in the next section (and indeed any of the other theories listed in the taxonomies) we have provided two scenarios. We encourage you to reflect on both scenarios using the suggested process. This should help you to analyse each theory, and to compare and contrast them. What we are trying to avoid is you falling into the trap

of adopting a 'grab bag' approach to strategy selection – which is implied in the Starter story at the beginning of the chapter.

For the first scenario, imagine you have been appointed as a new graduate to your first school at the beginning of the school year. Put each key theory into practice, that is, prepare an outline of a classroom management plan underpinned by this theory. To do this, adopt the following process.

1. Review the principles of the chosen key theory. Assume that there is a reasonable congruence between these principles and yours, i.e. your philosophy of learning and teaching and theoretical approach to classroom management are aligned to this theory.
2. Review the listed positive practices. Prepare an outline of a classroom management plan that engages as many of these as possible.
3. Review the listed intervention practices. Prepare a preliminary intervention plan in accordance with these practices.
4. Review the listed challenges and criticisms. Ensure that you can reasonably respond to these (given your assumed alignment to this theory) and be able to defend the integrity of your classroom management plan outline and your preliminary intervention plan.

For the second scenario, prepare an intervention plan for one student (or a small group of students) who, after some weeks, has failed to respond reasonably to your classroom management plan and has emerged as persistently or severely challenging. To do this, adopt the following similar process.

1. Review the principles of the chosen key theory. Check again for philosophical and theoretical congruence. Ensure that you have appropriately aligned with this theory.
2. Review your use of the listed positive practices. Ensure your classroom management plan outline has engaged as many of these practices as thoroughly as possible.
3. Review and detail your preliminary intervention plan. Ensure your now detailed intervention plan has engaged as many of these practices as thoroughly as possible – and in the order suggested.
4. Review the listed challenges and criticisms. Ensure that you can (still) reasonably respond to these and be able to defend the integrity of your (modified) classroom management plan outline and detailed intervention plan.

Important! If the principles underpinning any one of these theories naturally aligns with your own, then congratulations – you are on the way to developing a congruent and facilitative theoretical approach to classroom management and classroom management plan/s. If not, you have developed a greater knowledge and understanding of the principles, strengths and weaknesses of a key classroom management theory, so you too are on your way to developing your own approach and plans . . . well done!

Developing an understanding of, and applying, classroom management theory to practice is intellectually and practically challenging. The challenge is greater if you find some congruence in *more* than one theory and see different demands across different teaching settings. In these cases you will need to take a hybrid or pragmatic approach to developing your theoretical approach to classroom management. The activities at the end of this chapter will help you to meet these challenges.

FIVE KEY CLASSROOM MANAGEMENT THEORIES

These five key theories are presented in the same format to assist you to compare, contrast and analyse them. Each is identified by its most widely known title, followed by the key theorist's name (or in some cases the names of widely known proponents of the theory). This is followed by a *description* which provides a short summary of the theory in practice. *Principles* are then listed which variously include core philosophical beliefs, values, ethics and/or moral aspects which underpin the theory. *Positive practices* identify those aspects of praxis which are intended to develop good classroom management, primarily by building good student behaviours and preventing or minimising misbehaviours. Generally all positive practices should be enacted as much as possible. *Intervention practices* identify those aspects of praxis which are intended to restore good classroom management, primarily by minimising or eliminating more challenging student misbehaviours. Generally intervention practices should be implemented in the order they are listed in this section. *Challenges and criticisms* then refer to some philosophical and/or practical challenges to the successful implementation of the theory. By comparing, contrasting and analysing these key theories you will develop a better understanding of the Lyford Model of Classroom Management, and the taxonomies and other theories presented in this chapter.

As we will discuss later in the section covering taxonomies, we contend that classroom management theories are best classified into three overlapping groups, i.e. psychoeducational, cognitive behavioural and behavioural.

- **Psychoeducational theories** posit that students (and indeed everyone) have needs, that their (mis)behaviours are attempts to meet these needs, and that teachers should strive to create learning environments which best meet these needs. Examples are Driekurs' Goal Centered Theory and Glasser's Choice Theory.
- **Cognitive behavioural theories** advocate the thoughtful, proactive involvement of students in negotiating improved behaviours. This group combines both cognitive and behavioural techniques to collaboratively modify the way students think, feel and thus behave. One example is Kaplan and Carter's Cognitive Behavioural Theory.
- **Behavioural theories** are highly procedural and focus singularly on modifying observable behaviours. Examples are Skinner's Applied Behavioural Analysis (as explained by Alberto and Troutman) and Canters' Assertive Discipline.

The first two theories presented below have their foundation in psychoeducational theories and practices. They are based on the principles of Individual Psychology put by Alfred Adler, an early twentieth century psychiatrist. Adler's initial theories have been significantly built upon by later proponents of similar notions, such as Rudolf Dreikurs and William Glasser, whose theories are discussed below. The term 'psychoeducational' describes a number of theories about both classroom and behaviour management. These theories seek to prevent or address negative beliefs, thoughts or feelings that students may develop as they attempt to refine their self-perceptions in the light of experience. We will revisit psychoeducational theory in more depth in chapter 2, but here we wish to introduce the specific theories that inform so much classroom management practice in Australian schools.

Goal Centered Theory (Rudolf Dreikurs)

Goal Centered Theory (GCT and also known as Democratic Discipline) requires teachers to seek out needs-based explanations for why their students are motivated to misbehave and to then negotiate alternative ways for these needs to be met. This requires teachers to differentiate individual students from their (mis)behaviours. To implement GCT a teacher must: engage the whole class in discussion about needs satisfaction and behaviour; provide choice, particularly about rules, consequences and academic work; model consistent, considerate and responsible behaviour; provide explicit instructions, expectations and boundaries; build class trust and self-responsibility; use natural and logical consequences, not punishment; and encourage effort, not achievement, as the primary means to meet needs and counter discouragement. Note: in our taxonomy of classroom management theories, GCT would be positioned as the theory most strongly influenced by psychoeducational theory.

Principles

- People are social beings with an innate need and desire to belong to social groups. Students' key social groups are school groups and family groups, and the development of positive relationships in these is central to needs satisfaction.
- Behaviour is 'orderly and purposeful' and seeks to achieve social recognition and self-determination. It is primarily informed by an individual's social influences.
- Classroom misbehaviour occurs when students mistakenly believe that misbehaviours (including inappropriately gaining attention, exercising power, exacting revenge, and/or displaying inadequacy – in that order) leads them to group belonging. Discouragement, arising from failure to meet the need to belong, is the primary cause of misbehaviour.
- GCT focuses on student relationships, feelings, thoughts and behaviours.
- Prevention of misbehaviour is always preferred to intervention.
- Teacher personality and 'style' (particularly how they react to student behaviours) strongly influence student behaviour. A teacher who is more democratic rather than permissive or autocratic, has a greater capacity to support students to become personally responsible learners.
- Misbehaviour will only improve when students understand their motives and learn alternative appropriate ways to meet their needs.

Positive practices

Teachers who align to GCT can build positive classroom environments by:

- developing a democratic teaching style and classroom milieu
- establishing and fostering mutual respect and valuing
- identifying and responding to student strengths and abilities
- using generous encouragement to minimise discouragement and meet students' primary social need to belong and be valued
- invoking (safe) natural consequences and negotiated logical consequences
- being accommodative and flexible when responding to misbehaviours
- facilitating regular whole-class discussions about rules, consequences, challenges and achievements.

Intervention practices

Teachers who align to GCT can intervene with more challenging students by:

- identifying why individual students are motivated to misbehave, i.e. to gain attention, exercise power, exact revenge and/or express inadequacy
- assisting students to understand and acknowledge their misbehaviours and motives
- assisting students to pursue positive rather than mistaken goals to meet their need to belong
- encouraging the discouraged, i.e. encouraging a confidence in, commitment to and valuing of positive goals
- encouraging students to acknowledge, value and enact logical consequences to the point of restitution, not punishment
- facilitating regular whole-class discussions about rules, consequences, challenges and achievements.

Challenges and criticisms

Some individuals may not be primarily motivated to seek out group belonging. Individuals can and may deny and/or hide their motive/s to misbehave, i.e. some younger students are unable to recognise and/or articulate their motives, and some older children are unwilling to do so. On the other hand, teachers may not have the training to recognise complex motives for behaving in particular ways and may make naive judgements. For a classroom (or school) to be a democratic milieu, equity and fairness must prevail, but teachers have a greater duty of care, level of responsibility and accountability than do students. The reasonable engagement of an individual in a democratic milieu requires a reasonable moral competency, but some students may not be so competent. GCT is not compatible with more autocratic approaches to student discipline, and may be very difficult to enact in the face of very challenging students and/or a lack of acceptance or support from other school community members. It also lacks a sound base in evidence as to its effectiveness.

Now have a go at responding to the scenarios introduced on page 5. Align yourself to GCT and prepare a hypothetical draft classroom management plan and an intervention plan. This will challenge you – especially if you would not naturally align yourself to this theory.

Choice Theory (William Glasser)

Choice Theory is a neo-Adlerian psychoeducational theory based on the notion that all behaviours are an individual's best attempts to satisfy present and future needs, i.e. survival needs, belonging, power, freedom and fun. In the educational context, it is primarily a preventative approach to classroom management which guides teachers to lead (rather than boss) their students by developing classrooms, and preferably whole-school environments, which align with their students' 'quality worlds', i.e. memories of past people, places and events which together are perceived as the most satisfying and 'ideal' life. The pursuit of a quality world in schools and classrooms (and particularly the most pressing unmet need/s at that time) directs and drives student behaviours.

