EDN358 ASSIGNMENT 1: EVIDENCE BASED PRACTICE GUIDE – JOSHUA ATKINSON

INTRODUCTION

Throughout the teaching profession, teachers will experience many different and challenging situations. These situations will be dealt with by teachers most effectively if they have acquired a sound catalogue of knowledge based classroom management strategies and interventions. Classroom management strategies refers to the wide variety of skills, techniques and interventions that teachers use to keep students organised, focused, attentive, on task, and academically productive during a class to best suit the individual student and the students as a whole class (The Glossary of Education Reform, 2014). Through in-class experience and solid research, teachers should attain a reasonably large catalogue of various management strategies in order to confront the different scenarios that can occur within the life of a teacher.

IMPORTANCE OF HAVING A TEACHING PHILOSOPHY:

A teaching philosophy establishes what teachers want to implement into their teachings and their aims for student success. By constructing a teaching philosophy, it allows teachers to know where they are trying to go and how they plan to get there. Without acquiring a teaching philosophy, it is similar to a traveller without a map. Their goals, steps and practices are uncertain and could often lead to miscommunication, confusion and lack of direction.

MY TEACHING PHILOSOPHY:

Each of the students that I teach are unique and distinctive in their own way. Therefore to understand and acknowledge this differentiation is an important key in classroom learning success. As a teacher, I aim to create an atmosphere that encourages inclusivity and safe learning practices. My classroom environment is a place where I want my students to feel respected, safe and appreciated. Students understand expectations and respect classroom rules and regulations to ensure behaviour in class is appropriate. Getting to know and understand my students individually as well as a collective group (both within the classroom and outside the classroom) would allow for social engagement and provide me with a sound understanding of the backgrounds of each student. Implementing group work in my classroom would allow for social skills to develop and students to actively engage with one another, thus providing students with essential life skills. Through positive feedback, effective questioning and creating a successful classroom environment, my ambition is for the students is to maximise their full learning ability.

By creating a teaching philosophy it became evident that my approach towards teaching contains a mixture between a Behaviourist approach and a Psychoeducational approach. Both approaches include elements in which I strive to use within my classroom and align with goals and objectives stated within my philosophy.

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<th>BEHAVIOURIST APPROACH</th>
<th>PSYCHOEDUCATIONAL APPROACH</th>
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<td>- Highly procedural</td>
<td>- Acknowledging that all</td>
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<td>- Observing students behaviour</td>
<td>students have needs</td>
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<td>- Ensuring classroom structure and environment best suits the individual and class</td>
<td>- Misbehaviours are attempts to have needs met</td>
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THEORIES THAT ALLIGN WITH MY TEACHING PHILOSOPHY:

APPLIED BEHAVIOURAL ANALYSIS (ABA) (Paul Alberto & Anne Troutman) – Behaviourist Approach

Influenced by Skinner, ABA is recognised as a behaviourist approach as its focus is on discipline that employs objective data to drive decision-making about an individual’s disciplinary program. ABA emphasises that the students environment controls their behaviour and that the consequences set by the teacher may only prolong and increase behavioural issues (Lyons, et al, 2014, pp. 29). ABA aids individuals to obtain different life skills, such as language skills and self-help skills. These principles can also help to decrease disruptive and poor behaviours. ABA interventions involve defining, observing and recording behaviours in terms of the student’s environment and their consequences (Lyons, et. al, 2014, pp. 29). Teachers can then modify the learning conditions and use reinforcing consequences if necessary to decrease targeted behaviours (Lyons, et. al, 2014, pp. 29). Children recognise good behaviour when they are rewarded and recognise poor behaviour when they are punished.

