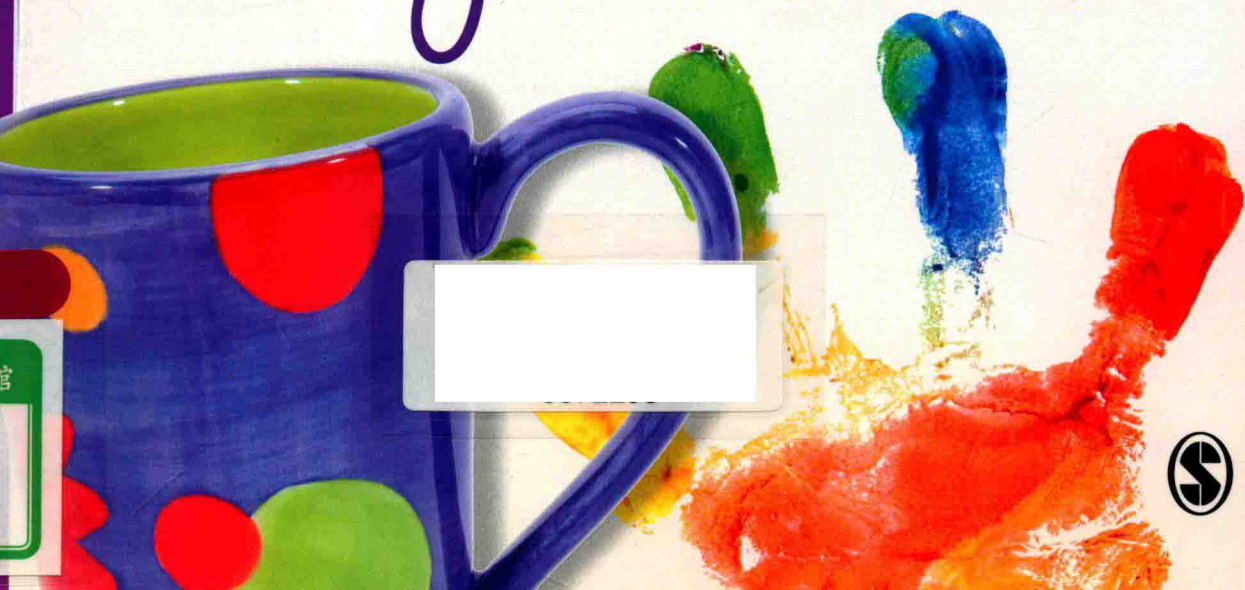


Bill Rogers
Elizabeth McPherson

Second Edition

Behaviour
Management
with
Young Children

Crucial First Steps with Children 3-7 Years



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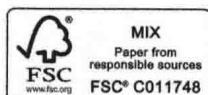
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Reviews of first edition

What a privilege to read a book written by the person that has had the most impact on my classroom teaching and the whole ethos of our school. *Behaviour Management with Young Children* brings together Bill's insight into behaviour management and Elizabeth's understanding of young children and has resulted in a practical and realistic behaviour management manual that will be easily accessible to teachers in the early years... I shall be recommending it to all my teaching and support staff as essential reading.

Debbie Hoy, Headteacher, Brookland Infant & Nursery School, Cheshunt, Hertfordshire

As head-teacher of an infant and nursery school with children from 3 to 7 years old, Bill and Elizabeth's book is what we have been waiting for. A comprehensive guide to the effective behaviour management of our youngest children, it will be essential reading for all our staff... This is a book which can easily be read from cover to cover, as it is difficult to put down, but for busy practitioners it is equally useful to dip into if you want help with a specific aspect of behaviour management. The approaches are firmly based on sound theory and what works with children, and Elizabeth clearly describes the practical and effective application of those ideas in the earliest years of education. The book is a delight to read and will be a constant source of inspiration and guidance to us all.