Glasser saw all behaviours as mostly comprising doing, thinking and feeling, and regarded each of these components as subject to individual choice. Glasser emphasised that teachers need to lead students towards needs satisfaction through appropriate behavioural choices rather than coercing them to comply with rules. A quality school (and classroom) is one where it is possible

and probable that students could satisfy their needs by choosing thinking and feeling and thus doing appropriate behaviours. Note: in our taxonomy of classroom management theories, Choice Theory would be positioned as a theory strongly influenced by psychoeducational theory.

Principles

- All student behaviours are directed towards needs satisfaction, principally belonging, control, freedom and fun. These needs are not exclusive and behaviours may satisfy multiple needs to varying degrees at the same time.
- Teachers should 'lead' manage students towards their 'quality worlds' where their needs are best satisfied through appropriate behavioural choices, by creating a quality school.
- Choice Theory takes a developmental rather than interventionist (coercive) approach to behaviour management.
- All humans are motivated. All behaviours are internally motivated. Only the individual can control where and how this motivation is directed and applied.
- Student boredom, frustration and inappropriate behaviours in schools are a product of learning environments which fail to satisfy basic needs through appropriate behaviours.

Positive practices

Teachers who align to Choice Theory can build positive learning environments by:

- recognising and responding to their core responsibility to create a quality school where students' basic needs can best be met, and respect is central to teacher–student relationships
- adopting a 'lead' manager (rather than 'boss' manager) role which focuses on facilitating learning. This means some sharing of control over decision making about quality learning content, pedagogy and assessment
- adopting cooperative-learning strategies as a priority pedagogy.

Intervention practices

Teachers who align to Choice Theory can intervene with more challenging students by:

- acknowledging that the locus of the problem behaviour lies in the school/classroom environment and in the relationship between the student and the teacher
- rebuilding positive relationships between students and teachers – see Positive practices above. A restructuring of teaching/learning practices can arrest deteriorating relationships and student behaviours
- rebuilding positive relationships so that the teacher can engage individual students in problem-solving meetings.

Challenges and criticisms

Choice Theory is best implemented in a school-wide context. If individual teachers adopt different approaches students may form confusing and incompatible quality world images. The approach takes considerable time and effort to plan and implement. It focuses on long-term change and therefore short-term and more pressing issues may not be addressed. Choice Theory offers very few options for dealing with the behaviours of very challenging students except the purposeful rebuilding of relationships between staff and students. Like GCT, Choice Theory lacks a strong or systematic research base.

Cognitive behavioural theory (e.g. Jane Kaplan & Joseph Carter)

Cognitive behavioural theory (CBT) seeks to develop student self-management skills to the point of (behavioural) independence. Competent self-management increases student motivation to comply with instruction and directions, and gives the student 'portable' and readily generalisable metacognitive skills. These skills can also enhance the efficacy of other behavioural interventions. CBT is mostly used for students with more challenging behaviours, particularly those experiencing low self-esteem, disruptive behaviour and underachievement, but has also proved facilitative in improving a range of regular academic skills through student 'self-talk'. CBT advocates also argue that cognitive skills enhanced through CBT training can improve an individual's mental health. Note: in our taxonomy of classroom management theories, CBT would be positioned as a theory strongly influenced by *both* psychoeducational theory and behaviourist theory.

Principles

- Individuals have the capacity for both good and bad and make choices about their behaviour.
- Individuals are self-directed and not just passive responders to external influences.
- Behavioural choices are influenced by consequences *and* social context, values, motivation, problem-solving skills, self-organisational skills and interpretation of feedback from others.
- Discipline is both managerial (creating order for learning) and educational (developing self-discipline as internalised compliance).
- Motivation is highly correlated to success.
- CBT focuses on developing students' independent cognitive skills in managing behavioural problems – it aims to support students to control their own thinking and feelings so that they can better appraise what they want, are doing and thinking.
- Successful social and academic engagement is dependent upon multiple interrelated variables including emotions, beliefs, abilities and skills, so problems within any one variable impacts others.
- The development of constructive thinking habits helps individuals to (re)gain control over their emotions and behaviours, and can reduce stress and improve mental health.

Positive practices

Teachers who align to CBT can build positive learning environments by:

- proactively and explicitly teaching students constructive thinking skills and habits – relevant to their behavioural and academic self-management, i.e. helping them to understand their thinking processes and develop their self-control skills
- actively collaborating with students in the selection of behavioural goals and due process
- earning and giving respect in order to maximise authority without coercion
- building a facilitative learning environment (rather than just controlling students) where students can be guided and encouraged to learn to manage themselves
- concentrating on student motivation by building expectations of success, individual appreciation of the value of success, and a social (classroom) milieu which values success
- employing behavioural strategies, such as rewards and punishment, but only secondary to social reinforcement.

Intervention practices

Teachers who align to CBT can intervene with more challenging students by:

- identifying students who might best benefit from this more intensive intervention, i.e. students who evidence an internalised motivation to improve poor social skills, anger management skills and/or attention deficits
- conducting an initial analysis to ascertain which skills and strategies are needed for success, identifying student skill deficits, and implementing a training program to teach these skills. These programs may focus on motivational process deficits and/or self-regulation process deficits
- implementing cognitive training which usually involves skill demonstration, then rehearsal, then opportunities for in situ skill transfer, accompanied by negotiated reinforcement for rehearsal and application
- ensuring that these interventions include activities designed to enhance the transfer and generalisation of the new skill/s.

Challenges and criticisms

Some critics argue that there is some logical tension between the cognitive and the behavioural elements of CBT interventions given that a primary goal is to improve student motivation with an internal locus of control. The use of external controls in the form of rewards and punishments may be conflictual, and for some be unethical. Others point out that the relative lack of emphasis on emotions as motivating factors may act against student engagement in CBT interventions. Furthermore, the research base evidencing the efficacy of cognitive training in overcoming cognitive skill deficits is conflicting. Finally, some critics argue that CBT-based interventions are mostly suited to more cognitively mature children and adolescents.

Assertive Discipline (Lee & Marlene Canter)

Assertive Discipline involves establishing a 'discipline plan' to maintain 'order' to facilitate the best teaching and learning. This requires clear limits and rules to be set and taught. The teacher is expected to adopt an assertive style while at the same time remaining approachable and supportive. Compliance should be rewarded with formal recognition and incentives. Non-compliant disruptive behaviour invokes enforcement of rules with a hierarchy of sanctions. Individual plans may be negotiated with the support of the school executive and parents, but individual counselling should only occur outside of class time. Classroom rewards and sanctions do not necessarily equate to those which apply outside the classroom. Note: in our taxonomy of classroom management theories, Assertive Discipline would be positioned as a theory strongly influenced by behaviourist theory.

Principles

- Children need clear behavioural limits and adults to exercise control over them, so teachers must be assertive and exercise their rightful duty to control students. External control teaches children to develop self-discipline.
- Assertive Discipline is based on an explicit classroom discipline plan, sanctioned by the school executive, but not dependent on school-wide plans.

- Classroom order requires clear behavioural limit setting, and then rewards and sanctions for compliance and non-compliance. Teachers own classrooms – students do not.
- Assertive Discipline requires good teaching which in turn requires both quality curriculum and quality pedagogy.
- Compliance (obedience) provides psychological safety for students.
- Much of the disruptive student behaviour in schools is a product of relatively unstable, unsupportive and ill-disciplined home lives, and the resulting poor self-esteem and self-responsibility.
- Unassertive teachers encourage misbehaviour.

Positive practices

Teachers who align to Assertive Discipline can build positive learning environments by:

- establishing an ordered and productive teaching learning environment, so good teaching and learning (including both good curriculum and pedagogy) can flourish
- preparing and teaching a comprehensive discipline plan, with rules and positive and negative consequences for compliance and non-compliance
- getting to know their students, especially their names and interests
- greeting their students daily – by name, and having some fun and (equitable) 'quality' time with each
- focusing on helping students to achieve academic success
- invoking negative consequences and escalating sanctions in a calm, matter-of-fact, systematic way.

Intervention practices

Teachers who align to Assertive Discipline can intervene with more challenging students by:

- clearly identifying and evidencing noncompliant and disruptive behaviours for students who are not responding reasonably to the class discipline plan
- publicly reiterating rules, behavioural expectations, consequences and sanctions – in a calm and systematic way
- engaging closely with these students to ensure they understand their misbehaviours and the consequences for continued non-compliance. This usually requires counselling outside of class time
- collaborating with the student to develop an individualised behaviour plan. This will still contain class rules and behavioural expectations, but individualised consequences, sanctions and due process may apply. This must be taught to the student. This plan may also involve the support of the school executive and the student's parents. (Note that school rules and due processes still apply outside the classroom.)

Challenges and criticisms

Critics argue that Assertive Discipline is not rigorously theoretically based, and does not account for wider school community culture. It presumes absolute authority for the teacher with little consideration of democratic principles and/or student rights, and provides no pathways for the development of student self-discipline. Structure and limit setting are indistinguishable from rule

setting. Critics claim that both students and teachers are widely constrained by Assertive Discipline and that although it may control student behaviours it does little to change the reason misbehaviours occur. The rigidity of this approach may leave little, if any, room for teachers to use professional discretion and accommodate individual differences. There is little research evidence to support claims of its efficacy.

