



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

5

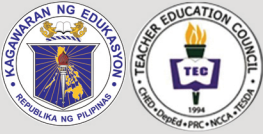
PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

2.6.2 MANAGE LEARNER BEHAVIOR CONSTRUCTIVELY BY APPLYING POSITIVE AND NON-VIOLENT DISCIPLINE TO ENSURE LEARNING FOCUSED ENVIRONMENTS





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INTRODUCTION TO TEACHER RESOURCE PACKAGE

*Hello, dear Teacher!
Welcome to this Resource Package.*



I am Teacher Jen!

And I am Teacher Mike!



We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

In August 2017, Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among others, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable and can help you achieve the target indicators across curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been created and compiled by teachers in support of other teachers.

You will find the materials here useful if you:

- reflect on your own classroom practices, and ensure that your teaching practices are aligned with the indicators;
- want to mentor beginning teachers so they become better in their practice;
- are a part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST and (ii) innovate on practices using the samples in the resource material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices or (ii) working on other career stages or indicators other than the 12 presented in this package.

***If learning is your passion,
this resource package is for you.***





What can you expect to find in each module?

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.

The modules explore the following indicators:

MODULE 1

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

MODULE 2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

MODULE 3

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

MODULE 4

2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

MODULE 5

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

MODULE 6

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

MODULE 7

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

MODULE 8

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

MODULE 9

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

MODULE 10

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

MODULE 11

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

MODULE 12

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

PARTS OF THE MODULES



The module contains the following parts:



OVERVIEW introduces you to the indicator and why you need to achieve the indicator;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines key concepts pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths and development needs and plans for specific action for professional development; and

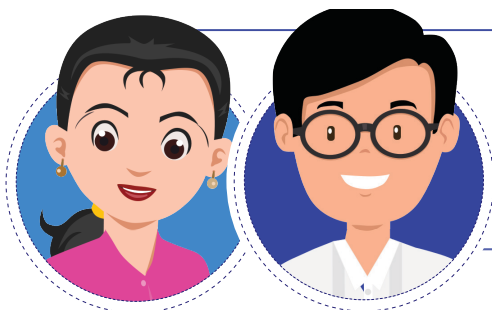


RESOURCE LIBRARY provides you resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

Have a happy journey.





MANAGE LEARNER BEHAVIOR CONSTRUCTIVELY BY APPLYING POSITIVE AND NON-VIOLENT DISCIPLINE TO ENSURE LEARNING-FOCUSED ENVIRONMENTS

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Hello! Welcome to Module 5.

I am Teacher Jen. Teacher Mike and I will assist you in enriching your skills in managing learner behavior.



We will explore some teaching practices focusing on the application of positive and non-violent discipline to ensure a safe and nurturing school environment for our learners.

As classroom managers, we do have the responsibility to equip our learners with skills to build their sense of community, to improve academic performance, and to prepare them to be productive individuals. With positive and non-violent discipline, our learners will see a connection among their behavior, the personal consequences and the impact of their actions to others.

Here, we work as a team and we will provide realistic and helpful illustrations of practice on managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment anchored in the Philippine Professional Standards for Teachers (PPST) to assist in the improvement of your current practice.

In this module, we will focus on:



STRAND: Management of learner behavior



INDICATOR: 2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.



KEY CONCEPTS



To better appreciate the indicator, let us study the following key concepts in the context of this module. Knowing these concepts aids us to have a deeper understanding of the indicator and assists us in managing learner behavior.



LEARNER BEHAVIOR. This refers to the learner’s manner of conducting himself/herself involving action and response to stimulation. It emphasizes the crucial link between the way in which learners learn and their social knowledge and behavior.

POSITIVE AND NON-VIOLENT DISCIPLINE. This involves the constructive discipline through non-violent, respectful and diplomatic means. It is a way of disciplining a learner or managing learner behavior through dialogue and counseling. It avoids the use of punishment such as spanking, verbal abuse and humiliation.

LEARNING-FOCUSED ENVIRONMENT. This refers to a classroom atmosphere that encourages maximum learner participation free from disruptions by unpleasant learners’ behavior.



SELF-REFLECTION



Let us reflect first on our current practice regarding management of learner behavior by applying positive and non-violent discipline to ensure a learning-focused environment. Are you ready?



By looking at the components found inside the yellow box, I have written down my own reflections on learner behavior.

KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p>	<p>As a Proficient Teacher, I do...</p>	<p>As a Proficient Teacher, I feel...</p>
<p><i>...that learners' difficult behavior can create barriers to learning and inhibit the well-being of both the learner and those around him/her.</i></p>	<p><i>...identify and analyze the roots of behavioral and learning difficulties of my learners and implement strategies that are positive and non-violent to engage them in the teaching-learning process.</i></p>	<p><i>...that understanding my learners' behavior will build a learning-focused environment and establish relationships that support learning and well-being.</i></p>



Wow! That was a good reflection, Jen! Now, it is your turn to write your thoughts on the knowledge, skills and attitudes in relation to the indicator. You may write them in the boxes below.



KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p>	<p>As a Proficient Teacher, I do...</p>	<p>As a Proficient Teacher, I feel...</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



SUPPORT GROUP



Welcome to our support group! It always feels great to help teachers who would like to improve their practices.

Let me introduce Teacher Angel to you. Teacher Angel is handling Grade 4 classes. She will share with us one of her experiences on management of learner behavior. Let us see how we can help Teacher Angel on her concern.

In this particular incident, she talked to her students and told them not to do things that may affect their grades. Here are the details of what happened inside her class.



I was checking the attendance when I noticed that three learners were absent. One of their classmates told me that earlier that day, he saw the three learners playing games at a computer shop outside the school. I got worried because they were the same learners who failed in my subject during the previous quarter. I decided to inform the learners' adviser about the incident.

The following day, the three learners attended my class. I continued with my planned activities for the day. I requested the three learners go with me to the faculty room after our class period. When we got there, I asked them why they were absent the previous day. One of the boys told me that they had to finish a project given by another teacher. I knew that they were not telling the truth because prior to the meeting, I already investigated the reason for their absence from my class. With a caring voice, I encouraged them to confide in me the real reason for their absence in my class. With reluctance, they slowly opened up the truth.

In a gentle yet firm voice, I advised them not to do it again; otherwise, their parents would be called to the guidance office for a conference. I also reminded them that if they incur more absences, they might get failing grades again.

Probing



Looking closely at the experience shared by Teacher Angel on the previous page, please answer the following questions below.



1 When is the right time to talk to learners who misbehave in the class? Why?

2 Do you think it is important to ask learners the reason why they preferred to play computer games rather than to attend their class? Please elaborate.

3 Do you think Teacher Angel was able to manage learners' behavior by telling them that they might fail in their subject or their parents would be called to the guidance office? Why or why not?

3 If you were Teacher Angel, how would you demonstrate positive and non-violent discipline in dealing with the issue?

Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments



You might want to compare your answers with the given suggestions below.



Suggestions for Improvement

Effective teachers choose positive and non-violent discipline that encourages positive behavior and motivate learners to feel good about themselves and the decisions they make. Below are suggestions that will aid you enrich your practice.

- Talk to the learner immediately after class. This is important to stop the misbehavior and reestablish positive discipline. Show compassion and encouragement. Make your learners feel they are important.
- Identify the reasons behind the learners' behavior by asking them why they behave that way. Knowing how they feel will help you understand why they did such action. They might have been seeking attention. Listen and let them feel safe and respected by not sharing with others what they have told you. Your learners confided in you because they trust you.
- Do not tell your learners that they will fail if they do not change their behavior: that sounds like a threat. Elicit from them the possible consequences of the action. Then, guide them in finding solutions to the problem.
- Transforming your learner's behavior cannot be done overnight. There must be clear and consistent communication. After talking to your learner after the incident, you should make a follow-up meeting/conversation with them. Make sure you build a mutually respectful relationship with your learner and that will surely help in solving the problem through positive and non-violent discipline.



To give you more ideas about how you can apply those suggestions in other situations, we will show you different practices demonstrating management of learner behavior through positive and non-violent discipline in the next section.





ILLUSTRATIONS OF PRACTICE



In this section, Teacher Mike and I will present more teaching practices aligned with the PPST that could assist teachers achieve the target indicator.



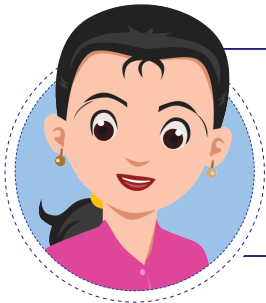
We will guide you through several illustrations of practice that display specific ways of managing learner behavior through positive and non-violent discipline.

Are you ready?



