

Classroom Management Newsletter

Factors that Lead to Misbehaviour - Part 1

Although there are many psychology texts devoted to studying the motivations of child behaviour, simply stated misbehaviour is an expression of students failing to meet needs essential to their emotional well-being. Students choose to display a given behavior on the basis of their past experiences with using the behavior to obtain specific outcomes (Shukla-Mehta & Albin, 2003) and always choose to do what is most satisfying to them at the time (Glasser, 1986). What is most satisfying usually relates to the student's psychological needs of belonging, fun, freedom, and power - which are difficult to satisfy because they are not easily identifiable (Glasser, 1986). If a student's needs remain unsatisfied, the dissatisfaction may manifest itself as misbehaviour.

Similarly, Dreikurs, Cassel, and Ferguson (2004) maintain that a child simply wants to feel belonging. They suggest that "we should understand and always bear in mind that a misbehaving child is only a discouraged child trying to find her place; she is acting on the faulty logic that her misbehaviour will give her the social acceptance that she desires" (p. 37). If a student's attempt to find significance and belonging in school is ignored or goes unsatisfied, the student may resort to misbehaviours he assumes will bring about the recognition he craves. The student's goals for this behaviour are mistaken

because he wrongly believes that reaching the goal will lead to a feeling of belonging.

Next month: Factors that Lead to Misbehaviour - Part 2



"Whatever 'shenanigans' are, they must be long.
Grandma says there's no end to mine!"

Quote of the Month

"If what is being taught does not satisfy the needs about which a student is currently most concerned, it will make little difference how brilliantly the teacher teaches - the student will not work to learn" (Glasser, p. 20).

From Glasser, W. (1986). *Control theory in the classroom*. New York, NY: Harper & Row.

About the Trust Level System

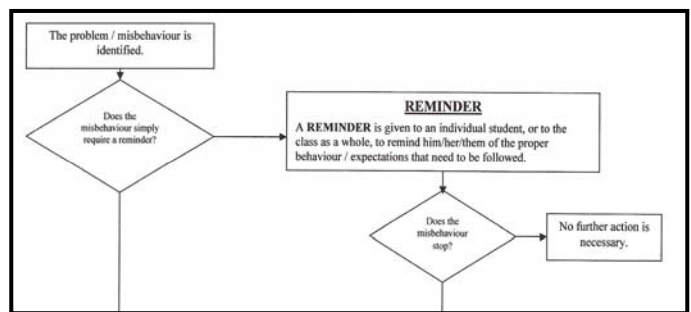
Educators understand that classroom discipline is neither an easy, quick, or fail-safe process. Effective classroom management is not just considering one or two essential philosophies or strategies, it is taking a variety of factors into account. The Trust Level System Intervention Method's (TLSIM) primary focus is to provide educators with an effective management program that seeks to ensure that a safe, learning environment persists in the classroom. To promote such an atmosphere, I believe teachers need to help students construct their own perceptions about behaviour and reflect how their ideas measure to students' values.

In the event that a student must be disciplined for disruptive behaviour, what the consequence is and how it is administered must consider whether the student will learn from his mistake and develop better behavior. I believe that if teachers have a clear, systematic approach to dealing with misbehaviours after all other options have been explored, they are more apt and confident to attempt constructivist or alternate preventive measures. Many constructivist theories are difficult for educators to digest because they do not account for what Gossen (2001) deems as "bottomline" behaviours - serious student misconducts that require quick and decisive intervention. Gossen (2001) uses much of Glasser's Control Theory in implementing restitution in the classroom, but stresses that educators should not abandon their traditional designs of discipline of using rules and consequences: "Set limits must still exist to fall back on for those students who are not ready to practice self-discipline" (p. 133). Thus, there is a need for a classroom (and school-wide) intervention and tracking method that considers the constructivist strategies of providing students with the opportunity to reflect on their own behaviour, while still allowing the freedom to implement traditional methods of intervention when "student-sensitive" techniques are ineffective.

TLSIM Strategies

Verbal and non-verbal techniques are used during the Reminder step, where students are simply reminded of appropriate behaviours that are in line with classroom beliefs or rules. These verbal and non-verbal strategies must be explained to students preferably at the beginning of the school year.

However, verbal and non-verbal techniques are ineffective if students do not associate the techniques with potential consequences. For the traditional-oriented management educator, non-verbal techniques can be associated with the use of a personal or classwide reminder, thereby letting students know that they must behave immediately. For constructivist-oriented teachers, this is an opportunity to have a quick conversation with the student about what his needs are, or, for the teacher, to reflect what he/she may be doing to influence the situation.



Upcoming Events

November 28: TLSIM Introduction Workshop

5:30 – 7:00pm Room 6

Henry Grube Education Center

Register at e-mail address below

Workshops & Manuals

Interested in learning more about the Trust Level System or purchasing TLSIM Manuals?

Book a workshop or order a set of manuals for your staff today.

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