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This chapter discusses behaviour management in classrooms. It begins by outlining the advantages and disadvantages of behaviour management. Additionally, it highlights key considerations and techniques for effective behaviour management. Finally, the chapter presents selected case studies of behaviour management among students.

10.1 Learning Outcomes

By the end of this chapter, students are expected to:
- Discuss behaviour management in classrooms.
- Establish advantages and disadvantages of behaviour management classrooms.
- Discuss key considerations for preparing for effective behaviour management.
- Examine techniques for effective behaviour management in classrooms.
- Analyse case studies of behaviour management among students.

10.2. Introduction to behaviour management as a teaching strategy

Behaviour management remains a critical teaching strategy employed by teachers in the classroom. This is due to the fact that student behaviour problems pose the greatest challenge to teachers and the management of educational institutions worldwide. Although common misbehaviours, such as talking out of turn, low levels of attention, idleness, and hindering others, may seem minor, their repetitive nature can interrupt the flow of teaching and learning, adding to teacher stress. Furthermore, research indicates that teachers globally spend significant time managing student behaviour and regard it as their main challenge in the profession (Kwok, 2020). Additionally, behaviour problems in the classroom elevate stress levels for both teachers and pupils, disrupt lesson flow, and create conflict with learning objectives and the processes of learning.

10.3. Behaviour management in higher classrooms

Students in higher education institutions sometimes engage in high-level control behaviour that inhibits their own learning and the learning of their peers. Therefore, instructors have to find a formula to control misbehaviour. However, most instructors lack knowledge and have a low level of competency in classroom control, inconsistency with certain behavioural problems, late arrival to the classroom, irrelevant teaching materials, and a lack of with-it-ness (Duygu & Armagan, 2022). Therefore, effectively managing student behaviour involves the use of a set of educational practices and strategies, on the one hand, to prevent and effectively manage

inappropriate behaviour and, on the other hand, to create and maintain an environment that promotes both teaching and learning. Effective behaviour management entails two types of interventions, namely proactive interventions and corrective interventions.

10.3.1. Proactive interventions

Proactive interventions aim to create an environment conducive to teaching, learning, and the prevention of inappropriate behaviour. In this chapter, proactive interventions refer to the actions teachers take to foster an environment that supports and facilitates both academic and social-emotional learning. This involves establishing integrated systems within classrooms that promote students' social, emotional, and cognitive development. The proactive interventions are discussed in this section as follows:

Setting goals: Instructors should develop goals that drive their teaching, clearly stating the desired results and framing the subsequent decisions they make. Setting these goals creates an environment in which instructors can provide maximum teaching during classroom time, thereby limiting disruptive behaviour among students.

Planning of classroom space: This involves the layout of furniture and the design of access points and pathways. The arrangement of a classroom facilitates the interactions expected among students. Thus, instructors arrange chairs in a circle, which communicates that all students are encouraged to participate. The learning goals should encompass both the core concepts of a subject and the skills and abilities required to achieve them.

Preparing social space: The social space of a classroom comprises the exchanges between the instructor and students and among students. The instructor can plan the basic structure of this space by considering the norms that should be established and what expectations are endorsed. The social space within a lecture fosters dependability when an instructor puts into practice the norms and expectations planned for the social space of the lecture.

10.3.2. Corrective Interventions

Corrective interventions are to be used when students engage in inappropriate behaviours. Instructors adopt these interventions to address misbehaviour among students. Some of the corrective interventions are discussed below:

Refocus notes: This is a non-verbal option to deal with distracting behaviours. Instead of interrupting the teaching, the instructor writes what they want the student to stop doing on a note or post-it and quietly puts it in front of the student who is distracting (Kyle & Rogien 2004).

Target–stop–do: The target is the student exhibiting distracting behaviours, while the stop refers to the distracting behaviour that needs to be addressed. The do is the responsible behaviour that should replace the misbehaviour (Kyle & Rogien, 2004).

Distract the distractor: This is an attention-focusing option where an instructor diverts the student by asking a question without embarrassing them, or by asking the student to perform a task. This technique is used to reduce a particular behaviour but not to eliminate it (Kyle & Rogien, 2004).