Applied behaviour analysis (e.g. Paul Alberto & Anne Troutman)

Applied Behaviour Analysis (ABA), based on the seminal work of B. F. Skinner, (and the more recently refined Functional Behaviour Assessment and Positive Behaviour Support) posits that behaviours are 'simply' controlled by their antecedent conditions (the environment) and their consequences, i.e. reinforcing consequences increase the (frequency, intensity and/or duration of) behaviours and punishing consequences decrease the behaviours. In schools, applied behaviourism is synonymous with much of the 'basic' classroom management practices used by many teachers, but more often applies when responding to students who manifest more challenging behaviours. ABA interventions involve defining, observing and recording focus behaviours in the context of their antecedent conditions and consequences. Teachers then manipulate antecedent conditions and, if necessary, use reinforcing consequences (using a hierarchy of reinforcers) to increase or decrease targeted behaviours. Note: in our taxonomy of classroom management theories, ABA would be positioned as a theory most strongly influenced by behaviourist theory.

Principles

- The philosophy of behaviourism underpins ABA. This maintains a strictly authoritarian approach to behaviour change. All learned behaviours are voluntary and may be modified by the manipulation of antecedent conditions and reinforcing consequences.
- Children's actions are determined by the same outside forces as adults. Children learn to behave when they are rewarded for model behaviour and punished for misbehaviour.
- Behaviours are verifiable (observable), functional and purposeful in that they are intended to achieve or avoid consequences.
- By preference the (classroom) environment should be changed to improve focus behaviours. If necessary the reinforcement value of consequences can be changed to improve behaviours. Reinforcers and punishments may be varied in terms of intrusiveness (impact upon learning) and restrictiveness (level of control) but ABA must be implemented in the least intrusive and least restrictive way.
- The due process involved in conducting ABA is rigorous and closely prescribed, but in all case of learning through ABA, modified consequences must only be delivered when the behaviour occurs. Note that consequences are defined by their effect, not their intent.

Positive practices

Teachers who align to ABA can build positive learning environments by:

- establishing classroom order so that students can be successful at learning
- using a direct instruction approach to teaching (rather than a constructivist approach) to focus student learning

- focusing instruction on increasing desirable learning behaviours and skills, and decreasing undesirable behaviours which inhibit learning
- applying ABA theory and practices in the least intrusive and restrictive way.

Intervention practices

Teachers who align to ABA can intervene with more challenging students by:

- conducting a thorough, data-based baseline assessment (of the nature and topography) of targeted behaviour/s, and defining these accurately
- organising sufficient supports and resources to implement a viable intervention – along with informed consents; resources to systematically record, monitor and evaluate progress are essential
- manipulating the antecedent (environmental) conditions to impact the presentation and nature of consequences to the target behaviour/s
- increasing reinforcement for desired behaviours – from least to most intrusive means – in accordance with an appropriate reinforcement schedule
- (as a last resort) 'punishing' misbehaviours – using least to most intrusive means – in accordance with an appropriate reinforcement schedule
- including generalisation training in any intervention.

Challenges and criticisms

Impartial observation of target behaviours is often difficult and costly, and arguably represents an oversimplification of complex classroom behaviours. The use of punishment (notwithstanding its various forms) is too often poorly done in complex classroom settings, and its effective use requires considerable skill and training on behalf of the teacher. Although shorter term behaviour change often results from using ABA strategies, there is far less evidence of generalisation and sustained behavioural change without its continuing use.

Stories from the field

Tamara

The words still ring in my ears . . . 'You think what you have to say is important! You're a child. You're not important.' Not what I expected to witness on professional experience placement! I was struck to the core – as if those words had been said to me – yet I watched on as the student returned to his seat, eyes downward and silent. No doubt those words had found a place in that child's thinking . . .

I could not believe that an experienced teacher would address one of her students in such a manner. Regardless of circumstance, the teacher missed an opportunity to communicate with the student in a positive manner and to achieve the type of behaviour she desired. I have reflected on the situation time and time again. If only she had been more patient. If only she had negotiated an escape route before reaching boiling point. If only she had shown an interest in the child. If only she knew the power of positive communication . . .

This same student excelled in his ICT class. Why? As soon as he entered the room he was met with a smile and a positive greeting. He was praised for his achievements. He had a voice that was welcomed in the room. Most importantly, he had a relationship with his teacher that had been built on positive experiences. The ICT teacher had the ability to guide and support this student's learning in profound ways.

This didn't happen easily. A lot of effort had gone into knowing the interests of this and the other students. Developing an awareness of student needs should 'drive' the way students are taught. Being open and approachable may seem a small and simple thing, but to some it can be everything. Witnessing the difference between these two approaches to teaching has stirred my desire to concentrate on building positive relationships with my students. This (of course) means a lot of time and effort on my part but I am totally convinced that the benefits are well worth the investment.

Reflection . . .

Tamara's implied professional philosophy and theoretical approach to classroom management resonates with the tenets of psychoeducational theory generally, and Dreikurs' Goal Centered Theory and Glasser's Choice Theory specifically. Does your emerging professional philosophy do so too? Can you draw more links between Tamara's story and other classroom management theories introduced in this chapter?

Now that we have introduced you to five key theories that inform classroom management in Australian schools, we want to introduce you to a selection of taxonomies of classroom management theories. The next section will help you make more sense of the vast array of texts, debate and discussion that exists in this area.

TAXONOMIES OF CLASSROOM MANAGEMENT THEORIES

Much of the remainder of this chapter provides you with a brief introduction to a strategic selection of other classroom management theories. Various authors have 'made sense' of these theories by comparing, contrasting and categorising them into different taxonomies. By examining these taxonomies you will be better informed to make your own sense of classroom management theories in accordance with your own interpretive filter, i.e. your beliefs, values and attitudes, as well as your prior knowledge.

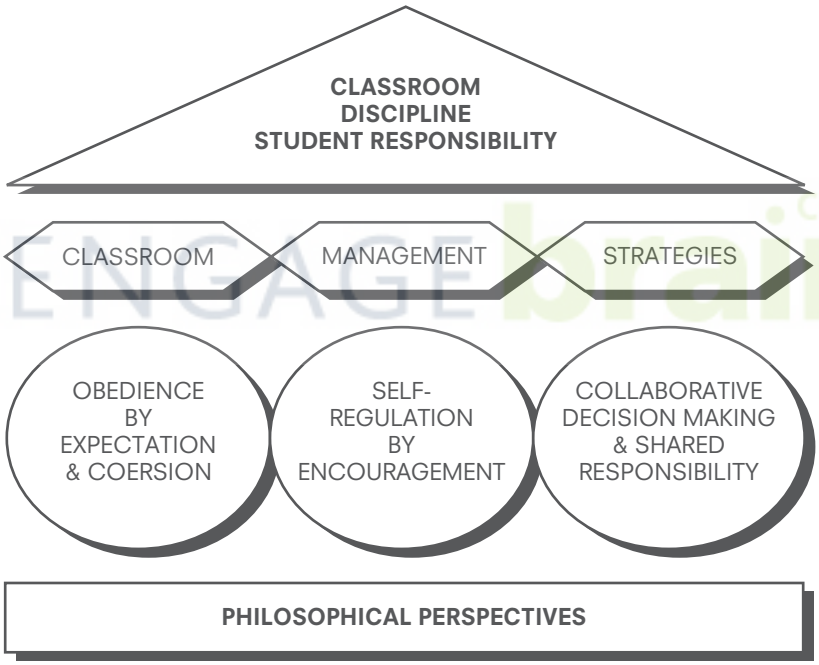
This section presents eight taxonomies. These have been comprehensively interrogated and we have provided our diagrammatic interpretation of the various elements and concepts. This will help you compare the interrelationships and provide a reference to the different metalanguages used by different theorists.

Each has interesting similarities and differences. One (or more) of these taxonomies may make the most 'sense' for you. Each is identified by its author, and then followed by a schematic diagram and a summary description.

Ramon Lewis

Lewis (2008) posits the position that classroom 'discipline' is best achieved by maximising student (self) responsibility. This responsibility of self can be understood through three philosophical perspectives. One perspective focuses on developing student responsibility by setting clear behavioural expectations and then systematically recognising and rewarding good behaviour while punishing misbehaviour. The second focuses on developing student responsibility by encouraging student self-regulation rather than using external coercion. The third emphasises collaborative, whole-class decision making and the development of shared group responsibility. Each philosophical perspective calls for different classroom discipline strategies. Lewis suggests that in reality most classroom discipline plans include a more eclectic selection of strategies which emphasise strategies reflecting a preferred philosophical perspective. The implied input here is a congruent philosophical perspective and the implied output is good classroom discipline through student responsibility.