Cathy Whalen, Headteacher, Mousehold Infant and Nursery School, Norwich, Norfolk

... With their feet firmly planted in the reality of the classroom Bill and Elizabeth show how subtle changes to everyday interchanges between adults and pupils can have an enormous impact upon pupil success. It is amazing how simple yet effective the strategies outlined here are. The ideas and concepts shared in the book are accessible to all staff and we can all recognise some of ourselves and our pupils in Bill's delightful illustrations. This book will make a difference not only to the behaviour of pupils but also to the sanity of teachers. It is a must for every staff room!

Jane Bellamy, Headteacher, Wold Newton School, Wold Newton, Driffield, East Riding of Yorkshire

All teachers should read this book! Bill Rogers and Elizabeth McPherson articulate the essential skills that teacher training never tells you! Crucial core classroom routines and skills that are the foundation of successful student learning and behaviour are written in a manner that is realistic and practical.

An increasing number of children with special needs are being welcomed into mainstream classrooms by teachers who are not experienced or skilled in the appropriate areas. This book will equip teachers to do this with efficiency and confidence.

Curriculum knowledge is important but unless a teacher has the skills and knowledge that this book provides, learning in their classroom will not be maximised!

Such an impressive book! I will use it as a major resource for my Graduate Teacher Induction Program.

Gail M Doney, Assistant Principal, Wallarano Primary School, Australia

Bill and Elizabeth have again provided an accessible resource filled with practical and soundly based behaviour management strategies that will assist early years teachers to create caring and safe classroom communities where young children can flourish. Built on the foundational principle of respectful interaction, the book goes to the heart of the purposeful and nuanced

communication that is required for authoritative teaching. Bill and Elizabeth recognise that at times children will need support and at other times, challenge, and that at times teachers will need to consciously step back to make intentional rather than reactive choices. In their entertaining discussion of the daily dynamics of classrooms nothing is left to chance, from establishing explicit helpful routines and behaviour agreements to managing more challenging behaviours. As a teacher educator, I highly recommend this book to both beginning and experienced teachers.

Elizabeth Freeman, Senior Lecturer, Graduate School of Education, The University of Melbourne

Behaviour Management with Young Children: Crucial First Steps with Children 3–7 Years by Bill Rogers and Elizabeth McPherson, is a realistic and insightful book that provides practical strategies for understanding, encouraging and managing children's behaviour. The book makes the situations and issues 'come alive' and encourages adults to consider (and change) their own role in relation to children's behaviour. This wonderfully practical and insightful book seems to address almost every issue that teachers (and parents) might encounter with young children. The rich case studies, key questions provided at the end of some chapters, and Bill's signature illustrations help to make this a compelling book that every early years teacher should have close at hand.

Associate Professor Kay Margetts, Melbourne Graduate School of Education, The University of Melbourne Australia

At last a foolproof and practical behaviour management manual for early years teachers! Thank you to Dr Bill Rogers and Elizabeth MacPherson for such an easy-to-read book about the all-important student-teacher relationship and the need to treat all children with dignity and respect. Establishing calm and orderly classrooms where everyone has the right to learn and the opportunity to learn is fundamental to children's social, emotional and intellectual growth.

This is a must read for all early years teachers! All teachers can learn something new or refresh their vision by reading this book. Bill and Elizabeth have provided a comprehensive guide for supporting teachers in the management of challenging student behaviour, including the importance of teachers working together.

This book should be essential reading in teacher training colleges. I for one will be using the book as a basis for professional learning with the teachers at my school.

Bente Stock, Principal, Whittlesea Primary School, Australia

Dr Bill Rogers is an inspiration to teachers everywhere, his knowledge, his dedication and passion for children is infectious. My staff had the pleasure of meeting Bill at a conference we organised and he now has added over 80 groupies who believe wholeheartedly in his work, his research, his anecdotes and his wisdom. His revised book is exceptional in offering sound solutions to best meet the needs of individual children while working on the solutions to suit the whole class. We have adopted many of his ideas and suggestions from his books and implemented these as part of our school behaviour management system. It was a pleasure to read and draw from his wealth of knowledge.