GOAL CENTRED THEORY (GCT) (Rudolf Dreikurs) – Pyschoeducational Approach

The goal centred theory focuses on student’s feelings, thoughts, relationships and behaviours through implementing a classroom environment that is consistent, considerate, responsible and engaging at all times (Lyons, Ford, Slee, 2014, pp. 23-24). GCT stresses the importance for teachers to look beyond student’s misbehaviour and rather determine why students are doing so. GCT challenges teachers to take on a democratic approach as opposed to a dictative or permissive approach. GCT is also an example of a Psyscoeducational theory, in which notices that students have needs and misbehaviours are simply attempts to have their needs met. Hence why teachers using GCT should strive to create a learning environment in which meets the students needs (Lyons et. al, 2014, pp. 23).

CLASSROOM GUIDE: FIVE EVIDENCE BASED PRACTICES

1) COOPERATIVE LEARNING (CL)

CL is a classroom management tool that aims to develop student’s social skills, along with developing responsibility, questioning, effective communication, trust, leadership and self-management (Lyons, et. al, 2014, pp. 79). CL is commonly identified as students working in groups or pairs to collectively complete a task. These tasks focus on student’s developing their understanding of the learning topic whilst engaging with one another. Students who have a superior understanding of the targeted concepts can provide assistance to other students that are struggling (Lyons, et. al, 2014, pp. 79). Weaker students working individually are more likely to give up when they get stuck, however, working cooperatively can motivate them to keep going (Fielder, Brent. ND). The CL method can be recognised as a proactive approach as it purely focuses on developing student’s social and academic skills in a practical and hands-on matter.

It’s essential whilst utilising CL to ensure that all activities provide both group goals and individual responsibility. CL also provides a more engaging approach of learning, as students are accountable for group success. If one person in the group slack off, the entire group suffers. Jenkins (2003) and Johnson (2003) both provide strong evidence that supports CL and describes it as a valued organisational strategy for teaching social skills, responsibility whilst focusing on academic content (Lyons, et. al, 2014, pp. 79).

TYPE OF PRACTICE: Proactive

POTENTIAL CHALLENGES OF CL:
- Shy and unconfident students that do not participate
- Lazy students that refuse to participate
- Behavioural issues
- Group discussions that are off topic
- Dominant personalities
- Arguments within groups

**LINKS TO OTHER PRACTICES:**

- **Encouragement** (encouraging students to actively interact with one another in cooperative environments)
- **Altering Classroom Structure and Environment** (Altering the structure of the classroom to best provide for cooperative learning to occur)

**CL ALIGNED TO EVIDENCE BASED MODELS**

**THE THINK-PAIR-SHARE MODEL (DAVIDSON & O’LEARY, 1990)**
- Involves two students
- Pair is provided with a question
- Think of the answer individually, then share with their partner
- Choose one answer and present to the class

**THE CO-OP MODEL (DAVIDSON & O’LEARY, 1990)**
- Tasks are broken down
- Each member of the group is responsible for one section
- Group combines sections and presents to the class

**THE JIGSAW MODEL (ARONSON, STEPHEN, LIDES, BLANEY & SNAPP, 1978)**
- Divides tasks into sections
- One student from each group is given a task or topic and becomes an ‘expert’
- ‘Experts’ meet with other group ‘experts’ and assist each other on the topic.
- ‘Experts’ return to their original groups and present the information they gathered

**THE JOHNSON MODEL (JOHNSON & JOHNSON 2003)**
- Aims to develop effective group participation
- Topic introduced and time frame provided
- Specific social skill is the focus
- Student select roles within group
- Teacher monitors progress and provides feedback
- Evaluation is based on the goals set at the start

**WHY USE CL?**

- Develop student’s social skills
- Enhance student responsibility
- Students gain leadership qualities
- Ability to view situations from others’ perspectives
- Improved high-level reasoning and critical thinking
- Gain positive and supportive relationships with peers
- Engaging learning
- Group Identity (Teamwork)
- Advanced students assist weaker students
- Students gain motivation to participate
2) ENCOURAGEMENT (Positive Feedback) – ABA & GCT

The use of encouragement and positive feedback is important in the context of creating a positive classroom environment. Using encouragement in the classroom can motivate students to continue and improve on learning tasks. Students who are encouraged throughout school tend to develop a
stronger self-motivation and pride in their work because the encouragement focuses on what they are doing well, not what the teacher thinks about their work. Students look to teachers for approval and positive reinforcement, and are more likely to be motivated about learning if they feel their work is recognised and valued.