Figure 1.2 Three philosophical perspectives of Ramon Lewis

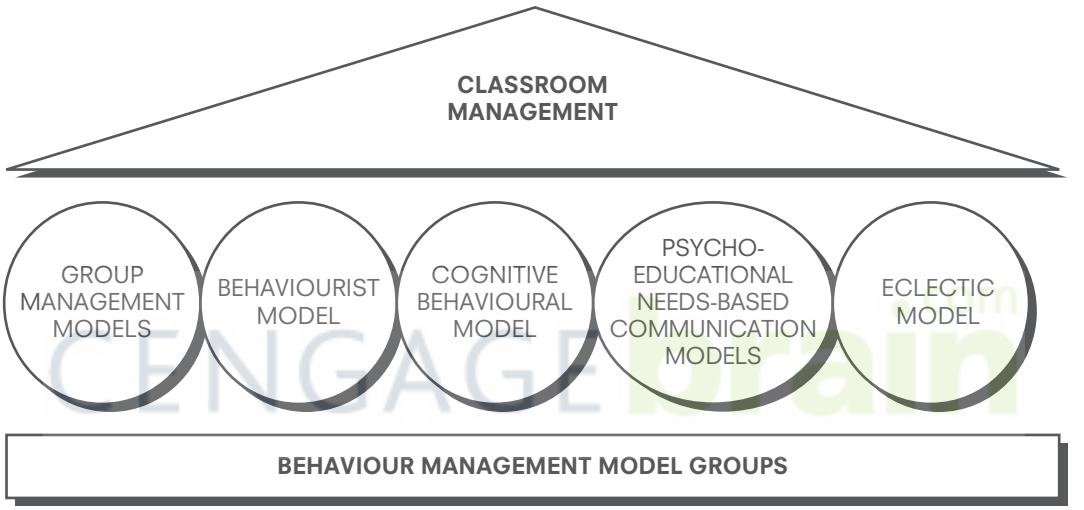


Deslea Konza, Jessica Grainger & Keith Bradshaw

Konza, Grainger and Bradshaw (2004) posit that 'models of behaviour management' belong in five groups. The first group – 'Group Management Models' – focus on developing teacher's skills, particularly in organising the classroom environment and systematically responding to misbehaviours. The second group – the 'Behaviorist Model' – refers to 'classic' behaviourist theory and interventions first explained by B.F. Skinner. This is regarded as one of the 'most influential' models of behaviour management, especially when applied to students with more challenging

behaviours. The third group – the 'Cognitive Behavioural Model' – advocated a more thoughtful involvement from students. This model combines cognitive and behavioural techniques as 'cognitive behavioural therapy' to collaboratively modify the way students think and hence behave. The fourth group – 'Psychoeducational or Needs-Based Communication Models' – primarily contend that everyone has needs and that their behaviours, appropriate or not, are attempts to meet these needs. From this perspective, teachers must focus on establishing a classroom environment and relationships which best meet these needs. The fifth group – the Eclectic Model (Bill Rogers' Decisive Discipline) – puts together elements from across the other model groups. The implied input here is a congruent behaviour management model and the implied output is good classroom management.

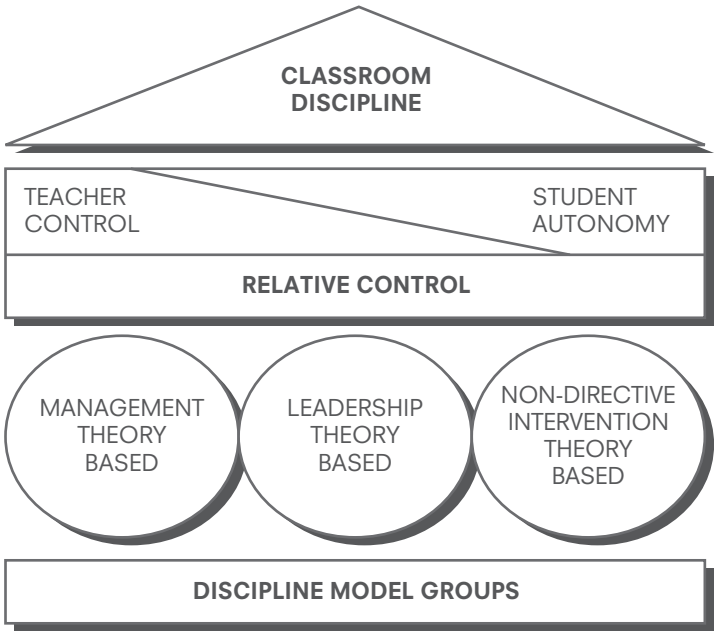
Figure 1.3 Five behaviour management model groups of Deslea Konza, Jessica Grainger & Keith Bradshaw



Clifford Edwards & Vivienne Watts

Edwards and Watts (2004) put forward a comprehensive taxonomy to explain the theoretical bases for a range of discipline models. They describe three groups of discipline models based upon the level of 'relative control' across the groups and their theoretical bases. These bases variously embrace educational philosophies and theories of child development and discipline. One group of discipline models are viewed as 'management theory–based' and involve a relatively high level of teacher control and a relatively low level of student autonomy. A second group is viewed as 'leadership theory–based' wherein it is assumed children develop best from a balance of both social and personal experiences and characteristics. In this case 'leadership' provides the best conditions for optimal growth and development. The third group is viewed as 'non-directive intervention theory–based' wherein children are viewed as intrinsically capable of self-direction and self-actualisation and involves a relatively high level of student autonomy and a relatively low level of teacher control. The implied input here is a congruent discipline model and the implied output is good classroom discipline.

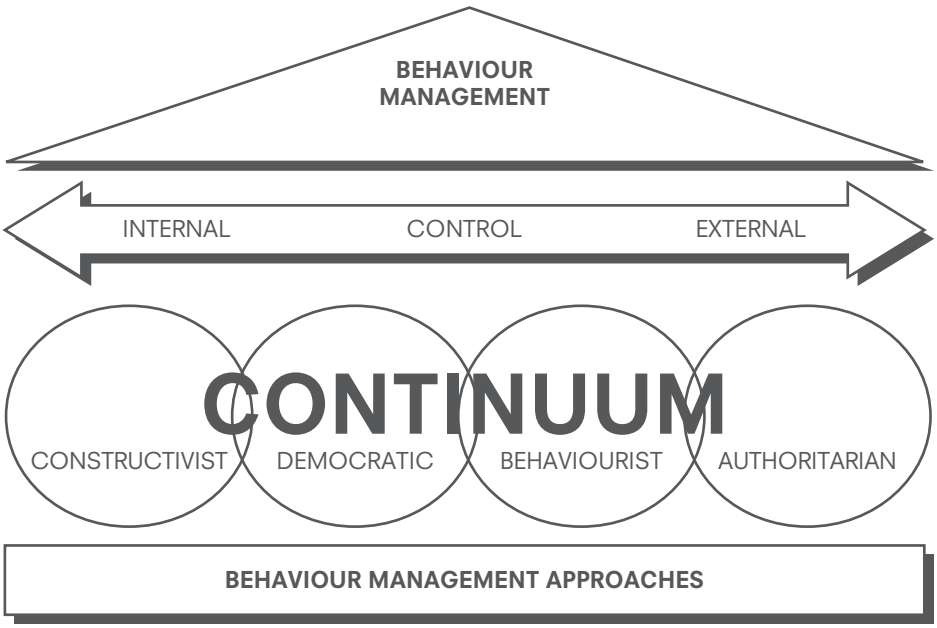
Figure 1.4 Three discipline model groups of Clifford Edwards & Vivienne Watts



Christine Richmond

Richmond (2007) explains a taxonomy of behaviour management approaches with the key variable being locus of control, i.e. internal control – wherein the students are guided to develop

Figure 1.5 Four overlapping behaviour management approaches of Christine Richmond

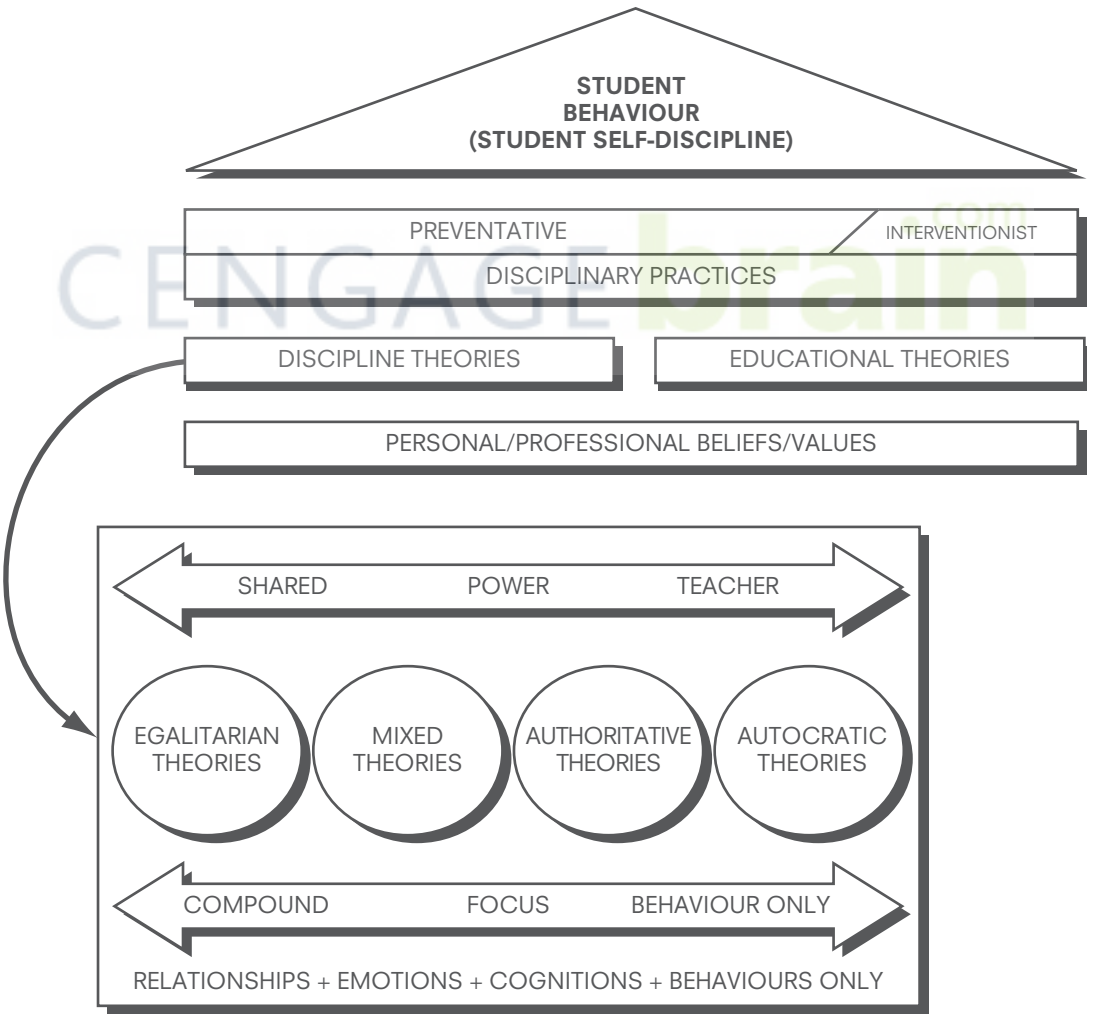


their self-control in a social context, through to external control – wherein the teacher acts upon the students to elicit control with respect to behaviour. The four groups of behaviour management approaches overlap in a continuum through this range of control. These approaches are categorised as: constructivist, wherein the locus of control is intended as internal to the students; democratic, wherein the locus of control lies between the teacher and students in a democratic context; behaviourist, wherein the locus of control rests externally to the students, i.e. primarily with the teacher; and authoritarian, wherein the control of students is entirely external and held by the teacher. The implied input here is a congruent behaviour management approach and the implied output is good behaviour management.