Managing learner behavior is not an easy task. Even the most experienced teacher knows that positive discipline does not just happen overnight. Managing learner behavior is a learned skill which every teacher must master. Classroom management begins even before the learners enter the classroom. Teachers have their own way of managing their learners' behavior but it has to be kept in your mind that learners need to feel valued and respected as individuals. Teachers must show them that they have honest interest in each one of the learners, not just as a class, but also as individuals.

Sometimes, learners go against the rules because they do not see that what they are doing is wrong. Others do it to test how far teachers can control them. There are many potential influences on learner behavior and many factors that can lead to challenging behavior that teachers have to deal with.



Here are some of the factors that lead to challenging behavior that the teacher has to deal with.



Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

FACTORS LEADING TO MISBEHAVIOR	EXAMPLES
Biophysical	Medical conditions or disabilities
Psychological	Emotional trauma or lack of social skills
Historical community	Student transferee from conflict area who has difficulty adjusting to his/her new learning environment
Learner group dynamics	Bullying and teasing, cliques or learner apathy or hostility
Environmental	Level of classroom noise or classroom seating arrangements
Classroom organization issues	Inconsistent routines, inadequate materials or ignorance to individual differences
Teacher behavior	Boring or disorganized lessons, over-reaction to misbehavior or over-reliance on consequences of learners' actions



In most cases, there is no single “cause” of challenging behavior. It is the result of several factors operating in combination. To reinforce positive discipline among your learners, certain behaviors are necessary on the part of the teacher. Below are just few of the many strategies which you may use.



HOW TO DO IT?

- **Be consistent.** Establish the rules on the first day. Involve your learners in formulating the rules so they will feel responsible to stick to the rules. You may post the rules on the wall of your classroom so that the learners will always be reminded.
- **Make sure that learners understand the rules.** They need to know how to behave in any given situation.
- **Be fair in applying the rules** to all who have committed mistakes, not just to a chosen few.
- **Be prepared for the learners who will test the rules.** Let the learners feel in a gentle way that you are the authority in the class.
- **Do not threaten learners with a consequence** unless you are ready to carry it out. Learners will view you as inconsistent if you fail to do what you say.
- **Establish trust** to the learners for them to open up honestly.

- **Handle any behavioral problem consistently** when it occurs to avoid learners' disciplinary action.
- **Show a sincere interest in all your learners.** Treat each one of them with respect. Use his or her name when giving praise. It pleases them to hear their name used in a good light.
- **Implement well-planned lessons.** Know what to teach and how to teach it. Be well prepared when facing your learners.
- **Be flexible.** Things do not always happen the way you plan them.



We hope that your learner behavior management skills are enriched with the tips and suggestions we have just provided for you. In the next pages, we will show you how you can manage learner behavior by providing you with classroom situations highlighting the application of positive and non-violent discipline.

Come on! Let's go!



ILLUSTRATION OF PRACTICE NO. 1:

Transcript of Teacher-Learner Consultation



In the situation below, the teacher was having a group activity in his class when suddenly a commotion started at the back. He found out that two of his learners were fighting. According to their classmates, Learner A started teasing Learner B. Learner B got angry and punched Learner A. Then, they threw punches at each other. The teacher privately talked to each learner immediately and separately. Here is the transcript of the dialogue with Learner B.



Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

	Teacher	Learner
<p>The teacher listens attentively to the learner.</p>	<p><i>Pwede mo bang sabihin sa akin kung ano talaga ang nangyari?</i></p> <p>(Can you tell me what the fight is all about.)</p>	<p><i>Gumagawa po kasi ako ng activity tapos inasar n'ya ako. Sinabi ko na nga pong tigilan ako pero ayaw n'yang tumigil kaya ayun po... sinuntok ko po s'ya.</i></p> <p>(I was doing the activity and he kept on teasing me. I told him to stop but he didn't so I punched him.)</p>
<p>The teacher reminds the learner of the class rules which they have created for themselves.</p>	<p><i>Ipaaalala ko lang sa'yo yung house rules na ginawa ninyong magkakaklase nung pasukan. Sabi ninyo sa rule number 1, "Respect yourself and others". Sa palagay mo, ginawa mo ba 'yon kanina?</i></p> <p>(Let me remind you about the house rules that you, together with your classmates, have created during the beginning of the school year. Rule number 1 states "Respect yourself and others". Did you demonstrate it a while ago?)</p>	<p><i>Hindi po, Ma'am.</i></p> <p>(No, Ma'am.)</p>
<p>Without being judgmental, the teacher asks the question calmly and lets the learner realize his or her mistakes.</p>	<p><i>Gusto kong marealize mo yung epekto ng ginawa mo sa'yo at sa buong klase. Ano ang naging bunga ng action mo?</i></p> <p>I want you to realize the effect/s of your behavior not only to both of you but also to the whole class. How was the class affected because of your action?</p>	<p><i>Sorry po, Ma'am. Naabala po ang klase dahil sa pag-aaway namin.</i></p> <p>I am sorry, Ma'am. The class was disrupted because of our fight.</p>
	<p><i>Mabuti naman at narealize mo 'yan. (Natutuwa ako at narealize mo 'yan) Ano ang p'wede mong i-suggest para maiwasan at hindi na maulit ang ganyang pag-aaway?</i></p> <p>(I appreciate you have realized that. Now, what can you suggest to avoid or prevent such fighting from occurring again?)</p>	<p><i>Sa susunod po, magpofocus na po ako sa ating activity. Kung meron pong mang-aasar sa'kin, hindi ko na lang po papansinin.</i></p> <p>(Next time, I will focus on our activity and if someone teases me again I will not mind him/her.)</p>
<p>The teacher involves the learner in finding ways to resolve the issue. He lets the learner feel that he or she can be trusted in making sound decisions for himself or herself.</p>	<p><i>Tatandaan ko 'yan, ha?. Lagi mong iisipin na ang pananakit sa kapwa ay hindi makalulutas sa inyong away. Sa katunayan, lalo lamang itong lalala. Okey?</i></p> <p>(I will take note of that, Okay? Always remember that hitting or hurting others will not resolve the conflict. In fact, it will only worsen it, okay?)</p>	<p><i>Opo, Ma'am.</i></p> <p>(Yes, Ma'am.)</p>
	<p><i>Kung ganon, paano natin mareresolve ang problema n'yo ng iyong kaklase?</i></p> <p>(So, how can we now resolve your conflict with your classmate?)</p>	<p><i>Mag-aapologize po ako sa kanya at sa aking mga classmates sa pang-aabala ko sa klase, Ma'am. Nangangako din po akong hindi ko na uulitin.</i></p> <p>(I will apologize to him for hurting him and to all my classmates for disrupting our class. I will also promise not to do it again.)</p>



You may encounter learners who are aggressive. Knowing what causes aggressive behavior among learners is very important in order for you to identify which strategy to use in dealing with them. In general, teachers typically respond in one of two ways, authoritatively or through positive discipline.

The highlighted parts of the transcript exemplifies dealing with the aggressive learner using positive discipline. Below are some suggestions on how you could do that.



HOW TO DO IT?

Listen to your students attentively and don't get angry.

Remind them of the class rules which they have created for themselves

Let them realize their mistakes without being judgmental.

Involve the students in finding ways to resolve the issue.

Let them feel that you trust them in making sound decisions for themselves.



Following the suggested steps, a learner gains the confidence to make good decisions; therefore, he or she chooses positive behavior.



ILLUSTRATION OF PRACTICE NO. 2:

Learner Wandering Around



A learner who has an extremely high energy level, acts impulsively, and distracts other learners is another challenging situation in our classroom that we need to deal with. If you have this kind of learner, it is important to keep in mind that most of the time, this learner is not aware that he/she is misbehaving. Here is another situation where the Teacher is able to manage the learner behavior constructively by applying positive discipline.



John, in Teacher Leah's Grade 1 class, refuses to sit down. He roams around while Teacher Leah reads a story. He is distracting other children in the class. Teacher Leah tells the class that there will be a game after her reading of the story. She makes sure that John hears what she said to get his attention. And she is right, John looks at her. "But you have to listen very carefully before you could join the game later," she adds. John remains standing and keeps on teasing his classmates. Teacher Leah announces that winners from the game will be awarded. John's eyes get big and he looks interested with what he just heard. He goes to his chair and begins to listen to his teacher. Teacher Leah approaches him and tells him that he will be joining the game later. She encourages him to listen very carefully so he could answer the questions. John excitedly nods and smiles at her.



The scenario above exemplifies a suggested strategy in managing an overactive pupil inside the classroom. John has an extremely high energy level and is distracting his classmates. You probably may have noticed that Teacher Leah did not reprimand him for roaming around; instead, she caught his attention by simply saying something that interests him, a game.





Below are the different strategies that you may use in dealing with learners with this kind of behavior. The decision of which technique works well among your learners is yours.



HOW TO DO IT?

Call learners' names in a polite manner.

Refocus learners' attention by restating relevant points and asking them to summarize the main point.