Positive feedback is often a great example of encouraging a student also. Rather than focusing on purely the negatives of a student’s work or development, teachers can utilise positive feedback to encourage the students to continue trying whilst pushing them onto the right track. Based on mutual respect and on focusing on a person’s strengths rather than weaknesses, the tools of encouragement are essential for creating a motivating learning environment. As more educators are discovering, encouragement and positive feedback are key elements in improving our schools.

TYPE OF PRACTICE: Proactive

LINKS TO OTHER PRACTICES:
- **Altering Classroom Structure and Environment** (Altering the environment of the classroom to actively promote encouragement)
- **Cooperative Learning** (Responding through affirmation)
- **Forming and Establishing Classroom Rules** (Encouragement lies alongside the element of ‘Respect’ in which would be incorporated amongst the classroom rules)

SUMMARY OF EVIDENCE:
- Lane’s (2003) study on positive feedback concluded that providing positive feedback is associated with decreases in off-task behaviour and disruptive behaviour but also increases in academic engagement, leadership, and conflict resolution.
- Zimmerman (2002) stated that encouragement focuses on the process more than the product, helping children evaluate their own efforts towards their goals.
- Through using encouragement within classrooms, it creates a learning environment where it’s safe to take risks and make mistakes (Zimmerman, 2002).
- Driscoll and Hitz (2000) proved through their research that teachers who encourage students create an environment in which students can make mistakes and learn from them, and they do not always need to strive to meet someone else’s standard of excellence. Students thrive in encouraging environments where they receive positive feedback and have the opportunity to evaluate their own behaviour and work.
- “Encouragement fosters autonomy, positive self-esteem, a willingness to explore, and acceptance of self and others” – (Driscoll & Hitz, 2000)

WHEN TO USE ENCOURAGEMENT?

- **When a student is doing the right thing**
- **When a student displays or models great behaviour**
- **When you notice hard work and effort**
- **When a student is struggling with a topic**
3) FORMING & ESTABLISHING CLASSROOM RULES – ABA & GCT

Applying classroom rules is one of the most common and effective classroom managers. Implementing classroom rules helps create a predictable atmosphere that limits classroom disruptions and encourages students to practice self-control. It is essential that at a young age, students are taught that it is their responsibility to make appropriate choices and that they will be held accountable for their actions. With different settings and different schools, they often come with varying in-class expectations. This is why, at the beginning of a school year, students are often unsure about new teachers expectations. To assist the students in becoming more comfortable and cooperative, the early establishment of classroom rules and behavioural standards is fundamental (Lyons, et. al, 2014, pp. 88). Teachers may decide to establish rules by themselves or allow their students to assist in creating them as a whole class. Teachers who involve their children in the rule making process contend that students are more likely to follow them (Davies, 2007). Classroom rules should aim to be reasoned, achievable, logical, purposeful, explicit, measurable and age appropriate (Lyons, et. al, 2014, pp. 88). For the rules to coincide with these elements they should meet a need or purpose, make sense to students and be able to be followed by students. However, it is important to remember that the rules and consequences need to address behaviours that may interfere with classroom learning. Students are to be guided through the regulations that are set and understand how to tell they are getting it right not just when they are getting it wrong (Lyons, et. al, 2014, pp. 89).
TYPE OF PRACTICE: Proactive

LINKS TO OTHER PRACTICES:

• **Altering Classroom Structure and Environment** (Altering the environment and structure to best suit the rules established)
• **Cooperative Learning** (Cooperatively establishing the rules as a whole class)
• **Time Out from Positive Reinforcement** (Students may decide that time out would be implemented amongst the classroom rules)

