The Developmental Management Approach to classroom behavior (DMA)

Introduction.

In the model for Powerful Learning outlined in Chapter 1, Hopkins et al highlight, at its centre, literate, numerate and curious students. The second 'ring' of the model identifies a need for instructional leadership, high expectations and high quality teaching. It is primarily towards this part of the model that Developmental Management contributes. It does this by providing teachers with a research and theory based approach to classroom management that is capable of helping teachers ensure that their students' classroom behaviour is sufficiently orderly that teaching and learning can take place without the disruption caused by misbehaviour.

The Developmental Management approach to classroom behaviour (Lewis, 2008) however, does not only provide the pre-conditions for school effectiveness by creating the order necessary to permit learning to occur in classrooms. This could be achieved by making students obedient. Developmental Management aims to facilitate more than mere obedience. It strives to make students responsible for their own pro-social and learning behaviour as well as that of their peers. It does this by highlighting students' right to learn and students' and teachers' rights to feel emotionally and physically safe, and the associated responsibilities shared by all in the classroom. It might even be possible to imagine adding the term Responsibility to the innermost circle of the model for Powerful Learning because truly powerful learning may be argued to require curious, literate and numerate students who also respect, and act to protect, the rights of both students and teachers.

In general, classroom management skills constitute a significant component of professional practice, with broad implications for student learning and welfare. In the most recent Phi Delta Kappa Gallup Poll of the public's attitudes towards the public schools in the U.S., lack of discipline was identified as parents' second highest concern about schooling, after lack of funding for schooling (Bushaw and McNee, 2009). In addition, a 2009 OECD study on Teaching and Learning (TALIS), which surveyed principals and teachers in lower secondary schools across 24 countries identified classroom disciplinary practice as a key factor in developing effective learning environments and highlighted its importance in relation to teachers' self-efficacy.

Recent research has addressed the effectiveness of a number of classroom management techniques. It has reported the impact of various techniques on levels of

misbehaviour and responsibility (Lewis, 2001; Romi, Lewis & Katz, 2009), attitude to schoolwork, teachers and to the students who misbehave (Lewis, Romi, Qui & Katz, 2008), and connectedness to school (Roache & Lewis, 2010). Some of these studies have been carried out in Australia and others in Israel and China. The overall results suggest that two management techniques, hinting and involvement, appear moderately successful in all three national settings. Two others, recognition of responsible behaviour, and discussions with misbehaving students about the impact their behaviour has on other students are clearly productive in that they result in more responsible, less distracted, and more positive students. In contrast, teacher aggression, comprising strategies such as group punishment, humiliation and yelling in anger, appears to be associated with more student misbehaviour and higher levels of negative student attitudes towards learning in classrooms in Israel, China and Australia (Lewis, Romi, Qui & Katz, 2005; Lewis et al., 2008). The role of punishment, defined as the application of a series of non-aggressive punishments, which increase in severity when resisted or ignored, appears to be complex. When used in conjunction with more 'inclusive' techniques such as recognition, hinting and discussion it promotes responsibility in students, but when used in the absence of a working relationship with students it does the opposite

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As indicated above, the aims of the Developmental Management Approach to classroom behavior (DMA) are to turn misbehaving students into obedient students and obedient students into responsible ones. By responsible I mean that students should act to protect and defend the rights of all students to learn without distraction and to be physically and emotionally safe in schools. To achieve these aims the DMA draws upon educational theory and the research findings cited above (Lewis, 2001; Lewis et al., 2005; Lewis et al., 2008, Romi, Lewis & Katz,2009) to identify 15 strategies that teachers can implement in whatever way they deem appropriate to their classrooms. In order to fully understand the relevance of the strategies, it is instructive to consider four categories of student behaviour (labeled below as Category A, B, C and D respectively). This delineation underlies an understanding of the DMA.

Four categories of student behaviour.

Students who manifest behaviours characteristic of the first category (Category A) generally respond appropriately to the curriculum and undertake whatever work is provided to them by the teacher. These children usually seem to assume that the work is important enough to attempt, and easy enough to be mastered.

Students whose behaviour places them in the second group (Category B) are less interested in school-work and may be less confident of their ability to complete it. Consequently, they are occasionally distracted and can sometimes be distracting.

The third category of behaviour (Category C) comprises actions sufficiently repetitive or challenging to warrant an occasional isolation within or removal from the classroom.

The final type of behaviour (Category D) involves repeated or severe misbehaviour which frequently appears unmanageable.