Louise Porter

Porter (2007) presents a thorough taxonomy of discipline (and educational) theories. Discipline theories, alongside educational theories, inform disciplinary practices which should be primarily

Figure 1.6 Louise Porter's continuum of discipline theories



preventative as opposed to interventionist. Student disciplinary practices aim to improve student behaviour by focusing on the development of student self-discipline. The 'mix' of theories chosen by an individual teacher is primarily influenced by their personal and professional beliefs and values. Porter clusters discipline theories across a continuum from autocratic through authoritative and mixed to egalitarian. This continuum of theories varies according to distribution of power from teacher-centred to shared, and from a focus on student behaviour only to a compound focus on behaviour, cognition, emotion and relationships. Porter also notes the influence of organisational/systemic constraints on the implementation of an individual teacher's disciplinary practices, and explains a similarly comprehensive taxonomy of variables associated with educational (teaching and learning) theories. The implied input here is discipline theories and educational theories and the implied output is good student behaviour – especially as student self-discipline.

Peter Miles

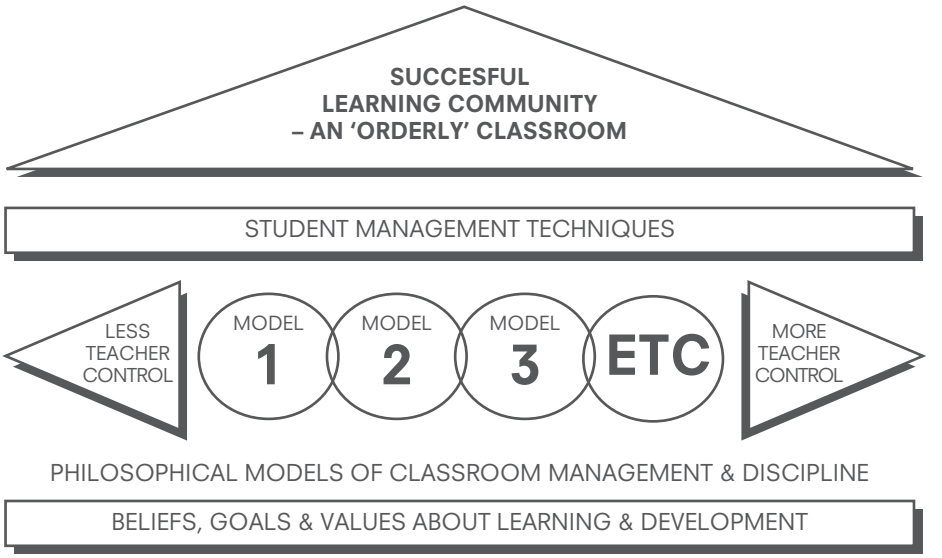
Miles (2003) emphasises the value of a sound philosophical foundation, grounded in behaviour management theories, to underpin a teacher's 'grab bag' of behaviour management strategies and techniques. Although he suggests that most teachers develop this grab bag rather eclectically, Miles emphasises that behaviour management strategies and techniques are best informed by theories. Miles makes reference to a number of pertinent theories but posits no specific taxonomy, preferring for each teacher to find his/her own theoretical rationales. The implied input here is 'guiding philosophical (theoretical) foundations' and the implied output is 'change' as successful behaviour management.

Figure 1.7 The guiding philosophical (theoretical) foundations of Peter Miles

Paul Burden

Burden and Cooper (2004) advocate that teachers should choose a philosophical model of classroom management and discipline that reflects their own beliefs, goals and values around student learning and development. These models (which are not explicated) are primarily differentiated by their level of 'teacher control and direction'. Student management techniques should match these beliefs, goals and values. The implied input here is philosophical models of classroom management and discipline (relating to off-task behaviours and misbehaviours) and the implied output is a successful learning community where 'order' prevails.

Figure 1.8 Paul Burden's taxonomy of classroom management



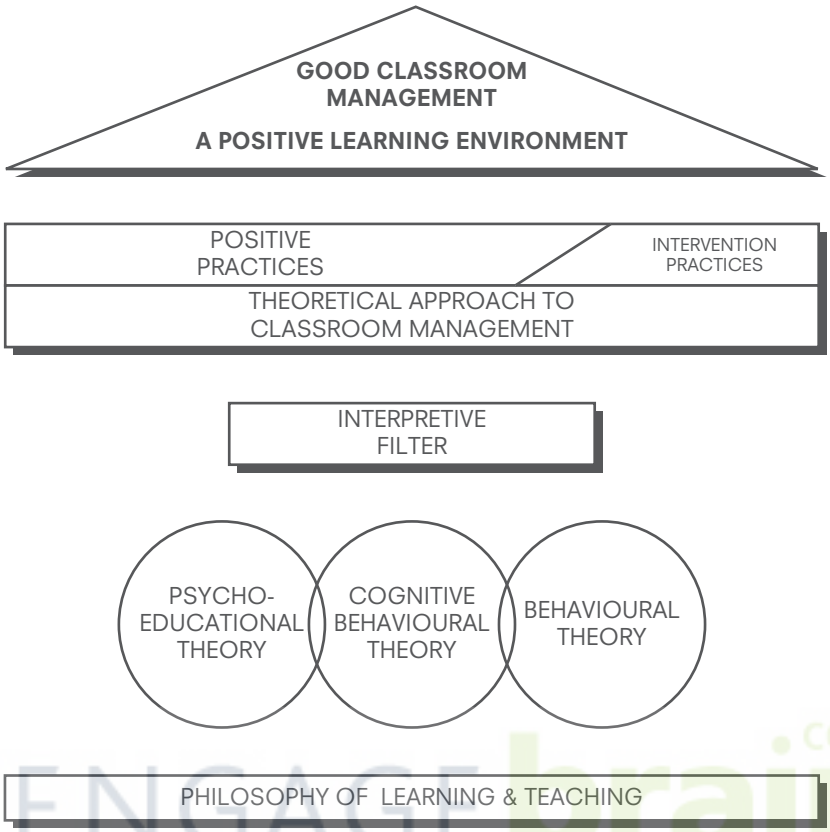
Gordon Lyons, Margot Ford & Michael Arthur-Kelly

So that you can compare and contrast our approach to the others discussed, we have put our own Lyford Model of Classroom Management into the same format.

We contend that classroom management theories are best classified into three overlapping groups – psychoeducational, cognitive behavioural and behavioural. These have been discussed previously. Psychoeducational theories (e.g. Driekurs' Goal Centered Theory and Glasser's Choice Theory) posit that students (and indeed everyone) have needs, that their (mis)behaviours are attempts to meet these needs, and that teachers should strive to create learning environments which best meet these needs. Cognitive behavioural theories (e.g. Kaplan and Carter's Cognitive Behavioural Theory) advocate the thoughtful, proactive involvement of students in negotiating improved behaviours. This group combines both cognitive and behavioural techniques to collaboratively modify the way students think, feel and thus behave. Behaviourist theories (e.g. Alberto and Troutman's application of B. F. Skinner's Applied Behavioural Analysis, and Canters' Assertive Discipline) are highly procedural and focus singularly on modifying observable behaviours.

To achieve good classroom management through the appropriate application of positive and intervention practices, teachers should develop a sound theoretical approach to classroom management which focuses on developing a positive learning environment. Crucially, this also includes sociocultural perspectives and integrating all of these more directly into curriculum planning and programming. The theory (or mix of theories) which inform this approach will be strongly influenced by the individual's interpretive filter, i.e. beliefs, values and attitudes, and should be congruent with the individual's philosophy of learning and teaching. The implied input here is theory as part of a philosophy of teaching and learning and the implied output is good classroom management, i.e. a positive learning environment.

Figure 1.9 The Lyford Model of Classroom Management



OTHER AUSTRALIAN CLASSROOM MANAGEMENT THEORIES

This third part of the chapter includes brief descriptions of five other 'theories' put forward by Australian authors. We chose these because they provide a reasonably representative coverage of theories which have found application in classroom management practice in Australian schools. This is not strictly a selection of theories per se, but rather a collection of theories, models, frameworks and approaches about classroom management and student behaviour. Each is identified by a title and its original author (or a widely recognised advocate), then followed by a brief description. Again, we see this section acting as a resource that you can revisit if you come across any of these theories in classrooms.

If you are interested in developing a functional understanding of one or more of these other theories, then we refer you to the relevant further reading provided at the end of this chapter. You need a stronger knowledge and understanding of these theories if you want a more rigorous appreciation of their principles, strengths and weaknesses, and their potential to contribute to the development of your own theoretical approach to classroom management and classroom management plan/s.

