ETAI. 2009.
Teachers' Coping Styles as Mediators of Teachers' Classroom Management

Classroom Rights

Students and the teacher have the right to do as much work as possible

Students and the teacher have the right to feel comfortable and safe in the classroom

Two kinds of Responsibility

Personal Responsibility
(*I do the right thing*)

Communal Responsibility
(*I encourage others to do the right thing*)

Responsibility (Not just Obedience)

- Behaves appropriately because of fear of punishments
- Behaves appropriately because of desire for rewards
- Behaves appropriately because of desire for approval
- Behaves appropriately because it's the right thing to do (Personal Responsibility)

- Encourages others to behaves appropriately because of desire for rewards
- Encourages others to behaves appropriately because of desire for approval
- Encourages others to behaves appropriately because it's the right thing to do (Communal Responsibility)

Most Relevant Research Publications

- Romi. S., & Lewis, R., & Katz, Y. A. (In press). Student responsibility and classroom discipline in Australia, China and Israel. *Compare*
- Lewis, R. (2008). *The developmental management approach to classroom behaviour: Responding to individual needs.* Melbourne: ACER Press. (Republished by Routledge. USA as Understanding Pupil Behaviour)
- Lewis, R., Romi. S., Xing, Q, & Katz, Y. A. (2008) Student reactions to teachers' classroom discipline in Australia, China and Israel. *Teaching and Teacher Education, 24(3):* 715-724.
- Lewis, R. (2006). Classroom Discipline in Australia. In C. Evertson and C. S. Weinstein (Eds). *International Handbook of Classroom Management: Research, Practice and Contemporary Issues.* N.J. Lawrence Erlbaum Associates, pp. 1193-1124.
- Lewis, R., Romi. S., R., Xing, Q., & Katz, Y. (2005). A comparison of teachers' classroom discipline in Australia, China and Israel. *Teaching and Teacher Education, 21,* 729-741.

Punishment: Punishes students who misbehave, increasing the level of punishment if necessary.

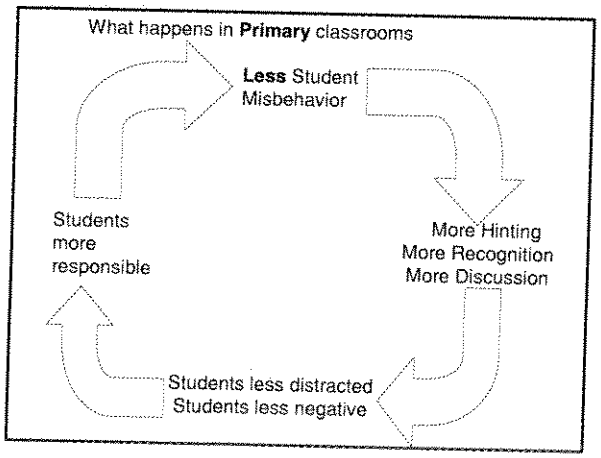
Discussion: Discusses with students the impact their behavior has on others, and negotiates with students on a one-to-one basis.

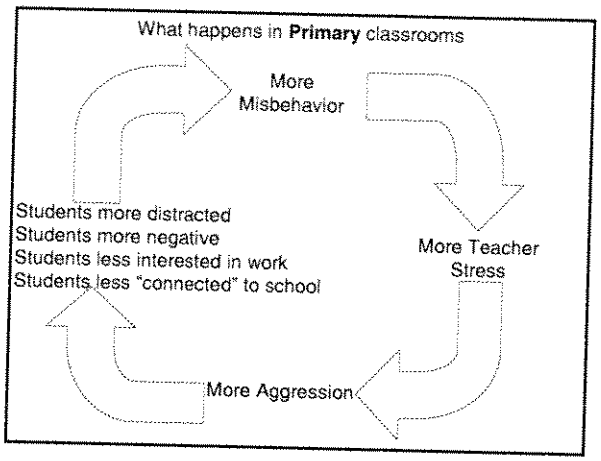
Recognition: Recognizes and rewards the appropriate behavior of individual students or the class.