Although some students' behaviour will remain firmly within one of the four Categories (A-D), it is likely that others will show behaviour patterns indicative of more than one category. The frequency and type of misbehaviour can often be related to what is being learnt and how it is being taught. When students are feeling competent and can see the relevance of the work they are doing they are more likely to display behaviour typical of Categories A or B. However, when they are less interested in the work or feel that they are unable to achieve, then it is possible they can move to Category C type behaviour. As is explained elsewhere (Lewis, 2008), students displaying behaviour characteristic of Category D, can be helped to improve only if radical improvement occurs in their self-concept.

It is extremely important to understand that these categories are not fixed and permanent. In contrast, at particular times, in particular contexts, students can be argued to display characteristic patterns of behaviour. If handled in an appropriate manner, students can be assisted to improve their behaviour. Therefore, if a teacher effectively identifies the type, frequency and goal of misbehaviour, and provides the sort of classroom management students need (depending on whether their current patterns of behaviour reflect those of Category D, C, B or A), then notionally all students can develop Category A behaviour. In this way, all students can become highly responsible, and learning opportunities of all kinds will be maximised.

Five kinds of Power.

To provide a theoretical framework for the DMA I am going to briefly refer to a theory of power developed by John French & Bertram Raven (1959). This analysis of power in relationships continues to provide a valuable form of scaffolding for those examining classroom discipline (Tauber, 2007).

In dealing with the misbehaviour of students, teachers may knowingly or unknowingly draw upon six kinds of power:

- The first is '**Coercive** power'. It is the power a teacher has over a student stemming from the student's desire to avoid punishment associated with inappropriate classroom behaviour.
- The second is '**Reward** power'. Teachers who provide desired recognitions and rewards for appropriate behaviour have such power.
- The third, '**Legitimate** power', is the power that is inherent in the role occupied by teachers, bestowed upon them by society, and comes with the position they occupy.
- The fourth is '**Referent** [or relationship] power'. This is the power that students give to teachers whose relationships they value. It stems from respect for, or liking of, the teacher. Teachers with Referent power are trusted by students, as friends are trusted.
- The fifth, '**Expert** power', stems from a student's belief that the teacher has the ability to pass on important knowledge and skills, and they will gain something valuable if they cooperate.
- The sixth and final power is called **Informational** power. This the power of persuasion associated with a convincing message, whereby the logic and evidence sways the listener.

The aim of the DMA is to encourage teachers to minimise their use of Legitimate power and Coercive power, both of which tend to result in obedience, by increasing their Referent, Informational, Expert and Reward power, all of which facilitate responsibility in students.

Any teacher who applies Legitimate or Coercive power in the absence of a relationship with students runs the risk of making things worse. This is more likely if the child's

behaviour is in Category C or D than if he or she is Category A or B. Paradoxically however, the more challenging the student, the more Legitimate and Coercive power he (usually he rather than she) experiences. Further, for many teachers, as the difficulty of the student's behaviour increases recognition of his or her occasional responsible behavior decreases, and the quality of their relationships with challenging students deteriorates. How then does a teacher begin to help students to behave as responsibly as they are able? One answer is to implement a management approach that minimises overt application of Legitimate and Coercive power while not omitting the application of Referent and Reward power. The DMA is such a management approach.

Within the DMA, there is a range of classroom management strategies designed to meet the needs of students whose behaviour can be best described as belonging to one of four Categories (A, B, C or D). These include hinting, punishment (consequences), recognition and reward, and discussion. It is only by assuming all students are operating at level A that a teacher can identify which students aren't. Those who aren't are then assumed to be at level B, until it is observed that rewards and consequences are not sufficient to stimulate responsible behaviour.
Once this is the case we assume the students are operating at level C, necessitating a number of one on one 'chats'. If, and when, there is still no improvement in the student's level of responsibility he or she is treated as a Category D level student.

It may be useful here to provide a brief summary of the strategies of the DMA and then discuss their relevance to each category of student behaviour. It needs to be stressed that when implementing any and all of these strategies it must be done as an adult. The adult voice must be apparent. Often teachers adopt a parent voice, sometimes nurturing but mainly bossy or controlling. When teachers use their bossy parent voice the more challenging children can feel provoked, regardless of what is being said, as the experience taps into a history of perceived rejection. The benefits of an adult voice is that the students being addressed is more likely to respond from their adult state, hear what is being said and respond sensibly. Anyone who has been accused by an adolescent of "yelling at them", when all they did was disagree will know it is not easy to have children listen and think about what's being said when the message can be interpreted as rejecting. The need for the adult tone of voice, and as few words as possible is particularly essential when employing strategies 7, 8 and 9. This is because

many students who misbehave may do so because they are not 'word people' but prefer to learn visually and kinesthetically.