Chat Time with Students: This is one of the options for working on long-term solutions with angry/violent students. This strategy involves getting together with the student and having a conversation about the problem to actively involve the student in the discipline process (Kyle & Rogien, 2004).

Restitution: Restitution is used when students choose angry/violent behaviours and focus on repairing the damage that was done. Thus, if a student messes something up, the student cleans up the mess, or if they break something, then they fix and replace the broken item.

Chill-Out Time: This is a corrective strategy for dealing with the initial situation with a volatile student. Dealing with their angry feelings is their main need, so chill-out time helps the students recognise anger and calm down when it is starting to build up.

10.4. Advantages and disadvantages of behaviour management Classrooms

10.4.1. Advantages

- Effective behaviour management classrooms have numerous advantages, and few of them are;
- Effective behaviour management strategies help establish the environmental context for effective instruction and maximise time for instruction (Pas et al., 2015).
- Effective classroom management is directly responsible for substantial student learning. Teachers with strong management skills can maintain control and keep students engaged during instructional time instead of constantly focusing on off-task behaviours.

- Effective classroom behaviour management helps create a positive educational environment, where teachers manage their students effectively by being organised and consistent.

10.4.2. Disadvantages

Here are some disadvantages of behaviour management strategies;
- Behaviour management strategies often use rewards to incentivise desired behaviour; this approach can be limiting as it can result in students' dependency or expectation of incentives before they elicit the right behaviour.
- Some behaviour management strategies may be ineffective if students' current abilities do not match up with teachers' tasks or expectations.
- Behaviour management strategies could be effective in addressing symptoms of underlying behavioural issues but not necessarily addressing their causes.
- If care is not taken, some strategies can induce shame; for example, public display of charts can lead to judgement from peers and negative feelings towards oneself.
- Over time, if strategies are not adequately and carefully used, it can lead to a loss of motivation in learners.

10.5. Preparing For Effective Behaviour Management In 21st Century Classroom

Throughout teaching and learning, educators have employed various methods to manage student behaviour in the classroom. However, many of these practices are ineffective or even discriminatory towards certain groups of students (Ngubane & Makua, 2021). Beyond imparting knowledge, teachers are responsible for shaping the behaviours and character of their students, which can only be achieved in a suitable environment (Jagers et al., 2021). Creating a positive classroom environment is crucial for fostering a conducive and effective learning atmosphere that promotes positive behaviour among students, encourages engagement, and enhances overall academic and social development. By understanding the underlying principles of behaviour management and implementing evidence-based strategies, educators can cultivate a classroom environment that supports positive behaviour, nurtures a positive learning culture, and facilitates student success. In the following sections, we will explore the intricacies of establishing a positive classroom climate and equip educators with the knowledge and tools needed to create an environment that promotes positive behaviour and facilitates student success.

10.5.1. Key Considerations For Preparing For Effective Behaviour Management

Educators need to understand the 21st-century classroom's context to effectively manage student behaviour. This involves recognising the impact of technology integration, addressing the needs of diverse student populations with cultural competency and inclusivity, and being aware of evolving societal norms.

Technology Integration: The incorporation of technology into instruction has become increasingly prevalent in modern classrooms. Extensive research, including studies by Seufert et al. (2022), has provided evidence supporting the benefits of integrating technology in education. According to Praetorius and Charalambous (2018), technology can be a valuable tool in helping students develop problem-solving skills, manage classroom disruptions, establish time management practices, and set ground rules. However, managing digital distractions can present a challenge for teachers, as students may be tempted to engage in online activities unrelated to the class, thereby disrupting classroom behaviour management.

Diverse Student Populations: The increase in diversity has created a demand for teachers to become culturally competent, equipping them with the skills to integrate principles of diversity, equity, and inclusivity into their classroom behaviour management practices. These practices foster an enabling environment that is safe and supportive for all learners. Consequently, students develop a sense of belonging, along with feelings of respect, regard, and value. This can lead to improved engagement, motivation, academic achievement, and positive relationships and interactions among students (Hester et al., 2022).

