

# BEHAVIOUR MANAGEMENT

## BILL ROGERS' ON THE SPOT STRATEGIES

*You establish what you establish.*

DR BILL ROGERS



### WHAT ARE BILL ROGER'S STRATEGIES?

#### ADOPT A NON-CONFRONTATIONAL APPROACH

Bill Rogers' principles emphasise the importance of effective communication and conflict resolution. These principles include keeping language as least intrusive as possible to avoid confrontation (unless absolutely necessary), and maintaining an assertive, respectful and positive tone in all interactions with students.

### WHY ARE ROGERS' STRATEGIES USEFUL?

#### MAINTAIN A POSITIVE LEARNING ENVIRONMENT

Rogers' approach is about building positive relationships with students and developing expectations and consequences. Explicitly addressing and de-escalating poor behaviour shows you are not willing to tolerate it. On the spot strategies are vital for establishing a positive classroom environment conducive to deep learning.

### HOW DO I IMPLEMENT ROGERS' BEHAVIOUR STRATEGIES?

#### ADOPT POSITIVE CORRECTIVE LANGUAGE

It is the teacher's role to communicate a sense of calmness, order and focus. We must calm ourselves before we calm our students. Instead of making requests or demands, it is better to describe what we see and direct the expected behaviour positively. For example: *A number of students are talking* (descriptive cue of the behaviour). *Settling down now everyone. Thanks* (positive language).



*How's the work going Ethan? Is there anything I can help you with?*

*I noticed you had your phone out. I want you to put it in your bag or put it on my desk.*

Either / or.... When / then...

#### USE TACTICAL IGNORING WHEN NECESSARY

Young people are often insecure in social settings which can lead to eye rolling, sighing, sarcasm etc. Rogers classifies these examples as secondary behaviours that should be tactically ignored because they are often not the primary issue. More serious behaviours should always be addressed and subsequent time should be taken to follow up with a student to repair and rebuild the relationship before they return to class.

#### GIVE STUDENTS DIRECTED CHOICES

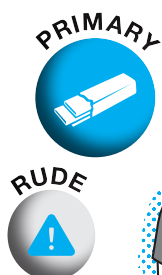
Check in with the student first and ask how their work is going before calmly giving a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Refer to the school behaviour guidelines and tactically ignore negative reactions unless they are serious.

#### PARTIALLY AGREE

Partial agreement is a way to refocus secondary behaviours and draw attention back to the primary issue. It usually involves using two words – *maybe* and *but*. For example, acknowledge the student by saying, *Maybe you aren't ...* then reiterate your instruction, *but I need you two to work silently*.

#### GIVE TAKE UP TIME

Address the primary behaviour and give the student time to think by taking your eyes off them. Tactically ignore any negative reactions that might arise unless it's serious. If this doesn't work, make the consequence clear: *If you choose not to... I will follow this up at the end of the lesson*.



*Your tone is unacceptable...*  
(address rudeness).

*OK, chewing gum in the bin. Thanks.*  
(primary behaviour)

**ASSERTIVENESS** Expect compliance without relying on power or being punitive. Offer clear and respectful directions and corrections.

### WHERE CAN I READ MORE?

Classroom Behaviour: A Practical Guide To Effective Teaching Behaviour Management And Colleague Support, by Bill Rogers