

Classroom Management Newsletter

What is Misbehaviour?

Misbehaviour can be seen as "any action that the teacher perceives as disruptive to the order of the classroom" (Cruickshank, Bainer, & Metcalf, 1995, p. 386) or, more generally, behaviour that someone disapproves of and is considered inappropriate for the setting or situation in which it occurs (Charles, 2002). On the other hand, Sylwester (2000) suggests that "misbehaviour is to a classroom what pain is to the body - a useful status report that something isn't working as it should" (p. 23). This sentiment is echoed by Alfie Kohn (1996) who believes acts of misbehaviour are signs that somebody needs help.

These two differing views of misbehaviour is a source for debate between the traditionalist and constructivist discipline approaches. Kohn (2003) views inappropriate behaviour as an opportunity for teaching and a time for the teacher to do some self-reflection, whereas traditional management practices focus on reacting to misbehaviour as something to be stopped because it interferes with the teacher's idea of "badness" (Cruickshank, Bainer, & Metcalf, 1995). Current literature tends to lean towards urging teachers to become more reflective on their actions and how they may have affected the situation in the misbehaving classroom. Furthermore, Shukla-Mehta and Albin (2003) believe that "knowing the functions that problem behaviours serve for students are the key to the effective

selection of intervention strategies for managing such behaviors" (p. 53). It is important, then, to focus on what factors lead children to misbehave and what types of problem behaviours dominate the classroom environment.

Next month: Factors that Lead to Misbehaviour



"Speak up, I can hardly hear ya!"

Quote of the Month

"Chances are that when you walk into a room, you do not pay much attention to the floor, but if it were missing that would be obvious. This analogy describes the difference between effective and ineffective classroom management. You do not notice it when it is good, but without it, its lack is readily apparent."

From Marshall (2005) "Discipline without Stress, Punishments, or Rewards"

About the Trust Level System

The purpose of the Trust Level System Intervention Method (TLSIM) is to provide teachers with an easy to use, flexible, and effective method of discipline intervention and behaviour tracking in the classroom. The system serves as a bridge in promoting the constructivist model of discipline on the one hand, while maintaining some of the necessities of traditional management structures in the other.

Creating an atmosphere of learning can be difficult. When this atmosphere is tainted by disruptive students, some teachers become accustomed to sending them to administration. Yet it is unrealistic for teachers to believe that administrators or counselors can stop disruptive behaviour that is occurring in the classroom. Since the frustration originates in the classroom, teachers are in the best position to seek a solution.

Thus, the TLSIM method is an attempt to assist teachers in becoming more self-sufficient and less stressed when dealing with learning/teaching disruptions. Although I believe the system will be most effective when teachers adopt a constructivist view of discipline, it can be used by any teacher because ultimately it is designed to create an environment where students can learn and the teacher can teach - no matter one's personal philosophy of discipline.

In addition to the TLSIM's flexibility and effectiveness, the intervention model benefits all parties who are concerned with student behaviour in the classroom, namely the teacher, student, administration, parents, and teachers-on-call. The method allows those involved in educating students to utilize the TLSIM's advantages according to the particular needs of their role or relationship with the student.

Strategies to Develop Positive Classroom Pride

- Display student work
- Positively reinforce students verbally
- Show off the class' achievements
- Speak to the accomplishments of all your students
- Be sincere in your pride in your students
- Look for opportunities for students to be proud in all areas
- Develop parental pride in student accomplishments
- Develop pride in improvement in addition to pride in excellence

From Boynton & Boynton (2005) *The Educator's Guide to Preventing and Solving Discipline Problems*.

Upcoming Events

Wednesday, October 24:

TLSIM Introduction Seminar

Room 6 Henry Grube Education Centre

5:30pm - 7:00pm

Register at e-mail address below

TBA : TLSIM Implementation Workshop

(prerequisite: TLSIM Introduction Seminar)

TBA : TLSIM Introduction Seminar for

TRU Education Students

TBA : TLSIM Implementation Workshop for

TRU Education Students

(prerequisite: TLSIM Introduction Seminar)

Workshops & Manuals

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

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

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