Evolving Societal Norms: Societal norms and values are constantly evolving, which impacts behaviour management in the classroom. Moreover, social media can affect students' self-esteem, social dynamics, and even behaviour. Teachers need to be aware of these influences and adapt their behaviour management strategies accordingly.

10.6. Techniques For Effective Behaviour Management In Classrooms

Implementing effective classroom management strategies, customised to meet the diverse needs, characteristics, and contexts of modern learners, can significantly assist teachers in effectively managing complex classroom behaviours. Here are some strategies that can be effective in managing classrooms in the 21st century:

Technology integration: In line with this idea, Yang et al. (2016), discovered in their study that implementing technology-rich classrooms facilitated the shift from teacher-centered to student-centered learning environments. Adopting a digital behaviour management system that enables teachers to monitor and incentivise positive behaviours can offer immediate feedback to students and foster a culture of positive behaviour.

Positive behaviour reinforcement: The behavioural approach to classroom management has continued to be the dominant worldview in teacher preparatory education programs. Moreover, Rafi et al. (2020) found positive behaviour reinforcement techniques, such as praise, rewards, and incentives, as effective in managing and preventing disruptive behaviour in the classroom. Recognising and reinforcing positive behaviours can motivate students to continue exhibiting those behaviours and create a positive classroom culture.

Restorative practices: The Restorative approach to discipline has been gaining popularity in the US as an alternative to the punitive practice of suspending racially marginalised students. Restorative practices can include strategies such as community-building circles, peer mediation, and restorative conferences, which can promote positive relationships and reduce incidents of disruptive behaviour.

Differentiated instruction: Differentiated instruction (DI) is an inclusive instructional method where teachers offer a variety of learning options tailored to students' diverse backgrounds, readiness levels, interests, and profiles (Estaiteyeh & DeCoito, 2023). Differentiated instruction can help engage students in the learning process and reduce disruptive behaviours that may arise due to boredom or frustration (Birnie, 2017).

Social-emotional learning (SEL): SEL involves teaching students skills for self-awareness, self-regulation, social awareness, relationship-building, and responsible decision-making (Sabornie & Espelage, 2022). Incorporating SEL into behaviour management can help students develop the emotional intelligence and social skills necessary for positive behaviour in the classroom. Teachers can use strategies such as mindfulness exercises, emotional check-ins, and conflict resolution skills to promote SEL and manage behaviour effectively.

Collaborative problem-solving: In the 21st-century classroom, teachers can encourage collaborative problem-solving to empower students to take ownership of their behavior and find solutions to challenges (Jagers et al., 2021). This can involve students setting classroom rules and expectations, having problem-solving sessions to address challenging behaviours, and promoting student-led initiatives to create a positive classroom culture. Clear communication and expectations: Establishing clear communication and expectations is crucial for effective classroom management. When teachers communicate their behaviour expectations clearly and consistently, using age-appropriate language and visual supports, conformity becomes easier for learners. This can include setting clear rules and consequences, providing regular feedback, and maintaining open communication with students, parents, and other school staff.

Individualised Behavior Plan: An individualised behaviour plan is a targeted approach to address specific behavioural challenges faced by a student. It involves creating a personalised plan that outlines clear goals, interventions, and rewards tailored to the student's needs. The key components of an individualised behaviour plan include goal setting, targeted interventions, rewards and incentives, and monitoring and progress tracking.

Behaviour Reflection and Support: Behaviour reflection and support involve guiding students to reflect on their actions, understand the consequences of their behaviour, and provide them with the necessary support to make positive changes (Bosman et al., 2021). The key elements of behaviour reflection and support include reflection opportunities, identifying triggers, self-regulation strategies, a supportive environment, and collaboration and guidance.

Incorporating these strategies into classroom management can create a positive, inclusive, and supportive learning environment that promotes positive behaviour and academic success in the 21st-century classroom. It is important for teachers to continuously reflect on their practice, adapt their strategies to the unique needs of their students, and seek professional development opportunities to enhance their classroom management skills.

Don'ts in Behavior Management Teaching

Rely solely on punitive measures: This includes time-outs, public shaming, and naming. Avoid relying solely on punitive measures and discipline without considering the underlying causes of behavioural issues. Focus on teaching and reinforcing positive behaviours instead.