Ask them if they have questions about the lesson. This may prompt them to go back to their desk and listen.

If step numbers two and three do not work, approach him or her without getting other's attention.

In 5 to 10 seconds, instruct him or her to be the class monitor of learners who are wandering around.



Hello, Teacher! That was really challenging! We are sure you are able to relate with the given classroom scenarios! We have to always remember that our overactive/hyperactive learner should not disrupt our opportunity to teach and other learners' opportunity to learn. To help you more, we have some tips from an expert to help you manage this kind of situation. (Adapted from Dr. Ken Shore's Classroom Problem Solver)





HOW TO DO IT?

Identify the source of the learner's high level activity.

Learner's excess energy might emanate from attention deficit disorder. It might be also a result from other causes, such as lack of interest with the activity or simply not understanding the given instructions. It is important to take note if this high level of activity reflects agitation or stress.

Adjust your classroom standard.

You may get away from the traditional classroom set-up where learners are seated while the teacher is discussing. Allow your learner to stay or sit where he or she is comfortable to learn for as long as he or she does not disrupt other learners.

Give the learner a break.

An overactive/hyperactive learner gets restless sooner than other learners inside the classroom. Allow him or her to have a break, a quiet moment when he or she can compose himself or herself.

Provide opportunities for the learner to release excess energy.

Engage him or her in constructive activities instead of moving around aimlessly. He or she will learn to become more responsible and may contribute to the class.

Ticket, please.

Provide your learner with a limited number of tickets. Have an agreement with the learner that whenever he or she has to leave his or her seat, he or she needs to give you one ticket. If the learner runs out of ticket, he or she will not be allowed to leave his or her seat anymore.

ILLUSTRATION OF PRACTICE NO. 3:

Taking One's Personal Belongings



Our responsibility with our learners does not end inside the classroom. Wherever they are, whatever they do, we have a duty to watch over their behavior inside the school. The next situation happens in the school canteen during lunch break. Since our accountability for our learners does not stop during break time, we need to monitor their behavior during this time, too.



While Teacher John is having lunch in the school canteen, one of his learners, Sofia, approaches him and tells him that her classmate Migs took her lunch and ate it without her permission. Teacher John asks Sofia if she has something to eat. Sofia says she has nothing to eat and that she does not have money to buy food anymore. Teacher John buys food for Sofia and reassures her that he will talk to Migs.

Privately, Teacher John talks to Migs. He asks him how he is doing. Migs says he's doing fine but is having difficulty in some subjects. He tells him that it's good to hear that he is fine. Teacher John encourages him to be more active in class and be open to his subject teachers about his concern and difficulty in other subjects. Then, gently, he inquires about Sofia's lunch. Migs smiles and looks down on the floor. He says it was just a joke for Sofia.

Teacher John explains to him that it was not a good joke. That taking another's belongings whether things, money, or food is a violation of another's right. He clearly explained to him the concept of ownership. He asks him how he would feel if his classmate takes something that belongs to him. He lets him think for a while and asks him how he could show respect for another's belongings.



This is another demonstration of management of learner's behavior. In this scenario, Teacher John shows us that we can help our learner realize his mistake without making him feel bad about himself.

Teacher John wants to make sure that Migs will not be humiliated in front of other learners. That is why, he talked to him without the presence of other learners. He is very diplomatic and never raises his voice while speaking. He makes Migs feel at ease and comfortable by asking him how he was doing.



What we have just presented here is just one type of misconduct in school. Here are some suggested steps that you may adopt to manage this kind of learner behavior.





HOW TO DO IT?

If you are sure who took the item, talk to the student privately after class. Ask him/her if there is a reason he or she needed the money/food/cellphone or any item. Listen and understand the problem the learner may have.

Let the learner understand the idea of ownership. Make him or her realize that taking things that belong to others is wrong.

If you are not sure who took the item, give the “taker” the opportunity to return it and save face. Say to the class, “Whoever found Angel’s wallet/cellphone needs to return it”. Or say, “Everybody, please look in your bag to see if Angel’s wallet/cellphone was accidentally put in it”.

Do not label the learner “bad” or “thief”.

Ask yourself why the behavior occurred:

- What personal problems could the learner be having?
- Is the learner stealing to get attention?

Deal with the learner with kindness and understanding.



The suggested activities could be unforgettable for his learners because the teacher made use of the difficult situation to work to his advantage.