STRATEGIES:

1. Let all students know that expectations for appropriate classroom behaviour are based on the rights of students to do their school-work without disruption and for the teacher and students to feel safe physically and emotionally.

2. Hint when students aren't acting responsibly. Move from less interventional techniques (pausing, moving closer, checking work, etc) to more direct visual and verbal hints aimed at stimulating student responsibility. Emphasise that students not only need to act appropriately (Personal Responsibility), but also need to encourage their classmates to act appropriately (Communal Responsibility).

3. Notice when students, especially the more challenging students, respect other students' rights, and say something nice or provide some other kind of recognition.

4. Recognise the effort required by students to act responsibly, rather than the behaviour itself.

5. Minimise the use of 'rewards for effort' by talking to students about the need for rights and responsibilities so that the effort they require to act responsibly is reduced. Nevertheless, try to balance reward and punishment for all students.

6. Remain calm when dealing with misbehaviour.

7. Explain why misbehaviour is unfair to other students before telling students how to behave properly or giving them consequences.

8. Use a series of increasingly severe consequences for misbehaviour when students argue or repeat the misbehaviour.

9. Isolate or exit students who continue to act inappropriately.

10. Talk adult to adult with students who are isolated, or exited from class, rather than having another staff member talk with them

11. Communicate to the more difficult students an awareness of their competencies and interests.

12. Build a quality relationship with the more difficult students (for example, seek their help or watch them be competent at lunchtime).

13. Try to academically engage the more difficult students by adjusting curriculum delivery (e.g. include greater student interaction, movement, visuals).

14. Try to give the more difficult students a greater chance to do well on assessments by including more visual and kinesthetic tests (like drawing posters, making models and drama).

Having provided an overview it is now logical to show how each strategy relates to the needs of respective students and to add a little by way of explanation or illustration.

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Strategy 1. Let all students know that expectations for appropriate classroom behaviour are based on the rights of students to do their school-work without disruption and for students to feel safe physically and emotionally.

This strategy is for all students.

Generally, the way in which students are meant to behave in classrooms is enshrined in the idea of Rules. There is however a drawback to having rules, even 'fair' rules (Rogers, 2008). The idea of rules reeks of Legitimate power. Rules are things that a teacher (with or without class participation) creates to control the behaviour of students in Category B, C or D. The problem is that although students whose behaviour is in Category A like rules because they protect them from the rest of the students, those in categories B and C, and especially D tend to dislike rules as they have 'suffered' under them. The more difficult the students, the more likely they are to be provoked by the concept of rules.

If you shouldn't have rules, what then? The answer is responsibilities attached to rights. A teacher has to encourage students to understand that the main, if not only, reason he

or she attempts to alter or to stop certain student behaviour is because it interferes with the rights of other students. There are only two major rights to be protected.

The first is that all students have a right to learn as much as possible in classrooms. This is because schools are not shopping malls. They are institutions of learning. As a consequence teachers have a responsibility to ensure that no student is permitted to interfere with the learning of any other. It is important for students to say aloud that if one student were doing something inappropriate which was disrupting the learning of another, they would want the teacher to intervene.

The second student right that needs protecting is enshrined in the statement 'All students have a right to feel safe (physically and emotionally) in the classroom'. Teachers are obliged to protect students from any harassment by classmates. To encourage students to articulate this, it may be necessary to ask a direct question, 'Do you want me to do or say anything if a classmate attempts to physically hurt you or put you down?'

Having established the teacher's role in protecting students' rights it is also imperative that students identify how *they* should or shouldn't behave if the rights of their classmates are to be respected. There are two aspects to this. The first is what they should or shouldn't do if they personally are to behave responsibly. This type of responsibility will be called Personal responsibility. The second is what they should try to encourage their classmates to do (or discourage them from doing) so that all students in the class act responsibly. For example, it is not sufficient for students to listen when other students are speaking. They should also see it as reasonable that they encourage their classmates to listen when students are speaking. That is, they should discourage friends from interrupting their classmates. This type of responsibility will be called Communal responsibility.