SUMMARY OF EVIDENCE:

• Rasemacher, Callahan and Pederson-Seelye (2003) stated that a classroom rule management routine - a systematic instructional process used by teachers to guide students toward successful rule compliance in the classroom, on the job, and in the community, should be part of every teacher's comprehensive classroom management system.
• Malone, Bonitz and Rickett (1997) found that establishing collaborated classroom rules at the beginning of a school year is one of the most effective strategies for coping with disruptive behaviour.
• Malone and Tietjens (2000) from the Ball State University, established that student participation in the rule-making process encourages active involvement, ownership, reflection, meaningful connection, respect for rules, a sense of community, and problem solving through negotiation.
• DeVries and Zan (2003) found that for students to genuinely think for themselves and exercise independence, they must be given the power to make rules and decisions that both elaborate on classroom norms and break new ground.
• Bicard (2000) suggests teachers should involve students participating in rule creation. If students have a greater hand in rule creation, they may better relate to the rules and comply more often (McGinnis, Fredrick, & Edwards, 1995)

WHEN TO IMPLEMENT CLASSROOM RULES?

WHY IMPLEMENT CLASSROOM RULES?
Organisation of classroom structure and environment is key to implementing good classroom management. The setting of a student’s classroom has the power to influence student’s expectations, behaviour and attitudes (Lyons, et. al, 2014, pp. 94). The physical arrangement and features of the classroom environment, such as seating arrangements, lighting, organisation and classroom presentation can influence students’ behaviour and attention to academic tasks (Fullerton & Guardino, 2010; Schilling & Schwartz, 2004).

Multiple theorists over time have theorised that the physical classroom environment should facilitate security, provide social opportunities, teacher/student interaction and provide the opportunity for growth and pleasure (Lyons, et. al, 2014, pp. 94). These physical settings create a set of expectations in regards to socially acceptable behaviours (Lyons, et. al, 2014, pp. 94).
As a teacher, it is ideal that you create a physical environment that caters to all these elements, however, understanding or noticing that the existing classroom structure is not catering to those elements is just as important. Whether it is the way the classroom is set up in terms of groups, the feel of the class or perhaps the psychological vibe within the classroom, it is essential that change is implemented to best suit the students learning and the way in which you teach. If change is not implemented, behavioural issues between students are likely to arise along with a lack of participation on tasks.

**TYPE OF PRACTICE:** Proactive

**LINKS TO OTHER PRACTICES:**

- **Cooperative Learning** (Cooperative Learning may be implemented within class and a change of structure may be necessary)
- **Forming and Establishing Classroom Rules** (A change amongst the structure and environment could lead to a change or further implementation of classroom rules)

**SUMMARY OF EVIDENCE:**

- Weinstein and Mignano (1993) concluded that the physical classroom environment must provide and facilitate security, social contact, teacher/student interaction, group identification, task instrumentality, pleasure and growth.
- Martella, Nelson and Marchand-Martella (2003) concluded that a well-organised classroom promotes more positive interactions between teachers and students reducing the probability that challenging behaviours will occur.
- Abbott, Walton, Tapia and Greenwood (1999) established that teachers should choose the modifications that they believe would be most beneficial to their classroom. When teachers make evidence based changes to their classroom environments, these modifications are a preventative approach and an effective strategy.
- Patrick, Ryan, and Kapla (2007) found that there is a strong, positive relationship between students level of motivation and engagement and their perceptions of the classroom environment as being socially supportive
- Simonsen, Fairbanks, Briesh, Myers and Sugai (2008) defined classroom structure as “the amount of teacher or adult directed activity, the extent to which routines are explicitly defined and the design or physical arrangement of the classroom.” Their main hypothesis was that the physical arrangement of a classroom would reduce disruption and misbehaviour.