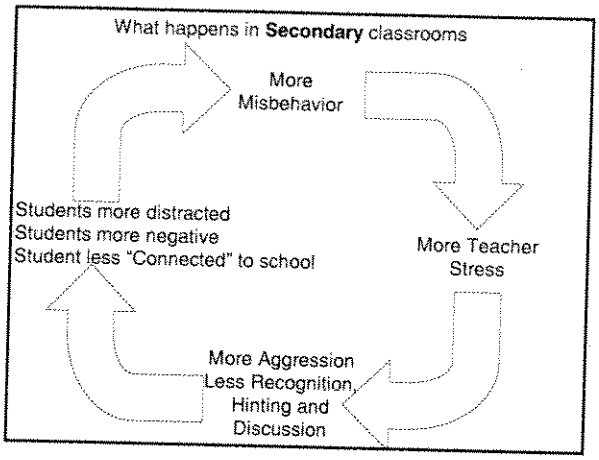
Aggression: Uses aggressive techniques.

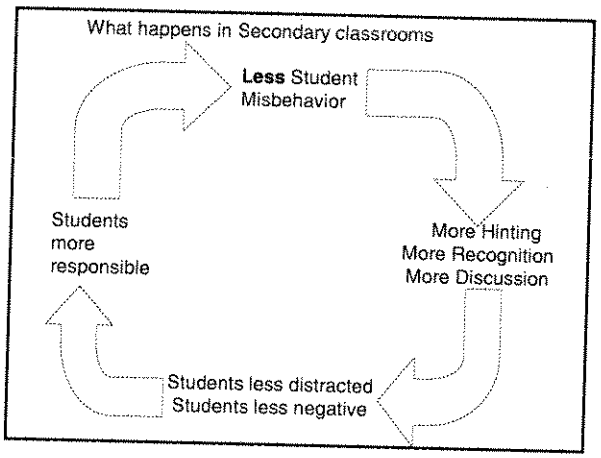
Involvement: Involves students in classroom discipline decision making.

Hinting: Gives non-directional indications of misbehavior.



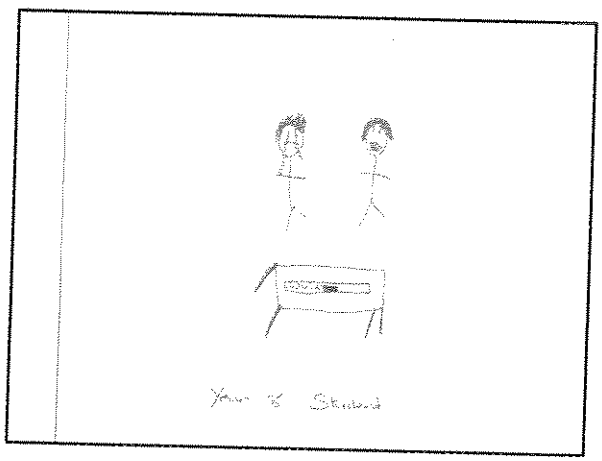


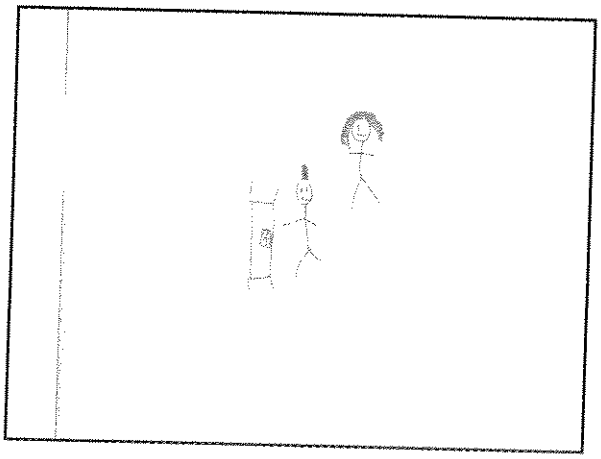




Summary

- When teachers use 'coercive' management techniques (Punishment [without a working relationship] & Aggression) students do not become more responsible and are distracted from their learning.
- When teachers use more 'inclusive' techniques (Discussion, Recognition, Involvement, Hinting & Punishment [within a working relationship]) students become more responsible.