Strategy 2. Hint when students aren't acting responsibly. Emphasise both Personal and Communal responsibility

When dealing with students whose behaviour can be characterised as belonging to Category A, teachers need to draw on their Legitimate,Referent and Informational power. This power is based on the understanding that they are officially designated to see that students' rights are protected, and that they are acting in the best interests of all the students in the class. Assuming that all students are in Category A implies that

they may, at worst, only have to be reminded when their behaviour is preventing others from feeling comfortable or from learning effectively. More commonly they may need to be made aware if they are failing to encourage their peers to behave in a way that is respectful of the rights of others.

To make students aware that a 'problem' exists there are at least four kinds of hints teachers could use. The least interventional are non-verbal, visual hints like pausing, moving closer, checking work, pointing at 'reminder' signs, or other visual indications that students' rights are being ignored (e.g. teacher stands in a particular place). There are also verbal hints aimed at stimulating student responsibility. These include descriptions of the unsatisfactory situation (There's a lot noise; I'm sure some students can't hear properly; I notice that no-one has tried to encourage others to keep the noise down); I-statements (When students push I get worried that someone may be hurt.); restatement of the expectations (I thought that we agreed that everyone had a right to be safe) and the most interventional of hints, direct questions (What are you doing? Is it fair?)

None of these hints demand anything from students because once Category A students realise a problem exists they will modify their behaviour and the behaviour of their peers to become see that rights are protected. Although hints don't demand compliance, the emotional pressure on a responsible student like those in Category A becomes increasingly compelling as the hints become more interventional.

Strategies 3, 4 & 5.
Notice when students, especially the more challenging students, respect other students' rights, and say something nice or provide some other kind of recognition.

Recognise the effort required by students to act responsibly, rather than the behaviour itself.

Minimise the use of rewards for effort by talking to students about the need for rights and responsibilities so that the effort they require to act responsibly is reduced.

Rewards include reinforcers such as a smile or nod, praise and encouragement, stickers, certificates or other ways of informing others of a student's good behaviour (e.g. tell parents, teachers, school administrators), special privileges or roles, free time, and tangibles like food or money). Recent research (Crawford and Beaman, 2007) shows that teachers are 7 times more likely to reward good academic behaviour than they are to criticize poor academic behaviour. However they are 6 times more likely to criticize poor social behaviour than they are to reward good social behaviour. Consequently, students whose behaviour is in Category A (and to a lesser extent B), receive lots of positive recognition from their teachers. That's because they generally learn well and misbehave rarely. In contrast, students whose behaviour is in Category D (and to a lesser extent C), experience lots of negative interactions with their teachers. They generally learn poorly and misbehave often. Strategies 3 to 5 are meant to counter this trend.

In general, recognition is provided for the effort that goes into acting responsibly not the behaviour, because students should be encouraged to do the right thing without receiving a reward. Not even praise. This way, they can be responsible and not obedient (dependent). Consequently teachers need to find ways to explain to students that as soon as they are prepared to give up being bribed to behave well they should inform the teacher. For example teachers may give out points but encourage 'responsible' students not to 'cash in'. Implementation of these strategies imply that there may be relatively more recognition of the appropriate behaviour of students categorized as C and D (compared to A and B) as they require greater effort to get their act together.

Strategies 7, 8 & 9.
Explain why misbehaviour is unfair to other students before telling students how to behave properly or giving them consequences.

Use a series of increasingly severe consequences for misbehaviour when students argue or repeat the misbehaviour.

Isolate or Exit students who continue to act inappropriately.

Having used hints and rewards to no avail, the next step is to employ negative consequences to create obedience as a first step to establishing responsibility. Before

launching into these however, an explanation is provided so that students realize that the teacher's motivation is to address their behaviour because of its impact on other students' rights. These statements should be accompanied by assertive body language such as leaning toward the student, maintaining strong eye contact and gesturing towards the student (David, … you're talking. It's disturbing others. They have a right to work. Please be quiet). The teacher is to reassert if the student resists (I understand, but please be quiet …. Be quiet …. If you wish to discuss it, we can do that after the lesson or at lunchtime. Right now, please be quiet). If resistance continues, or if the student reoffends, the first of 2 or 3 'choices' is offered, such as moving to another 'working' seat, to a 'detention' seat, threat to contact parents, etc (Ahmud, you have a choice, either you stop talking or you will need to move to this seat …. I don't intend to force you but if you don't move then we will meet after class to talk about it).

