

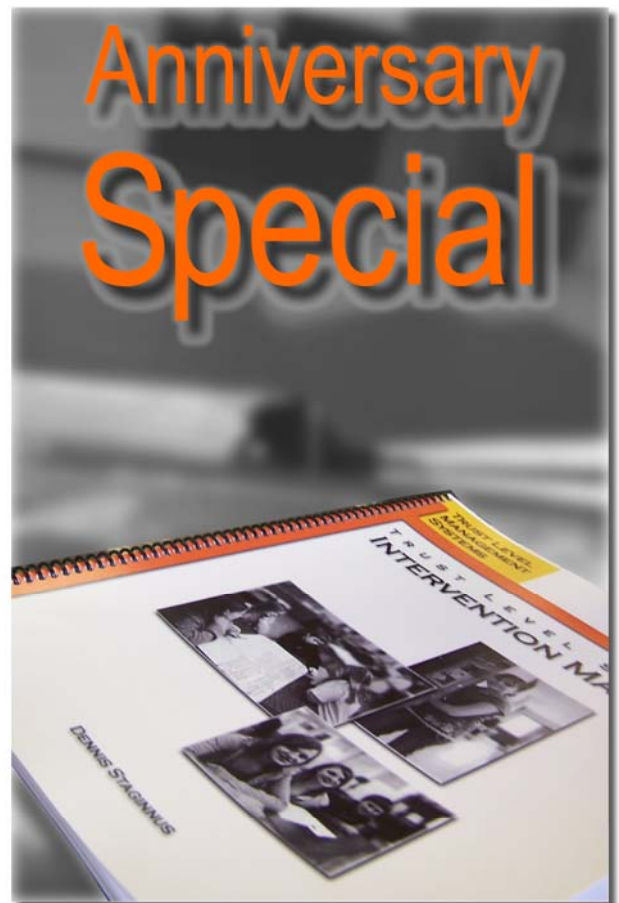
Classroom Management Newsletter

Methods of Intervention

Part 1

Research indicates that most behaviour interventions occur in a systematic manner. Initial acts of minor inappropriate conduct are dealt with using non-verbal and verbal techniques, while more serious behaviour problems require the implementation of logical, or reasonable, consequences. How theorists suggest teachers should intervene in these cases incorporates behaviour development strategies within the steps of intervention and should, therefore, be treated as one technique rather than two separate forms to achieve improved student behaviour.

The systematic process of intervening when misbehaviour occurs can be structured as a reactive or proactive hierarchy system. Canter and Canter (1992) maintain that misbehaviour can be dealt with calmly and quickly by preparing a discipline hierarchy, a list of consequences where each subsequent level of disciplinary intervention becomes more unpleasant for the student. They also suggest keeping track of offenses that students commit in order to use a discipline hierarchy more effectively. This structure is reactive because it provides students with a process of intervention *after* problem behaviours have been committed. On the other hand, hierarchical structures can denote levels of social development and be used proactively by teaching students skills and attributes for better social development (Marshall, 2005). Educators can help students identify what social attributes



\$29.95

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they are / are not demonstrating, ask if they understand the attributes of each level, and then have students reflect whether their behaviour corresponds to any of the levels (Marshall, 2005). In this way, the disrupting student acknowledges his chosen behaviour level, can accept responsibility for the inappropriate conduct, and guide him to make better informed choices in the future. "The nature of a hierarchical structure positions the highest level as the most desirable one. Exposure to the levels encourages responsible behaviour if for no other reason than the motivating principle of challenge" (Marshall, 2005, p. 52)

Inasmuch as discipline hierarchies can be reactive or proactive in nature, how teachers deal with behaviour problems can likewise assume a reactive or proactive approach (Canter & Canter, 1992). Many discipline theorists suggest using non-verbal techniques as an effective way of "letting pupils know that one or all of them had better settle down" (Palardy & Palardy, 2001, p. 89). Eye contact, body posture, facial expression, silence, and proximity are only some techniques used to help students return to proper behaviour (Palardy & Palardy, 2001; Canter & Canter, 1992; Evertson, Emmer, & Worsham, 2003). Furthermore, "a study of middle school teachers found that nonverbal strategies stopped misbehaviour 79 percent of the time" (Cruickshank, Bainer, & Metcalf, 1995, p. 389). Various verbal cues are also used to redirect students when inappropriate conduct first occurs. Among many others, quietly speaking the student's name, reminding a student of the expectations for the current task (Canter & Canter, 1992), pronouncing words more distinctly, speaking softly (Cruickshank, Bainer, & Metcalf, 1995), or asking students what is the rule for a given situation in the classroom (Gossen, 2001), are used to stop the first signs of disruptive behaviour.

Quotes of the Issue

"If you find a path with no obstacles, it probably doesn't lead anywhere."

- Anonymous

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

- William Arthur Ward

Upcoming Events

TLS Anniversary Special

To celebrate the first year of the Trust Level System, purchase the Trust Level System Intervention Manual for the special low price of \$29.95!

TLS Workshop for Education Students

Monday, December 8 (date is subject to change)
4:00pm – 7:00pm Room 6
Henry Grube Education Center
Register at www.trustlevelsystem.com
1st & 2nd Year Ed. Students welcome!

Workshops & Manuals

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

Book a workshop or order a manual today.

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