At least Some of the time (compared with Hardly ever or Never)

Yells angrily at students who misbehave

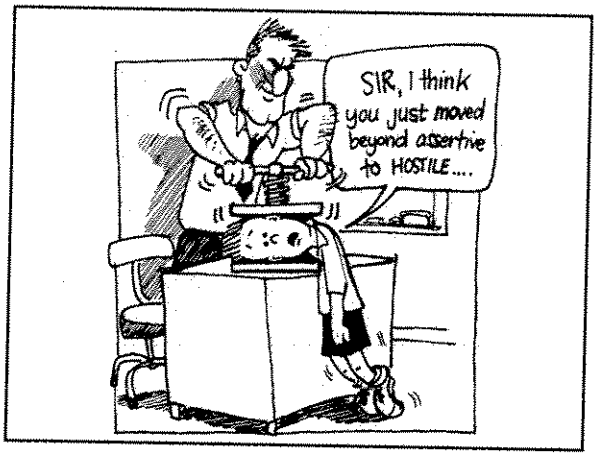
CHINA	**Teachers**	**41%**	**Students 41%**
AUST	**Teachers**	**36%**	**Students 65%**
ISRAEL	**Teachers**	**55%**	**Students 75%**

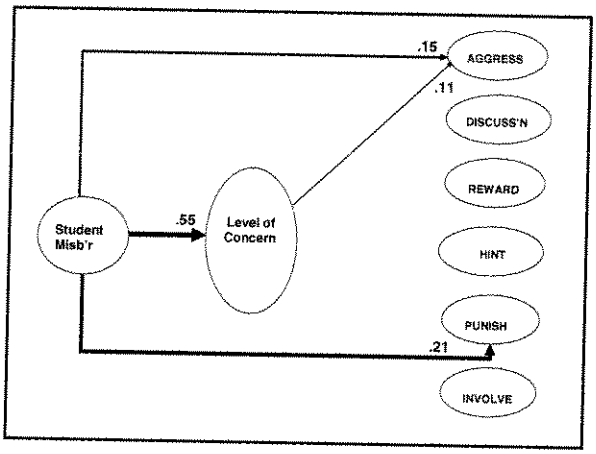
Keeps the class in because some students misbehave

CHINA	**Teachers**	**26%**	**Students 41%**
AUST	**Teachers**	**22%**	**Students 50%**
ISRAEL	**Teachers**	**26%**	**Students 35%**

Makes sarcastic comments to students who misbehave

CHINA	**Teachers**	**18%**	**Students 29%**
AUST	**Teachers**	**18%**	**Students 42%**
ISRAEL	**Teachers**	**36%**	**Students 60%**





Stress & Management

Teachers who are more concerned about student misbehaviour and classroom management use slightly (but significantly) more aggressive classroom management (e.g. Sarcasm, Yell in anger)

Regardless of their level of concern about misbehaviour, teachers with more badly behaved classes use more Punishment and aggression.

Classroom management & Stress

What classroom management situations do you find most stressful?

There are three main reasons people find some classroom management situations stressful –

1. The situation provides a threat to their physical safety or well-being.
2. The situation provides a threat to their self-esteem [how 'good' or 'bad' people feel about themselves].
3. The situation provides a threat to the good feelings they have towards those they care about.

Responses to Stress

What do you generally do to respond to stressful situations ?