Any student who either continues to resist the teacher's control or repeatedly ignores the rights of other students is either isolated in or outside of the class. He or she is also expected to attend a discussion with the teacher at a later time (Cleo, you'll have to go to the back of Mrs James class until the end of the period because you aren't giving the other students a fair go. Please leave now and see me at recess). By definition, the behaviour pattern of the student is now classified as C.

Talk with students who are isolated, or exited from class, rather than having another staff member talk with them

Students with C level behaviour need to reconsider the importance of the rights of others as they have temporarily lost their 'moral' compass. Such talks rely heavily on Referent and Informational power. The aim of the discussion is to have the student acknowledge their inappropriate behaviour and the damage it did to other students, to work out a way of behaving in future that would be respectful of the rights of others, and to commit to acting accordingly.

When talking with 'exited' or 'isolated' students the following 7 steps are recommended.
1. Welcome and seek help to deal with the "problem":
e.g. "Good to see you. I need you to help me understand what happened in class."
2. State what the problem is, what effect it is having on others (including you) and how it makes you feel:
e.g. "When you talk while I am talking, I worry that the other kids can't hear."
3. Listen – and paraphrase students' facts and feelings:

e.g. "So the reason you come late is … and it's not your fault."

4. Confront the student's argument. Try to show it is unreasonable:

e.g. "So what you are saying is that because I didn't see Jason talking I shouldn't try to stop you preventing your friends from learning."

5. Get student's agreement that there is a "problem":

e.g. "So you can see there's a problem."

6. Have student provide a solution that meets both his or her, and your, needs. If necessary suggest some:

e.g. "So what can you do about it?"

7. Evaluate all the solutions and find one acceptable to both. Set a timetable to evaluate its effectiveness:

e.g. "O.K. then we'll try it until.... and see how it goes."

If, after 3 to 4 discussions, there is no improvement in responsible behaviour, consider the student as manifesting D level behaviour.

Responding to D level student behaviour: Mistaken Goals.

There are 2 kinds of responses that need to be provided to students exhibiting Category D behaviour. The first is instructional and the second pseudo therapeutic. Attention now moves from focusing on the impact of the behaviour on others to the student's motivation for such behaviour, using an Adlerian approach (Dreikurs, Greenwald &Pepper, 1982.). The reason for this is that if a teacher were to respond only to the nature and frequency of the student's misbehaviour the situation would become worse. Students who exhibit D level behaviour often provoke from teachers, responses which are unproductive because they are seen by the student as a personal attack. The way to work with D behaviour students is to try and rebuild the student's sense of self. It is only Referent power that can eventually reduce the student's need to behave in a socially inappropriate manner.

1. Instructional:

- Fight your first impulse (try to understand that the student is probably acting out of hurt).
- Encourage the student at every opportunity.

- Separate the deed from the doer. Express a liking for the student while still applying logical consequences. Use consequences likely to rebuild self-concept, such as helping the janitor.
- Show an awareness of some skill the student believes he or she is good at. If possible, set up a situation where you can observe the child being competent.
- Have the child help you in a meaningful way.
- Show some interest in something that interests the child.
- Modify the child's curriculum (Usually D children are more kinesthetic/Visual /Rhythmic learners).

2. Therapeutic:
- Collect enough data to be confident of a student's motivation (Attention seeking, Power seeking, Revenge Seeking, Withdrawal seeking).
- Make the student aware of his or her "mistaken" goal.
- Confront the student with the need to choose between his or her primary goal (being liked) and the mistaken goal.
- Inform the child (privately), during class, of the mistaken goal as he or she misbehaves.

To do justice to the needs of students manifesting D level behaviour is very difficult in a short space but further detail is readily available (Lewis and McCann, 2009)

Conclusion

There are 2 main reasons for adopting the recommendations of the DMA when attempting to facilitate Powerful Learning. The first is pragmatic. Metzer (2002) captures this approach with her two most important pieces of advice to teachers trying to ensure that students will remain motivated to behave responsibly;

- don't escalate, de-escalate!
- let students save face.

Clearly both of these processes, which generate Referent power, are part and parcel of the DMA and at variance with the common practice of escalating punishment in the face of resistance (especially for the more difficult C and D students).

A second reason teachers should consider the recommendations of the DMA is the need to provide an appropriate model for children. For example, according to Fenstermacher (2001), the best way to create responsible students is to ensure that they are around responsible teachers. The manner of a teacher takes on particular

importance, insofar as it serves as a model for the students, as something the student will see and believe proper, or imitate, or accept as a standard for how things will be (p.644)

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