Positive Behaviour Leadership model (Bill Rogers)

Rogers' Positive Behaviour Leadership (PBL) model is an excellent example of a pragmatic and practical approach to classroom and school-wide behaviour management. Rogers contends that all disciplinary practices should: empower students to be accountable for their own behavioural choices; respect the rights of others to learn, be safe, and be respected; and build facilitative positive relationships. Discipline plans should be built on the notions of rights, respect and responsibilities. Teachers should lead and encourage (rather than coerce) students to accept the principle of shared rights and responsibilities. An understanding of and commitment to this principle empowers students to meet their (behavioural/social) responsibilities, and for discipline to be managed with dignity.

The five principles of the PBL model are: the shared rights and responsibilities of all (students and staff) should be expressed as rules; confrontation and potential embarrassment should be actively minimised; show confidence in students by offering choices; model respectful and dignified behaviour; and communicate (quality) standards and expectations positively.

Rogers emphasises the importance of preventative strategies to maximise appropriate and minimise inappropriate behaviours, and to inform students about and guide them towards appropriate behaviours. These strategies include: (collaboratively) establishing rules within a 'classroom behaviour agreement'; establishing associated consequences; developing a positive classroom tone; and adopting a decisive teaching style. Corrective strategies (for those students who fail to respond reasonably to the classroom behaviour agreement) include: a hierarchy of least to more intrusive interventions; regular and incidental classroom meetings; conflict resolution procedures; and all within an overarching framework of school-wide strategies.

Rogers' PBL model has been criticised as being atheoretical or otherwise viewed as theoretically eclectic. The focus though is clearly on teachers providing facilitative leadership and behavioural modelling for their students. Given the diverse assortment of preventative and corrective strategies put forward in Rogers' work, early career teachers may need to strategically select from those offered to consolidate a more manageable and consistent set of classroom management strategies.

Overall though, Roger's PBL model (and his other work in the area of classroom and school management and working with students with challenging behaviours) is widely supported and implemented in Australian schools and educational systems.

Developmental Management Approach (Ramon Lewis)

The Developmental Management Approach (DMA) is an excellent example of a (research) evidence-based approach to managing classroom behaviour. Lewis explains that the increasing number of students who challenge teachers do so because of changing community values and standards around authority. This approach focuses on responding to inappropriate behaviours in the context of school (community) values, and the critical role of classroom interactions in the development of appropriate behaviours. Lewis is particularly concerned with Australian teachers' increasing aggression towards misbehaving students, and sets out his DMA as one way of improving inappropriate student behaviours and classroom management by responding better to students' individual needs. Lewis notes that a positive and productive classroom environment is only possible if effective classroom management prevails. Teachers want and need (evidence-based) effective, justifiable techniques for producing behaviour change and preventing inappropriate behaviours.

The DMA identifies students in four categories to which Lewis has assigned specific response strategies to elicit appropriate behaviour. These are: Category A students, who constitute the majority, who generally respond appropriately to curriculum and instructional demands and require only verbal and non-verbal 'hinting' to elicit appropriate behaviour/s; Category B students, who are occasionally distracting and distracted, respond to rewarding appropriate behaviour and the class as a whole, and require more assertive use of consequences for inappropriate behaviour; Category C students whose behaviours warrant occasional isolation and follow up individual discussions; and Category D students who frequently and repeatedly misbehave and require 'instructional' and 'therapeutic' responses. (An important presumption here is that students are in Category A unless consistent evidence indicates otherwise.)

Explicit in the DMA is the necessity for an ongoing collaborative system of teacher support, including confidential individual support and school-wide support procedures and facilities. Lewis's DMA stands out as a well-researched and evidence-based good practice in classroom management and for managing students with more challenging behaviours.

Balance Model (Christine Richmond)

Richmond's elegantly simple Balance Model draws eclectically on a range of approaches to (or 'styles' of) classroom management. Richmond posits behaviour management as intentionally communicating with students to influence them to engage with their learning, and emphasises the critical importance of: being organised; being familiar with one's own behaviour management style; clarifying your expectations to students; acknowledging strengths and correcting mistakes; working with challenging students; and being 'open-minded' about the nature and motivations for student (mis)behaviours.

The Balance Model is premised on the assertion that behaviour management practices must precipitate a reasonable balance between time spent on management and time spent on academic learning, i.e. teaching deteriorates into 'minding' when behaviour practices are unable to effect this balance. Richmond contends that no behaviour management approach or style is better than another; rather that learning deteriorates to minding when any approach and its associated practices are ineffective. The Balance Model advises teachers to strike a facilitative and strategic balance between strategies used: to teach behavioural expectations; to acknowledge appropriate behaviours; and to correct inappropriate behaviours. Success lies in maintaining balance, and when necessary, recognising (potential) imbalances and correcting these.

Richmond concludes that good teachers: clarify their expectations; give acknowledging feedback and use graded correction strategies – in balanced measures; and plan for (possible) individual interventions while building positive relationships with all their students. On the other hand, good teachers do not: take misbehaviour personally; react emotionally; compete with students for power or control; ask students to explain the reasons for their misbehaviours; blame outside factors for the student's misbehaviours; send difficult students away to others to get 'fixed'; or rely on commonsense!

Supportive School Classroom Environment model (Peter Miles)

Miles has cleverly identified common elements of school discipline principles and policies from various Australian education systems to bring together his Supportive School Classroom

Environment (SSCE) model. He views behaviour as a skill which must be taught and the primary factors precipitating inappropriate or problem behaviour as medical, emotional, environmental, organisational and relational – with medical and emotional being the most prevalent. Behaviour management then is about teachers understanding and managing their *own* behavioural reasoning and responses, but significantly guided by their school policy and procedures. Miles posits that most teachers adopt eclectic theoretical and practical approaches to behaviour management but he emphasises the critical need to have a guiding philosophy to underpin a classroom (behaviour) management plan.

The SSCE model is about the graded provision of support in a facilitative learning environment. The model identifies three 'stages of intervention', i.e. positive/preventative, supportive/problem-solving, and responsive/retrieval, and three 'components' (or foci) for action, i.e. curriculum, interpersonal relationships and organisation. Most students respond reasonably to preventative actions, some (maybe 1 in 6) may need problem-solving actions, and a few (maybe 1 in 20) would need retrieval actions. Intervention designs should only move from least intrusive to more intrusive as necessary, and must include a balance of all three components with a clear emphasis on improving relationships between teachers and students. Social skill development, argues Miles, is central to this relationship building.

All interventions should be developed within the rubric of each teacher's overall classroom behaviour management plan, which should include acknowledgement, correction, crisis, restitution and support plan components, and be endorsed at school executive level. Interventions should only move from being least intrusive (and least resistant to change) through to most intrusive (and most resistant to change) if necessary, so the focus should commence with changes to the physical environment first, then task requirements, social interactions and through to the student him/herself if warranted. For the most challenging individual students, Miles advocates the use of the Case Management Model with decision making duly informed by collaborative consultation.

Solution-Focused Approach (Louise Porter)

The Solution-Focused Approach is a unique, humanistic approach to counselling individual (but potentially class groups of) students encountering behaviour problems. Its roots are in Systems Theory which posits that individuals who are in frequent contact will unavoidably influence each other. In the classroom, this means that the locus of problem behaviour lies between the teacher and the student (and possibly other students) – *not* just within the individual student, so it is the nature of the interaction which must change. This essentially puts the initial onus of change on the teacher.

Solution-focused theory differs significantly from most other individualist theories. It focuses on interactions rather than individuals, looks to finding solutions rather than looking for problems in the past, and seeks solutions built around people's perceptions, rather than 'expert' answers from without. The premise that young people are the 'experts' in deconstructing and solving (with guidance) their own problems is clearly aligned with constructivist theory. The reoccurrence of problems suggests that relationships between people involved are caught in a self-sustaining cycle of discord. Previous attempts to solve the problem issue have failed. The Solution-Focused Approach empowers participants to look for strengths, capabilities and resources within themselves and the environment for self-generated solutions.

Problem-solving discussions can be incidental or formally scheduled but prerequisite to any potential success is the proactive engagement of the student/s – so motivating the students to be

involved is essential. There is a specific sequence of seven phases involved in this approach to counselling students. These are not so much a rigid linear sequence as the dialogue is quite 'driven' by the engagement and responses put by the student/s. This approach does require training, experience and expertise to facilitate success, and you are strongly encouraged to read further about this approach if it aligns with your philosophy of learning and teaching, and inspires your interest.

FURTHER CLASSROOM MANAGEMENT THEORIES

This final part of the chapter very briefly describes an eclectic selection of 10 further theories which have found application in schools in Australia. Most of these theories are variously comparable to those already presented but reading about these might give you additional insight into the principles underpinning similar theories and how they have been adapted and applied in practice.

Understanding Classroom Discipline (Maurice Balson – Australia)

Maurice Balson extended Dreikurs' psychoeducational theories into a comprehensive approach to classroom discipline. On the premise that people's basic need to belong was paramount, Balson sought to assist teachers to identify the goals, purposes and motivations for student (mis)behaviours. Other key principles include: teachers need to accept that many classroom misbehaviours arise because they do not have an adequate psychological understanding of these; children will (ultimately) use any means to achieve belonging and social place, so teachers must focus on changing the beliefs that lead to the emotions that lead to these (mis)behaviours; competitive classroom/school cultures and practices are counterproductive so the development of democratic values and practices, collaborative learning practices and student self-discipline must be central to the educative process.