People respond to stressful situations by thinking, feeling or doing things.

Does Coping mediate teachers' responses to concern over student misbehaviour?

15 Ways of Coping

Taken from the Coping Scale for Adults
(Frydenberg & Lewis, 1997)

Coping Strategies

Seek Social Support – sharing my problems with others; enlisting their support, encouragement and advice.
Work Hard and Achieve – being conscientious about my [school] work; working hard and achieving high standards.
Invest in Close Friends – spending time with close friends and making new friendships.
Social Action – enlisting support by organising group action to deal with my concerns and attending meeting and rallies.
Not Coping – feeling ill.
Worry – worrying about the future in general and my personal happiness in particular.
Wishful Thinking – hoping for the best, that things will sort themselves out, or that a miracle will happen.
Tension Reduction – making myself feel better by letting off steam, taking my frustrations out on others, crying, screaming, sometimes taking alcohol, cigarettes or drugs.

Coping Strategies

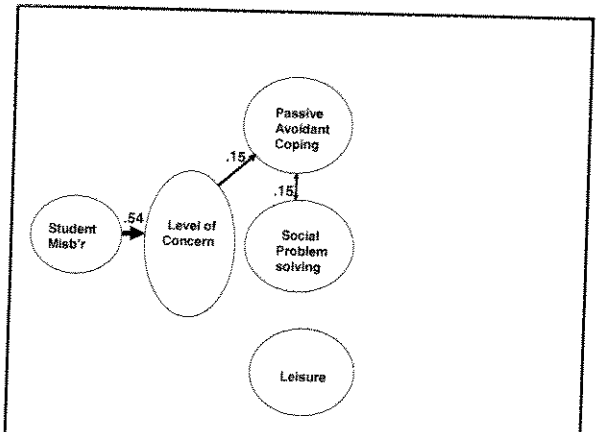
Ignore the Problem – consciously blocking out the problem, pretending it doesn't exist.
Self-blame – being hard on myself, seeing myself as being responsible for the problem.
Keep to Self – keeping my concerns and feelings to myself, avoiding other people.
Seek Professional Help – discussing my problem with a professionally qualified person.
Seek Relaxing Diversions – taking my mind off the problem by finding ways to relax, such as reading a book, watching television, going out and having a good time.
Keep Fit – playing sport and keeping fit.
Focus on Solving the Problem – tackling my problem systematically by thinking about it and taking other points of view into account.

Social Support	
Social Action	
Friends	**Social Problem Solving**
Professional Help	
Work Hard	
Problem Solving	
Self Blame	
Gets Sick	
Wishful Thinking	
Ignoring	**Passive Avoidant Coping**
Tension Reduction	
Worrying	
Keeps to Self	
Relax	
Keep Fit	**Leisure**

309 Secondary teachers

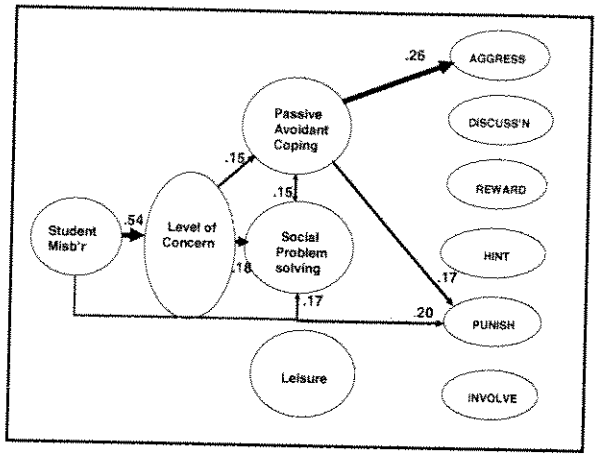
1= Hardly ever/Never 2=A Few of the times 3= Some of the times
4= A lot of the times 5= Nearly Always/Always