Kim Smith, Principal, Braddock Public School, Australia.

Behaviour Management with Young Children

Dr Bill Rogers is an education consultant, author and lecturer. He is currently an Honorary Fellow at the Graduate School of Education at Melbourne University. He is Fellow of the Australian College of Education and a Life Honorary Fellow of All Saints and Trinity College: University of Leeds. He lectures widely and regularly across Australia, the UK and Europe.

He has written in the areas of discipline, behaviour management, teacher welfare, teacher stress, colleague support, behaviour disorders and student support. His books have been translated in a number of European languages (as well as Chinese and Portuguese).

Elizabeth MacPherson B.A., B.Ed. (Hons) is an early years teacher. She has contributed to the book *How to Manage Children's Challenging Behaviour* (2009 second edition) and to Classroom Magazine (Scholastic Australia).

Acknowledgements

Elizabeth and I want to thank the many children we have taught over the years; some of whom feature prominently in this book. We have changed their names (for reasons of ethical probity). No doubt they would be surprised to find their stories addressed here; their stories have become part of our teaching history. This is the nature of our profession – ‘our’ children are more than children in a class. Early years teachers care for ‘their’ children in a very protective way. We are often thinking of them well outside the school day. Hopefully that is true of any caring teacher, but at this age (early years) our concern for the children’s emotional well-being, their psychological safety and their development in their learning, is paramount. We also ‘rack our brains’ as to how we can best enable, encourage, support and maintain a positive learning environment for them while they are with us.

We also want to thank our colleagues; our fellow teachers. The days are long gone when teachers worked in professional isolation; colleague support is crucial to our profession. We thank our colleagues for what they have taught us and for the moral – and professional – support we have enjoyed in our respective teaching journeys.

We particularly want to thank our typist – Felicia. Hand-writing is so old-fashioned today, but my contribution (Bill) was reams of A4. It was ‘Biroed’ and patiently interpreted and typed by Felicia Schmidt, many thanks. Elizabeth’s contribution was always neatly word-processed.

There are three teachers in our family. My wife Lora, our daughter Elizabeth (my co-author) and myself. We have often sat around the table ‘moan-bonding’ (we don’t whinge) about life at school; it helps. I want to thank my wife, best of friends and colleague, who has dedicated much of her life to our profession.

I want to thank those colleagues who kindly reviewed our book: Debbie Hoy, Cathy Whalen, Jane Bellamy, Gail Donney, Kay Margetts, Elizabeth Freeman and Bente Stock.

We want to thank our publisher, Sage Publications (London), for all their support. From the outset Jude Bowen Amy Jarrold and the team: Matthew Waters; Jennifer Crisp; Vanessa Harwood and Imogen Roome.

*Bill Rogers and Elizabeth McPherson
Melbourne, July 2013*

Preface: How This Book Came About

Elizabeth and I have both taught at early years level and are acutely aware of the demands of teaching children at this age (3–7 years) – particularly reception age (starting primary school). We are aware of the special sensibilities, anxieties and emerging social sense that 4- and 5-year-olds bring to a class of 25 others (in that unique, new, setting called ‘school’).

We are also acutely aware of the expectations and anxieties of parents as their children start school. Their concerns about their child’s safety, how they will get on with their first teacher, will they learn to read, to be numerate ...? Not all children come from homes where reading and books are valued; or enjoy shared conversing with their parents; or have a genuine opportunity to participate in age-appropriate choices in family discussions ...

Children will spend a third of their waking day in school. There are specific and necessary demands made on their cognitive and social-relational understanding. There is a wide variance of school preparedness in the home backgrounds of our children that we – as teachers – have no control over that will assist or hinder those ‘demands’. As an individual teacher – as a school community – we cannot compensate for a child’s sometimes disturbing, even chaotic home background of some of our children; we can, however, build a positive, and safe, learning community.