Kounin Model (Jacob Kounin)

Kounin is widely regarded as one of the most influential classroom management theorists. His research focused on identifying key teacher behaviours which maximised student on-task time. These key behaviours include, for example, 'with-it-ness', which is an ability to know just what students are doing around the classroom (and for students to be aware of this); the 'ripple effect', when the way a teacher intervenes with an individual misbehaving student is similarly influential on others; 'group management', which is the ability of a teacher to capture and maintain class engagement, such as attention and concentration; 'avoiding satiation', strategies teachers use to maintain interest and challenge through variation and difference with respect to content, pedagogy and/or assessment; and 'movement management', lesson pacing, momentum and transition. Kounin particularly emphasised the importance of this last group of behaviours.

Positive Behavioural Intervention and Supports (George Sugai & Associates)

(School-wide) Positive Behavioural Intervention and Supports (PBIS) is an increasingly popular and widely adopted approach to classroom and school-wide student discipline. The main premise

is that 'efforts should be focused on fixing problem contexts and not problem behaviours' – changing behavioural expectations, not just behaviours. It is promoted as an 'evidence-based decision-making framework for improving academic and behaviour outcomes for all students'. PBIS is characterised by data-based decision making and measurable (academic and behavioural) outcomes at the primary (whole-school), secondary (classroom) and tertiary (individual) levels. PBIS focuses on teaching pro-social skills and behaviours to all students, but emphasises the necessity to encompass action in the school, family and community domains. Applied behaviour analysis, normalisation and person-centred values provide the theoretical scaffold.

Discipline Through Influencing Group Behaviour (Fritz Redl & William Wattenberg)

Although not widely adopted in the Australian context, the principles underlying the Redl and Wattenberg model are readily recognised in many school discipline policies and practices. Redl advocated: 'permitting', focusing on and being explicit about appropriate behaviours rather than misbehaviours; 'tolerating', not intervening about all unacceptable behaviours when some factors warrant tolerance; 'intervening', for some zero tolerance misbehaviours, but using a clear sequence of increasingly intrusive strategies; and 'preventative planning', changing overall classroom management plans and procedures if identifiable trends or patterns in misbehaviour were evidenced. The Redl Model is more aligned to behavioural theory.

Classroom Management Training Program (Frederic Jones)

This program applies more to primary school settings and focuses on the development of teacher skills. Jones argues that most teaching/learning time is lost to interventions for off-task students who are talking out of turn and/or getting out of seat. Jones lists many strategies/techniques for teachers, which he argues can be learned, and explains these under the headings of: effective use of body language; using incentives for motivation; and providing efficient individualised help during seatwork. The Jones model is more aligned to behavioural theory.

Teacher Effectiveness Training (Thomas Gordon)

Gordon believes, consistent with the philosophy of humanism, that (particularly older) students can solve their own problem and become self-controlling if appropriately supported (rather than coerced or punished). The focus of Teacher Effectiveness Training (TET) is that behaviours are needs-satisfying and should be accepted as such rather than judged as good or bad. Also, good communication prevents misbehaviour and promotes positive relationships and learning. The explicit focus of TET is to develop problem-solving strategies which are more corrective that preventative and also include school-wide strategies such as peer counselling and peer mediation. However, TET strategies are based on counselling students so they can be quite time consuming and require a sound background knowledge and understanding. TET is clearly aligned to psychoeducational theory.

Systematic Training For Effective Teaching (Don Dinkmeyer & Associates)

The emphasis in the Systematic Training for Effective Teaching (STET) program is on developing teachers' communication skills. The program promotes the development of a democratic

classroom where discipline is logical, choices are explicit and self-discipline is strongly encouraged. Key elements include: an emphasis on encouragement rather than praise; natural and logical consequences – not punishment; the systematic use of reflective listening procedures and 'I' messages to facilitate enhanced communication about thoughts, feelings and intentions; and the use of class meetings and problem-solving conferences (for more challenging students) to review classroom management plans and practices and promote positive, collaborative problem solving. STET complements and builds upon Thomas Gordon's Teacher Effectiveness Training program. STET is more aligned to psychoeducational and cognitive behavioural theory.

Stop-Think-Do (Lindy Peterson – Australia)

Originally designed by Peterson as a social skills training intervention program for children and young people with behaviour difficulties, Stop-Think-Do has developed over many years into a very popular and successful, evidence-based (classroom and school wide) preventative behaviour management program for primary and high school students. It also continues to be used as a remedial social skills program for smaller groups of children and young people, including those with more problematic behaviours. Stop-Think-Do has a cognitive behavioural theory base and focuses on assisting students to develop (social/behavioural) problem-solving skills over a series of lessons. The program outcomes are enhanced when school staff and parents are involved in a whole-school approach. The program is based around the simple metaphor of coloured streetlights 'indicating' stages to be taught in the problem-solving and decision-making processes.

Responsible Thinking Process model (Ed Ford)

The Responsible Thinking Process (RTP) model, grounded in William Powers' Perceptual Control Theory, aims to empower teachers to use the principles of Perceptual Control Theory to specifically develop their disciplinary practices to support and teach students to become self-responsible – in the classroom and across the school. The RTP model provides specific detailed processes to accomplish this. Preventative practices focus on the sharing of (teacher and student) quality time and the establishment of quality caring relationships. Corrective strategies include scripted teacher–student engagements and student-negotiated conflict resolution engagements at a micro level, engagement of an Intervention Team and due processes, and time-out/re-engagement due processes. One strength of the RTP model is its comprehensive and consistent school-wide approach to developing student self-control and self-management.

Pain Model (Patrick Connor – Australia)

The Pain Model of Patrick Connor and his associates, although originally intended for use with highly at-risk students, has considerable potential to find wider application in Australian schools – particularly in a preventative context. The underlying principles are to be sensitive to others' feelings, beliefs and needs and to value them, and to build positive relationships, but within the context of a democratic school milieu. If teachers and students can develop stronger 'sensitivities' like these it is probable that more interpersonal conflicts can be avoided or minimised. This will require schools and teachers to become more sensitive to students' 'pain' and to engage more with parents and others in students' potential support networks. This model is resource intensive – both in terms of teacher time and expertise – but many

would argue that students 'in pain' – especially those at high risk of abuse and leaving school, are worthy of more intensive intervention. It does, though, take a lot of time, energy and dedication to work to relieve pain and calm a distressed student, re-social skill them, reconstruct their self-esteem, and engage parents and other professionals. This model which seeks to make school a 'welcoming' place where student wellbeing is the focus of school welfare policy and practices, has obvious challenges and benefits.

We do not expect you to remember all of these theories, but this resource will help you become familiar with, and have a first point of reference for, what you are likely to come across in schools. The other purpose of this chapter is to encourage you to begin to develop your own plan/s, to draw on those theories that make sense to you and 'test' them against your principles. The box below provides you with a summary of a range of theories, in alphabetical order, and includes one or more sources of reference.

Classroom management theories and some references

Applied Behaviour Analysis
Alberto & Troutman 2003; Zirpoli 2005; Bear 2005, chapters 11 and 12; Porter 2007, chapters 3 and 8

Assertive Discipline
Canter & Canter 2001, website: www.canter.net; Little 2003; Edwards & Watts 2004, chapter 4; Manning & Bucher 2007, chapter 3; Charles 2005, chapter 3; Bear 2005, chapter 7

Balance Model
Richmond 2007

Behaviour Modification Model
Edwards & Watts 2004, chapter 3; Manning & Bucher 2007, chapter 2; Queen, Blackwelder & Mallen 1997, chapter 1

Beyond Discipline
Kohn 2006; Charles 2005, chapter 14; Manning & Bucher 2007, chapter 12

Choice Theory
Edwards & Watts 2004, chapter 6; Manning & Bucher 2007, chapter 2, Charles 2005, chapter 5; Bear 2005, chapter 6

Classroom Management Training Program
Charles 2005, chapter 4

Cognitive Behavioural Theory
Wragg 1989; Rogers, W. 2003; Kaplan & Carter 1995; Zirpoli 2005, chapter 8; Porter 2007, chapters 4 and 8

Congruent Communication
Manning & Bucher 2007, chapter 5; Ginott 1972

Consistency Management and Cooperative Discipline
Freiberg 1999, 2002; Manning & Bucher 2007, chapter 10; website: http://cmcd.coe.uh.edu/

Cooperative Discipline
Charles 2005, chapter 12; Manning & Bucher 2007, chapter 12; Albert 2003
Developmental Management Model
Lewis 2008
Discipline By Design: The Honor Level System
Charles 2005, chapter 10; website: www.honorlevel.com
Discipline through influencing group behaviour
Charles 2005, chapter 2
Discipline through raising responsibility
Charles 2005, chapter 6; Marshall 2001, website: www.MarvinMarshall.com
Discipline with dignity
Curwin, Mendler & Mendler 2008; Manning & Bucher 2007, chapter 7; Charles 2005, chapter 8
Goal Centred Theory/The Democratic Discipline Model
Edwards & Watts 2004, chapter 5; Manning & Bucher 2007, chapter 4; Bear 2005, chapter 5, Nakamura 2000, chapter 9
Helpful Discipline
Charles 2002
Inner Discipline
Coloroso 1994; Manning & Bucher 2007, chapter 9; Charles 2005, chapter 9
Judicious Discipline
Gathercoal 2004, website: www.dock.net/gathercoal/judicious_discipline.html; Manning & Bucher 2007, chapter 11; Landau 1999
Kounin Model
Kounin 1970; Manning & Bucher 2007, chapter 6; Gordon 1997
Pain Model
Edwards & Watts 2004, chapter 10
Positive Behaviour Leadership Model
Edwards & Watts 2004, chapter 9
Positive Behavioral Intervention and Support
Wheeler & Richey 2005; Kerr & Nelson 2006, chapters 1 and 2; website: www.pbis.org
Positive Discipline in the Classroom
Nelson, Lott & Glenn 2000; Charles 2005, chapter 7, Queen, Blackwelder & Mallen 1997, chapter 1; Manning & Bucher 2007, chapter 12
Responsible Classroom Management
Queen, Blackwelder & Mallen 1997
Responsible Thinking Process
Website: www.responsiblethinking.com; Edwards & Watts 2004, chapter 8
Restitution
Gossen 2001
Restorative Justice
Hopkins 2004; Weare 2004
Self-reflective teaching
Good & Brophy 2008; Porter & Brophy 1988
Stop-Think-Do
Website: www.stopthinkdo.com