Ignore individual differences: Avoid treating all students the same. Recognise and address the unique needs and strengths of each student.

Neglect the importance of relationships: Don't underestimate the impact of positive relationships in behaviour management. Invest time in building connections with students to create a supportive and inclusive classroom environment.

Overlook the role of technology: Don't overlook the potential of technology in supporting behaviour management and engagement. Embrace technology as a tool to enhance learning experiences and communication with students.

Dismiss social-emotional development: Recognise the significance of social-emotional development in student success. Don't overlook the importance of teaching and fostering these skills in the classroom.
Use one-size-fits-all approaches: Avoid using rigid approaches that do not consider individual student needs and strengths. Adapt your strategies to meet the diverse needs of your students.

10.7. Case Studies

10.7.1. Case Study 1: Building A Positive Classroom Culture

Context: Mr. Johnson teaches a 9th-grade English class in a diverse urban school. The class has a mix of students with varying behavioural challenges, including frequent disruptions and a lack of motivation.

Approach: Mr. Johnson decided to focus on building a positive classroom culture to address the behaviour issues. He implements the following strategies:
1. **Clear Expectations:** Mr Johnson establishes clear behaviour expectations and discusses them with students at the beginning of the year. He emphasises respect, active participation, and collaboration.
2. **Positive Reinforcement:** He implements a reward system where students earn points for positive behaviours, such as active participation, helping others, and following classroom rules. Students can redeem their points for small rewards or privileges.
3. **Community-Building Activities:** Mr. Johnson incorporates team-building activities and cooperative learning projects to foster a sense of belonging and collaboration among students. These activities help strengthen relationships and create a positive classroom atmosphere.

Outcome: Over time, students in Mr. Johnson's class start to exhibit more positive behaviours and actively engage in learning. The disruptions decrease, and students show improved motivation and participation. A positive classroom culture enhances the overall learning experience for students.

10.7.2. Case Study 2: Addressing Individual Student Needs

Context: Ms. Rodriguez teaches a 6th-grade science class in a suburban school. She has a student, John, who consistently displays disruptive behaviour, struggles with completing assignments, and frequently interrupts the class.

Approach: Ms Rodriguez takes a personalised approach to address John's behaviour and support his academic success:
1. Individualized Behavior Plan: Ms Rodriguez collaborates with John's parents and the school counsellor to create an individualised behaviour plan. The plan outlines specific goals, targeted interventions, and rewards for meeting behavioural expectations.
2. Behavior Reflection and Support: When John displays disruptive behaviour, Ms. Rodriguez provides him with an opportunity for reflection and discussion. She helps him identify triggers, develop self-regulation strategies, and provide additional support when needed.

3. Positive Feedback and Supportive Environment: Ms. Rodriguez regularly acknowledges John's positive efforts and improvements. She creates a supportive classroom environment where John feels safe, respected, and encouraged to participate in class activities actively.

Outcome: With the implementation of the personalised behaviour plan and targeted support, John's disruptive behaviour decreases over time. He becomes more engaged in the classroom, completes assignments with greater consistency, and demonstrates improved self-regulation skills. The individualised approach helps John thrive academically and socially.

10.8. Conclusion

To sum up, managing behaviour in modern classrooms is a complex and ever-changing process that requires teachers to utilise a range of methods to establish a supportive and welcoming learning atmosphere. Teachers can develop personalised behaviour plans, encourage reflection and assistance, promote group bonding activities, facilitate circle discussions, and establish clear expectations to cultivate a classroom culture that emphasises positive behaviour, active participation, and academic achievement. In addition, recognising the unique obstacles and prospects provided by today's educational environment, such as technological integration and cultural diversity, can help teachers modify their behaviour management strategies to meet the needs of diverse student populations. By prioritising effective behaviour management, teachers can create an environment that fosters growth, cultivates important social-emotional skills, and enables students to reach their full potential.

10.9 Reflective Questions

1. How is behaviour management in higher classrooms?
2. What are the advantages and disadvantages of behaviour management classrooms?
3. What are the key considerations for preparing for effective behaviour management?
4. Which techniques could be adopted for effective behaviour management in classrooms?
5. which case studies are available for behaviour management among students

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