It is essential to establish, from their very first day at school, a psychologically safe environment that can enable (even enthuse) their learning, and workable – and positive – social relationships.

We have paid special attention to the ‘establishment phase’ of the school year. We are aware of both the psychological and developmental *readiness* children bring to those first days and weeks of their school life. It is during this time that we need to establish ourselves as teacher-leaders with confidence and respect; a respect grounded in our ability to create a learning community based on core rights and responsibilities – those non-negotiable rights of safety, respect and fair and dignified treatment by their teacher-leaders.

We will, during this time, need to teach (and reinforce) what is appropriate and inappropriate behaviour, and we will need to discipline children; to correct behaviour and to apply behaviour consequences. Positive discipline is an essential aspect of our

teacher leadership. We also need to encourage our children¹ to build confidence, to engage and enthuse our children; this, too, is essential and primary – *but we do have to manage and we have to discipline*; that is what this book is essentially about. How do we enable that balance – in our behaviour leadership – between building a safe, positive, encouraging learning environment alongside necessary discipline?²

We are particularly concerned about the nature and use of our *characteristic* language (as teacher-leaders) when we discipline children, whether it is ‘merely’ calling-out behaviour or inappropriate loudness – through to pushing and shoving, bullying and aggressive behaviours.

What we say when we speak to a child about poor, or inappropriate, or unacceptable behaviour, is essential. Simply telling children what not to do (“Don’t call out ...”, “Don’t talk while I’m teaching”, “Don’t push ...”, etc.) is of little help *as discipline*. It is simply telling them what we *do not* want them to do rather than what we actually *do* want them to do. There is a time to use a ‘don’t’ message but it is probably the most overused word in discipline along with the interrogative – “Why”. “*Why* are you calling out?”, “*Why* haven’t you started work ...?”, “You’re not supposed to be out of your seat now *are you?*” In the immediate emotional moment such questions are rarely helpful (p. 58).

We are aware that the conscious use of our language (in behaviour management *and* encouragement contexts) has a significant effect on the degree, and kind, of understanding children have about their behaviour.

We are also acutely aware that at this age (particularly for 4- and 5-year-olds) there are some children who are not always easily aware that what they are doing is inappropriate or even ‘wrong’, e.g. when they call out, butt in on others during class discussions, talk while the teacher is engaged in whole-class teaching, elbow and push, snatch and grab, use put-downs, tease, swear ...

Engaging a child’s behaviour self-awareness and co-operation is no mean feat. We have sought to identify those behaviour management and discipline practices that take note of the child’s moral and psychological development and that seek to engage their understanding and co-operation.³

We believe that positive behaviour management and discipline is not based merely on teacher personality (important as that is); it is also based on conscious skill. These practices and skills are explored in some detail in this text.

There are a number of theoretical models that we have found helpful in our teaching journey. These are noted in the text. However, this is not a book about any *particular* theoretic model of behaviour and discipline practice. The literature on this topic ranges on a continuum from authoritarian to laissez-faire. We have found the work of Rudolf Dreikurs, William Glasser and Haim Ginott particularly helpful.

My own position (Bill) is often described as ‘democratic/decisive’, or ‘positive behaviour leadership’. See, notably, Tauber (1995), Edwards and Watts (2008) and Rogers (2002b).

The central aim of this book is that it be practical; grounded in our experience and those of our *colleagues* yet consistent with noted (p. xii).

There are many case studies (from our many classes) that inform the practices and skills we have found helpful and practical, and (more importantly) enable us to keep our leadership focus directed to a safe – respectful – relationship between teacher and child(ren).

