

Classroom Management Newsletter

Preventing Classroom Misbehaviour - Part 1

Classrooms must use a comprehensive management plan that includes both preventative and disciplinary management strategies (Cruickshank, Bainer, & Metcalf, 1995). Preventive measures are those aspects of discipline that remove factors likely to lead to misbehaviour (Charles, 2002). Employing tactics such as proactive communication skills (Gordon, 1976), pre-planned reactions to student misbehaviour which can help teachers remain calm and effective in tense situations (Canter & Canter, 1992), and knowing students' states that can lead to behaviour escalation (Jensen, 2005) help educators become more effective in preventing problem issues.

Experts urge teachers to devote more time to creating classrooms that are focused on preventing behaviour problems rather than managing or rehearsing responses to crisis situations after they have occurred (Kohn, 1996; Shukla-Mehta & Albin, 2003). Yet the sole responsibility of preventing problems does not rest on teachers alone, the real shift in approach should be in "helping students become active participants in their own social and ethical development" (Kohn, 1996, p. 77). Some scholars, however, believe that "we are over-focused on choices and we overlook the training part of discipline" (Morrish, 1998, p. 55). In teaching students procedures and routines, some behaviours become habitual (Morrish, 1998) and help students redirect irresponsible impulses (Marshall,

2005). No matter the position an educator takes in preventing problem behaviours in the classroom, arguments can be made that prevention is best accomplished when a positive relationship exists between students and teachers.

Next month: Preventing Classroom Misbehaviour Part2



"Do you have any books on managing disruptive students? I want to know what the opposition is up to."

Quote of the Month

"You tend to hit where you aim, so aim high!"

Bob Templeton