**WHY TO USE?**

![Diagram showing why to use the practice]
WHEN TO USE?

5) **TIME OUT FROM POSITIVE REINFORCEMENT – ABA**

Time out from positive reinforcement is a exclusion teaching strategy that focuses on the removal of a student/s for a period of time to confront misbehaviour and disruption within the class (Lyons, et. al, 2014, pp. 158). This strategy provides students with the chance to calm down, work through feelings and construct a plan to better their behaviours. It is essential for teachers to understand that this practice should not be looked at as a punishment, but more a constructivist approach that is purely beneficial for the student. If seen as a punishment, it may heighten conflict and negative behaviours from students and is why teachers should be clear in terms of the purpose of using time out (Lyons, et. al, 2014, pp. 221). Negotiation and implementation of behavioural contracts between the student and teacher can be used once the student returns to class to set out positive behavioural goals and expectations.

HOW TO USE?

- **Observe**
  - What/where/when are behaviours occurring?
  - Can students work effectively?
  - Are students working cooperatively?
  - Does the current classroom structure cater for the following elements? (facilitate security, provide social opportunities, teacher/student interaction, provide the opportunity for growth and pleasure)

- **Modify**
  - Provide personal space for students
  - Analyse seating arrangements/groups
  - Modify climate (eg. temperature, lighting)
  - Ensure clear pathways for students to walk to and from desks safely

- **Follow-Up**
  - Are the modifications you have made been effective?
  - Are you modifying consistently?
  - Do any need changing?
  - Do you need to implement any more?
There are various ways and structures in which teachers can use to set out a time out management system within their classroom. For example, some teachers may have a designated section for students to sit in that is away from other desks and away from other students. Where as other teachers may place these students in another class (usually an older year group with little behavioural issues) as the class can be used as an example for positive behaviour. Teachers can model a positive environment when greeting the student back into class whilst providing support along with clear instructions for the student. Other students must also understand the importance and significance of implementing positive peer modelling once the student returns to class to develop a positive classroom environment.

**TYPE OF PRACTICE:** Intervention

**LINKS TO OTHER PRACTICES:**

- **Encouragement** (Once the student arrives back in class after time out, encouragement from both students and teachers should be implemented to motivate and support the student to get back on track)
- **Forming and Establishing Classroom Rules** (As part of the establishment of classroom rules, time out may be addressed and expectations of behaviours are clearly acknowledged)

**SUMMARY OF EVIDENCE:**

- Cooper, Heron and Heward (2007, p.357) state that time-out is defined as “the withdrawal of the opportunity to earn positive reinforcement, or the loss of access to positive reinforcers for a specified period of time, contingent on the occurrence of a behaviour”.
- Lang (1997) had found that most issues that occur with utilising the time out practice was when educators did not understand the purpose of timeout, or the habit of over using the practice.
- Dunlap, Fox, Hemmeter and Strain (2004) stressed that the time out practice is only effective when used in the context of a comprehensive approach to behaviour support that is designed to teach, nurture, and encourage positive social behaviours.

**WHY USE TIME OUT / POTENTIAL CHALLENGES?**

**WHY USE TIME OUT?**
- Improve students behaviour
- Enrich a positive environment
- Minimise class disruption
- Sets boundaries & expectations
- Developing self management

**POTENTIAL CHALLENGES OF TIME OUT**
- Students not willing to comply with the practice by displaying acts of defiance
- Can be mentally challenging for students being isolated for a period of time
- Can manifest aggressive behaviour

**WHEN TO USE TIME OUT?**
HOW TO USE TIME OUT?

WHEN A STUDENT IS DISPLAYING POOR BEHAVIOUR

WHEN A STUDENT IS BEING DISRUPTIVE

WHEN STUDENTS ARE CONSISTENTLY NOT COMPLETING WORK BEING SET (TIME OUT GIVES THEM TO COMPLETE THIS WORK)

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