We have reflected long and hard on our teaching experience. A significant part of my teaching experience has involved mentoring or team-teaching with a particular focus on peer-coaching (Bill). This work has been carried out, for the most part, in challenging schools. We can go for years, in our profession, without having a colleague, whom we trust, come into our class(es) and work alongside us and (later) over a tea or coffee, discuss and initiate professional self-reflection. We can then use that reflection to further reflect on the utility, value and effect of our *characteristic* behaviour leadership. My work with schools involves building that self-reflection through colleague mentoring (Rogers, 2012).

It is in that sense, in writing this book, we have sought to encourage *professional self-reflection*. We have also paid special attention to the crucial subject of colleague support. Teaching can be a somewhat 'lonely' profession in some schools (working with 'minors' all day). Colleague support is essential in meeting the moral and professional needs of individual teachers. Nowhere is this more acute than when we seek to work with children who are behaviourally challenging or who have been diagnosed as having behaviour disorders (Chapter 6).

We want to thank the many classes, the individual children and colleagues we have taught (and worked with) over the years. This book is – in part – their story as well as ours. We have learned so much from the children we have taught – we have also learned a great deal about ourselves (through our frustrations, fallibility and our successes); we have also learned practices and skills we pass on here.

We believe we have done what we went into teaching for – to make a difference in the lives of the children we have worked with. We hope our book will reflect that.

Thanks

Bill and Elizabeth

Note to the second edition

In this second edition as well as revising the text we have focused on:

- More case studies of children with behaviour disorders (both diagnosed and symptomatic). Of particular emphasis is a focus on autistic spectrum disorder (ASD) in early years. We have put together a resource list in the bibliography. There are substantial, and very useful, resources now for teachers who teach children diagnosed with ASD, compared to a decade ago.

- We have extended Chapter 6 to address the model of *Behaviour Recovery* we use with children (including those with ASD). We believe that students with behaviour disorders can increase their awareness, and control, of their behaviour.

While counselling and support is always helpful for children with significant and complex needs, we believe that explicit teaching and coaching enables students to be directly involved in their behaviour journey. When we explicitly teach behaviour (in one-to-one settings) and we encourage and reinforce skills learned in the natural setting of the classroom we find many children are more conscious about their learning choices and their relational behaviour and even their *characteristic thinking* (about behaviour and learning).

- We have extended the focus on a child's emotional development, particularly with regard to frustration, anger and aggression. Anger can be a disturbing and frightening emotion for children, and also for those children who witness a child losing self-control and becoming aggressive. There are new case studies that show how children can learn to be aware of and learn to manage their frustration and anger.
- The essential foundation for school life is a child's right to feel safe; it is the core right. Maslow (1954) identified safety as a foundational need for one's development. Maslow's hierarchy is a seminal developmental constant that posits our development through a *hierarchy of needs*, beginning – foundationally – with our physiological needs, then our psychological and physical safety needs/love and belonging needs/esteem (including confidence, respect of/by others/through to self-actualisation. 'Self-actualisation' is – theoretically – where we broadly are as adults.

Children cannot learn well, or with confidence, if they do not feel safe – psychologically and socially as well as physically. Of course this *right to feel safe* is always tested in schools; this reality behoves us to be vigilant in creating safe school communities. We lead from, and teach to, this core right. We discipline to protect this right, we engage in restitutorial opportunities to strengthen and affirm that right. One of the 'mottos' in many schools where we work is, 'We seek to make our school *safe, sane* and (as far as is possible) *secure*.'

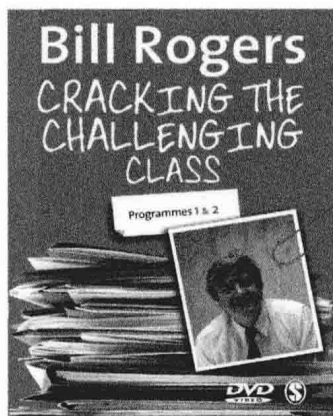
- A key feature of the first edition was the seminal nature of *the establishment phase* in building explicit understanding and expectations about behaviour and learning in 'our classroom' and 'our school'. The transition from pre-school to 'big school' is a major life event in a child's schooling journey. We have revisited this 'phase' with an emphasis on building *whole-class behaviour/learning agreements* and developing essential routines that enable a co-operative classroom culture.

