

Lecture No. 08

Managing Behavior

Behavior management plays a significant role in the teaching learning process. Most of the time situation arises where teacher have to manage the behavior that is distracting the class from the actual objective or the behaviors that are undesired and wasting the time. Many teachers tackle the situation on the basis of their experience and sometime a teacher could not understand the situation and shows aggressiveness or remained too passive that consequently affects the students learning.

1. Bad Behavior or Undesired Behavior

Bad behavior is a relative term parents and teachers normally use it but most of the times the psychologists use the term undesired behavior. We define the term bad behavior in views of teachers, parents and pupils view point as: In view of teacher a bad behavior is “showing lack of respect, lack of manners, bad language, disrespecting property as well as people without thinking of the impact on others”. In view of parents it is generally having no consideration for those around you. And students view the bad behavior as not listening to the teachers or parents and not following the rules. Every individual has his own opinion of what constitutes bad behaviour.

2. Behavior Management

Behavior management is similar to behavior amendment. It is near to behavior therapy. Behavior modification focus on changing behavior of the individual, while in behavior management the focus is on maintaining order or to normalize the response of the individual. Behavior management skills have immense importance for teachers in the educational system. Behavior management include all of the actions and conscious inactions to enhance the probability people, individually and in groups, choose behaviors which are personally fulfilling, productive, and socially acceptable and are in accordance with the environment.

3. Techniques of behavior management

Many of the principles and techniques used are the same as behavior modification yet delivered in a less intensively and consistent fashion. Usually, behavior management is applied at the group level by a classroom teacher as a form of behavioral engineering to produce high rates of student work completion and minimize classroom disturbance. In addition, greater focus has been placed on building self-control. There are a number of techniques teachers use to manage student behaviour. Here are some practical strategies and resources to assist teachers with classroom behaviour.

1. Provide adequate and relevant learning resources which offer students choice and the motivation to participate
2. Involve students in practical and interesting activities so that they may not get involved in irrelevant activities
3. Ensure activities are purposeful and interesting with clear goals that students perceive to be worthwhile.
4. Negotiate a shared understanding, expectation and acceptance of responsibilities and

rights within the classroom, e.g. collaboratively develop a code of conduct, and provide choice and decision-making opportunities for students.

5. Encourage student self-evaluation of progress and achievement on learning tasks.

6. Ensure students understand the consequences of choices and of their behaviors.

There are some behavior management tips given by educationists presented following.

1. Simple and clear in delivering Message

Teachers need to deliver the messages, needs to be simple, clear and non-negotiable; in practice it is easy to get involved in a lengthy argument or confrontation. Focus on moving in, and conveying rules as unobtrusively as possible and then moving out quickly this may help to improve the classroom situation. Avoid waiting around for the student to change their behavior immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back whether the matter has resolved. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction. Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.

2. Countdown

A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. For example, we can devise the strategy as given below.

'Five, you should be finishing the sentence that you are writing
Four, All pens and pencils down now
Three, Check that all the papers are arranged
Two, Bind or staple the papers
One, Handover the answer sheet to the relevant person

Some students may join in the countdown with you at first, some will not be quiet by the time you get to zero at first but persevere, use praise and rewards to reinforce its importance and it can become an extremely efficient tool for those times when you need everyone's attention. You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

3. Presence of a Teacher

The presence of a teacher is the greatest contribution to managing behaviour around the school site. The students will grow used to the interventions in social areas and the teacher presence will slowly have an impact on students' behaviour. The relationships you develop will be strengthened, with opportunities for less formal conversation presenting them daily.

4. Assigning work to the students

At primary level students' mutual trust is encouraged through sharing and delegating jobs in the classroom. Well organized teachers will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds

etc. The students learn how to share responsibility with others and accept responsibility for themselves. The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.

5. Dealing with secondary behaviors

The behaviors that appear during the process of intervention are known as secondary behaviors. When teacher has exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions and need to leave the room, the secondary behaviors are the chair being thrown back, or door being slammed, or the infuriating smile that slowly cracks across his face. He/she may want to divert the conversation away from the original behaviour or encourage a confrontation in the corridor. Resist the temptation to address the secondary behaviors in the moment. Instead record them and deal with them later on.

6. Classroom Arrangement

With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. The classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain. When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for everyone to hear.