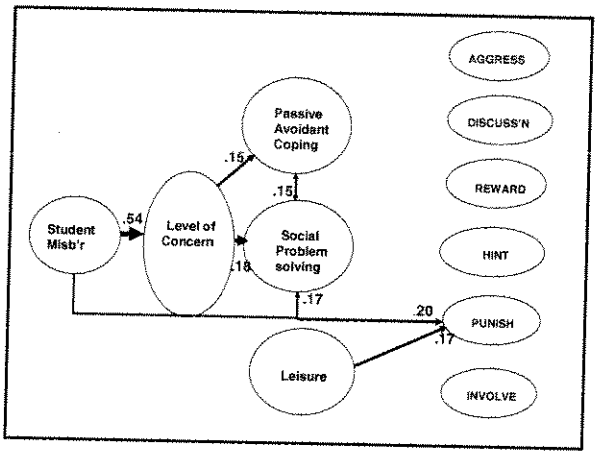
Variable	Mean	Std dev	Alpha	No' of items
Coping Styles				
Passive Avoidant	12.89(**1.8**)	4.23	.69	7
Social Problem-solving	20.02(**3.3**)	3.55	.68	6
Leisure	11.69(**2.9**)	3.08	.60	4

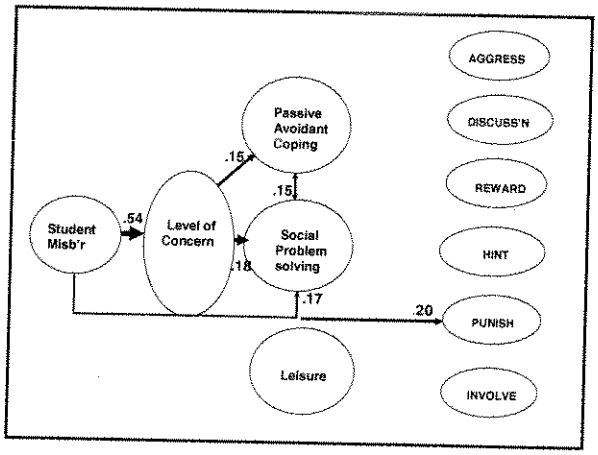


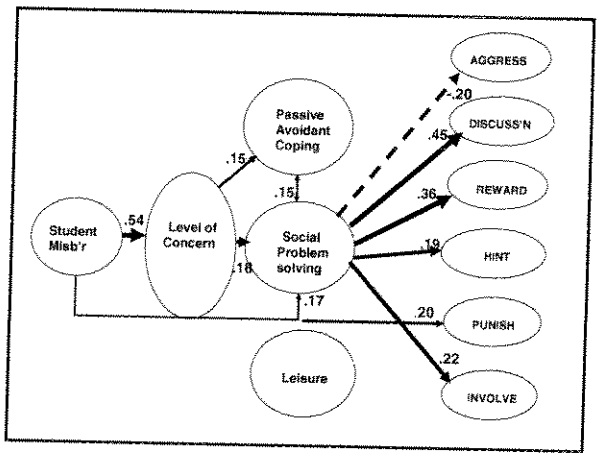
Teachers who use less inclusive classroom discipline than they would like, use more of the following 6 coping responses (1999)

- Worry
- Wishful Thinking
- Keep to Self
- Tension Reduction (Vary Behaviour)
- Self Blame
- Get Sick









Coping and classroom Management

When confronted with misbehaviour in the classroom,

Teachers who use **Avoidant and Passive** coping strategies are more coercive and aggressive towards students. That is, their management becomes less productive.

Teachers who use more **Socially oriented problem solving** coping strategies use more inclusive management techniques such as Discussion, Involvement, Hinting & Reward, and are less aggressive. That is, their management becomes more productive.