Ultimately we have sought to write a book from our experience of working in a number of schools in Australia, the UK, Europe (Bill) as well as draw on the substantial research in early years education.

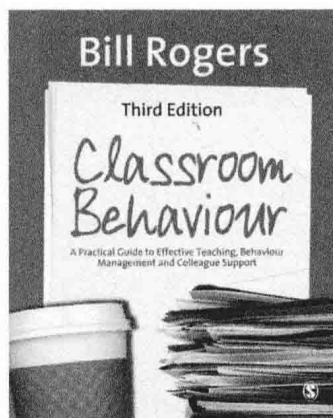
We thank the many colleagues we have worked with in Australia and overseas (Bill) who have generously given of their time to discuss, implement and give feedback about the approaches, practices and skills in this book, and the values that underscore them.

We hope you will find this major second edition informative, practical and able to support the choice – the reasons – why you chose our profession.

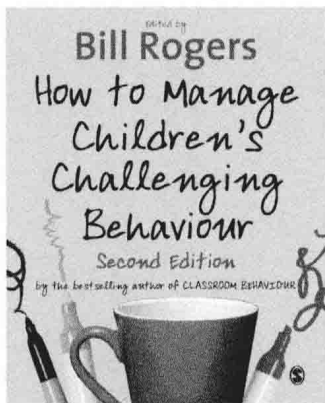
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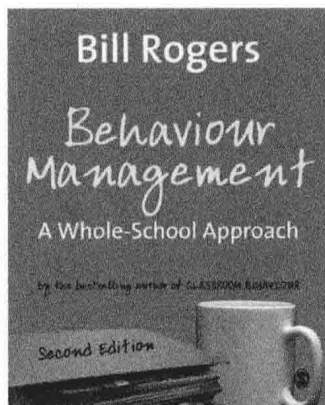
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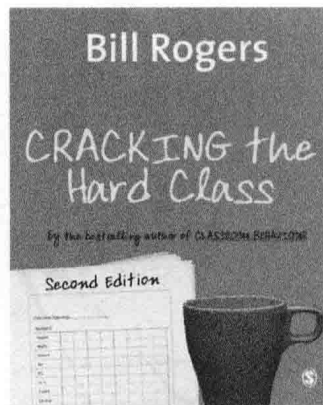
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"For me, Bill's wisdom seems to work with all sorts of pupils, from those who are low-level disruptors to those who are genuinely gifted and talented at behaving badly (not to mention with my own impressively wilful three-year-old!). Thanks Bill, for heaving us out of those inevitable, tricky behaviour management situations without having to get cramp from excessive 'stern teacher' look; for freeing us up to enjoy the wonderful, rewarding things about teaching; and for reminding us that for many pupils, we teachers will be the most positive adult figure in their lives."

- Isabella Wallace, The Guardian Teacher Network



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Note:

The text shifts from first person to second person (pronoun) in both case examples and general writing. We believe this best enables each author's writing – without (on each occasion) having to identify the writer/speaker.

Often the teacher in the case studies is female; no sexist emphasis here, just common reality at early years level. When I am teaching in an early years class, as a male, I am often a 'transitory novelty' (as a teacher until they get used to me) – Bill. I still get called 'mum' (on occasion) when I'm mentor-teaching in early years classes – Bill.

The largest percentage of distracting and disruptive children – the behaviourally challenging and children with diagnosed behaviour disorders – are male (from our experience). Again no sexist emphasis – just reality. On an 80/20 per cent split, disruptive and challenging behaviours are nominated as male. (See also Morgan and Jenson, 1988; Rogers, 2003a, 2011; Clough et al., 2005.)