Solution-Focused Approach
Porter 2007
Supportive School Classroom Environment Model
Miles 2003
Synergetic Discipline
Charles 2005, chapter 13
Systematic Training for Effective Teaching
McKay, Dinkmeyer & Dinkmeyer 1988
Teacher Effectiveness Training
Edwards & Watts 2004, chapter 7, Queen, Blackwelder & Mallen 1997, chapter 1
Three C's of School and Classroom Discipline
Johnson & Johnson 1987a & b 1998; Manning & Bucher 2007, chapter 12
Understanding Classroom Discipline
Balson 1996
Win-Win Discipline
Charles 2005, chapter 11; Kagan & Kagan 2009, website: www.KaganOnline.com

WHICH CLASSROOM MANAGEMENT THEORY?

You now have some awareness of and knowledge about a range of theories, frameworks and models from the field of classroom management in Australia, including taxonomies of some of the most commonly used theories and practices. The rest of this book will explain our Lyford model in more depth, and show you how you can use it to build your own classroom management plan/s. Our message here is to retain your integrity by considering your preferred theories in reference to your own principles and the effectiveness of your classroom management practices.

Important! This book is not intended to provide you with enough knowledge to competently and confidently put any one classroom management theory into practice, but we do provide you with guidance for further independent and collaborative study. Consequently, we encourage you to go to the source texts of any theory which resonates with you to learn more about it. If you need any more convincing of the importance of theory read Cheryl's story below!

Stories from the field

Cheryl
Our education lecturer always seemed to challenge us to 'take responsibility for our own learning'! I thought some of what we were being taught about sociocultural theories and primary teaching and learning seemed a bit irrelevant. To be honest I was a bit intimidated by theory and the practical stuff was what made sense.

I remember a lecture delivered last year titled 'The theory praxis nexus'. What the? I just started to tune out . . . more reading, more jargon! I did sit up though when the assignment for this topic was spelled out in the tutorial. We had to pick a significant thing that had happened to us and discuss how we went about making sense of, or resolving it. What made me take notice though was that we were instructed to do no research. In fact for the most part we were not allowed to read further at all! Mmm . . . interesting.

We workshopped the process over four tutorials. In class we looked at a simple scenario of seeing a mother slap her four-year-old child at the supermarket checkout when he took a chocolate bar from the bottom shelf and opened it. First we were put into groups to discuss it. The next week our lecturer asked us to form 'like-minded' groups and focus on one specific issue that interested us. It turned out some people talked about child development, others about parenting, and some about cultural pressures on children in public. I chose to join the child development group and discovered that there were lots of different ideas about what four-year-olds thought and understood about this situation.

We then had to create statements about what we had been saying. It turns out that we were theorising all along and these statements were in essence the principles of our own understanding about four-year-old thinking. The assignment showed us that we theorise about our world all the time and that practices do not happen in a vacuum! This assignment really helped me to understand that there is a relationship between theory and practice and it is our job as teachers to be able to explain why we do things around and to students, parents and our colleagues.

Reflection . . .

Praxis is the application of theory into practice, while nexus is the relationship between the two. You can't have one without the other! Reflect on this comment with reference to Cheryl's university experience and her growing professionalism as implied in her story.

CHOOSING A THEORETICAL APPROACH

We see three options (other than being atheoretical) that you can take when choosing and developing your theoretical approach to classroom management. You can take a 'simple', 'hybrid' or 'pragmatic' approach.

Taking the *simple approach* means adopting a theoretical and practical approach to classroom management aligned to only one of the classroom management theories available. This means you choose exclusively from among the theories you have read and understood to inform and guide the development of your classroom management plan/s. This is the least complex (and our preferred) approach for early career teachers, although it might be difficult to put into practice if your new school community holds an incompatible theoretical approach with a different set of practices.

Taking the *hybrid approach* to classroom management theory means developing an individualised approach by drawing together various compatible elements from different theories. This approach has the potential to be easy to implement (like the simple approach) while at the same time it can be closely 'tailored' to an individualised philosophy of learning and teaching.

Taking the hybrid approach requires a very thorough knowledge and understanding of a variety of theoretical and practical approaches to classroom management.

Caution! Not all classroom management theories and practices 'fit' together. Indeed many theorists and practitioners would argue that a hybrid approach 'fractures' the integrity of individual theories and subsequent practices. If you do choose to develop and adopt a hybrid approach you should ensure inter-theoretical congruence by comparing and contrasting the principles which underpin them – and your philosophy of learning and teaching.

Taking the *pragmatic approach* to classroom management theory means changing theoretical alignment and practices, depending upon the nature of your class/es and school. You might choose a different approach depending variously upon: student age and/or levels of cognitive, social and/or emotional development, existing class behavioural characteristics/idiosyncrasies; and/or alternatively upon the basis of your employment, i.e. day-to-day casual, extended casual or permanent appointments, and the time of the school year (or even day!); and/or upon school policy and practices and the theoretical and practical approaches of school colleagues, particularly those who also teach your students. This approach has the potential to give you greater theoretical and consequently practical adaptability and flexibility but requires both a thorough understanding of all aspects of your chosen theoretical and practical approaches to classroom management *and* a thorough understanding of why, when and how to change your alignment.

In the 'best' case scenario, namely when you are appointed at the beginning of a school year to a 'good' class and school, there is much less obvious demand upon you to have a rigorously developed theoretical approach to classroom management, and classroom management plans which are coherent with your philosophy of learning and teaching. The reality though for the vast majority of early career teachers is that starting a teaching career is far more demanding, and situations *will* arise that depend upon this coherence. Reflection for improved outcomes is so much more difficult when this coherence is not present, and you will face a very difficult battle to guide your students 'back on track' if you have to reconstruct the way you theorise about and conduct your classroom management practices. (Do your remember Rachel's story earlier in this chapter?)

Which classroom management theory is 'best'? The best theory (or theories) that you can develop for yourself are those that have principles which match, or are congruent with, the principles underpinning your philosophy of learning and teaching. You are looking for a theory or theories which provide you with the best congruence between your philosophy and your classroom management practice. It's as simple as that!

SUMMARY

In this chapter we introduced you to a range of classroom management theories and explained why an understanding of these is important. Strategies were explained to help you to compare, contrast and analyse them. Various taxonomies were also presented to provide you with alternative scaffolds for 'sorting' and analysing these theories. We explained and emphasised the need for you to find congruence between your emerging professional philosophy and the principles and theories which underpin this. This need for congruence was further highlighted in our discussion on alternative ways to approach your selection of underpinning theories. The underlying philosophical scaffold for this chapter was our Lyford Model of Classroom Management. We now move on to chapter 2 where we will explain this model in detail.

Key concepts

- classroom management theory
- good evidence-based classroom management practice
- hybrid theoretical approach to classroom management
- metalanguage
- pragmatic theoretical approach to classroom management
- simple theoretical approach to classroom management
- taxonomy of classroom management theories
- theoretical congruence/synchronicity

Individual and group activities

Activity 1

Refer back to the chapter starter of Karen's epiphany! How might you respond to this situation given the same scenario? What might Karen's expectations have been in regard to classroom management on an individual and school wide basis? Can you identify any issues of consistency with the responses of Karen's colleagues? What might Karen's next steps be with regard to her approach to classroom management?

Activity 2

Why/how is classroom management theory important to the development of classroom management plan/s?

Activity 3

What are the consequences of incongruence between your philosophy of learning and teaching, theoretical approach to classroom management and/or classroom management plan/s?

Activity 4

What are the consequences of taking an atheoretical approach to classroom management?

Activity 5

Compare and contrast the simple, hybrid and pragmatic approaches to choosing and developing a theoretical approach to classroom management.

Activity 6

Compare and contrast (selected) taxonomies of classroom management theories and their potential to inform the early development of classroom management theory and practice.

Weblinks

Western Australian College of Teaching Research Digest: Managing Classroom Behaviour
www.wacot.wa.edu.au/files/resourcesmodule/@random472fae03d2684/1204692690_WACOT_Issue_1_08_v3.pdf

Cognitive Behavioural Therapy – 'You Can Do It!'
www.youcandoit.com.au/AboutYouCanDoIt/

Choice Theory
www.wgia.org.au

Positive Behavioral Intervention and Support
www.pbis.org

Stop-Think-Do
www.stopthinkdo.com

Further reading

Charles, C.M. (2005). *Building classroom discipline* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Edwards, C.H., & Watts, V. (2004). *Classroom discipline and management: An Australian perspective*. Milton, Qld: John Wiley and Sons Australia.

Manning, M.L., & Bucher, K.T. (2007). *Classroom management: Models, applications and cases* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Porter, L. (2007). *Student behaviour: Theory and practice for teachers* (3rd ed.). Crows Nest, NSW: Allen & Unwin.

Reitano, P. (2007). *The behaviour management strategies of one beginning teacher: a study of conceptual change*. 2007 ATEA National Conference: Quality in teacher education: Considering different perspectives and agendas.