Implications

- Teacher training
- Staff Development
- Staff Support

The AiZ project
Victoria, australia

- 8 Secondary school 2007-2009
- 12 Secondary and 49 Primary schools 2008-10
- 171 Schools 2009-2011

The Developmental Management Approach (DMA)

1. Rights & Responsibilities (not Rules)
2. Hints (Non-verbal & verbal)
3. Recognitions and a series of consequences
4. Isolation & adult-Adult discussion
5. Rebuilding of Self-concept (e.g.Modification of Curriculum)

Students and teachers have the right to do as much work as possible.

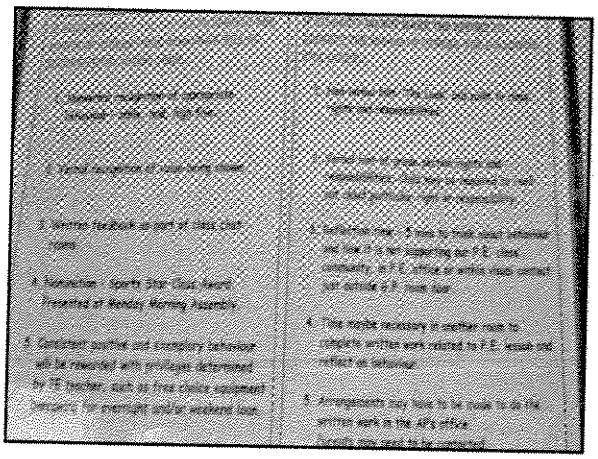
Students and teachers have the right to feel comfortable and safe in school

I do the right thing

I take personal responsibility

I encourage others to do the right thing

I have a communal responsibility



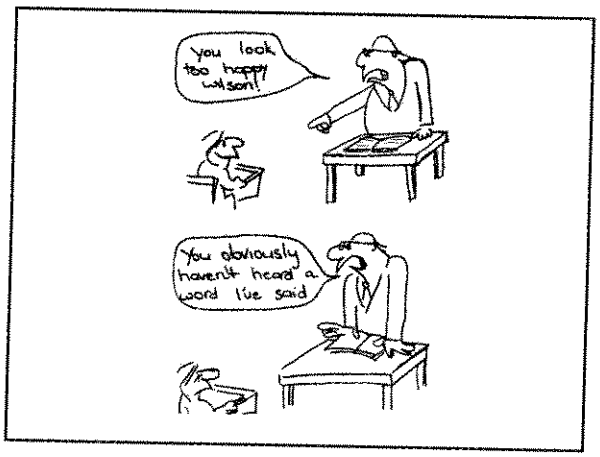
1. *David, ...you're talking. It's disturbing others. They have a right to work. Please be quiet !*

2. *I understand but please be quiet.*

3. *You have a choice. Either you sit quietly or .....*

4. *I don't intend to force you. However if you won't sit quietly then .....*

1. Welcome, and seek help to deal with the "problem".
   Good to see you. I need your help with something.
2. State what the problem is, what effect it is having on others (including you)
   When you talk while I am talking, I'm concerned that the other students can't hear what I'm saying
3. Listen - and paraphrase students' facts and feelings. Reframe if possible.
   You seem to be saying you were only talking because you're worried that ..
4. Confront the student's argument. Try to show it is unreasonable
   So because I didn't see Shlomo talking I shouldn't try to stop you interrupting your friends
5. Get student's agreement that there is a "problem"
   So you can see there's a problem
6. Have student provide a solution that meets both his/her and your needs. If necessary, suggest some.
   Next time, rather than talk and interrupt friends, what else might you do ?
7. Evaluate all the solutions and find one acceptable to both. Set a timetable to evaluate its effectiveness
   O.K. then we'll try it until.... and see how it goes.

How to respond to "difficult" students
Pedagogically

- Fight your first impulse (try to understand that the student is hurting inside)
- Encourage the student at every opportunity
- Separate the deed from the doer. Express a liking for the student while still applying logical consequences for inappropriate behaviour
- 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 curriculum (more Kinesthetic/Visual/Rhythmic)