Difficult circumstances challenge us to become innovative for the sake of our learners. Many successful stories inspire us to keep going. Whatever classroom structure is given to us, resilient and resourceful Filipino teachers, we can always manage to provide meaningful, hands-on activities that lead to new discoveries for our learners.

Positive and non-violent discipline is emphasized in the scenario when Teacher John explains the rules of behavior which is the golden rule. Whatever the motivation for stealing, when responding to a theft, you have three goals: to return the item to its owner (if it’s applicable), to identify the guilty learner, and to respond to him/her with firmness and understanding. And of course, allow the learner to reflect and realize the importance of respect for another’s belongings. Because this kind of incident may create conflict and distrust among learners, you need to deal with the situation promptly and sensitively.





Having seen how Indicator 2.6.2 can be achieved, you are now ready to manage your learners who have challenging behavior.



OTHER ILLUSTRATIONS OF PRACTICE

The teacher responds appropriately to misbehavior of learners at all times without any loss of instructional time. Look at the following examples:

1. Talking out of turn/Talkative

When learners are talking out of turn or being talkative, you may use non-verbal cues to quieten them down. Using this strategy, you are able to discipline the learners with respect, without humiliating them in front of their classmates. Classroom discussion/activity is also not disrupted.



HOW TO DO IT?

The following steps may be taken:

- Stop talking mid-sentence and look in a non-aggressive way at the learner making the noise. Peer pressure makes him or her quiet.
- Go near the learner.
- Tap quietly on the desk and mime zipped lips.
- Remain in the area for a little while to keep him or her quiet.
- If this happens frequently, you may always isolate the learner and keep him or her in front of you where you can keep an eye on him or her.
- If this persists, talk to the learner and remind him or her of the value of keeping quiet and respecting others who are talking.
- If this can't be stopped despite your repeated attempts to quiet him or her down, then it is time to call in the parents. With the parents and learner, you can probably figure out why the learner is so talkative and find a solution to the problem.

2. Out of Seat

A learner who is always out of seat, changing seats or wandering around the classroom may be assigned as a class monitor of learners who are not in their seats. Being a class monitor is a matter of respect, at least that way, the learner will gain self-esteem and become more responsible.



HOW TO DO IT?

Here are some suggested steps that you may adopt:

- Call the learner's name in a polite manner.
- Refocus the learner's attention by restating relevant points and asking him or her to summarize the main point.
- Ask the learner if he or she has questions about the lesson. This may prompt him to go back to his or her desk and listen. If this happens during quiz or test taking, simply do the first step.

- If the second and third steps do not work, approach him or her without getting others' attention.
- And in 5 to 10 seconds, instruct him/her to be the class monitor of learners who are wandering around.

3. Sleeping in class

When a learner is sleeping in class, get the rest of the class started on an activity that would make them occupied. For lower grades such as kinder and grade 1, sleeping is allowed but not for higher levels like junior and senior high school. The suggested strategy below makes it almost impossible for learners to respond in a rude, disrespectful manner – after all, you do not come over and kick the learner's foot or drop a book next to his or her ear; you express concern about the learners' well-being. This goodwill will come in handy later when you remind them that sleeping in class is not going to be tolerated.



HOW TO DO IT?

Here are some tips to get the learner to stay with you and be back on track:

- Get the rest of the class started on an activity that occupies them while you quietly pat the sleeping learner on the arm or shoulder to wake him/her.
- Begin the dialogue not with a demand that he or she stays awake, but rather with a question about whether or not he/she is feeling well.
- Ask if he or she needs a drink or needs to stand up for a bit. It lets him or her know that you understand he or she is not falling asleep on purpose.

4. Verbal and Physical Aggression

When learners become verbally and physically aggressive, you stay cool and calm. By waiting and observing, you can assess the situation and the behavior of the learners. This strategy keeps you from losing your temper and establishes you as the person in control of the classroom.



HOW TO DO IT?

Here are some suggested steps that you may adopt:

- Keep calm to gain control of the situation.
- Stand firmly and observe the aggressing learner and show the class you are in control.
- Stay far enough away to keep an eye on all your learners.
- Keep your other learners from giving comments; otherwise, they will involve themselves with the angry learner.
- Allow the learner to cool off.
- Continue with the discussion or activity until you know the learner is ready to listen.
- When he or she is in a calm emotional state, talk to the learner and explain to him or her how he or she could be held accountable.
- Document the learner's behavior.
- Severe misbehavior must be reported to parents, the guidance counsellor and school head.
- Unless the behavior is physically aggressive, handle it yourself. Involving the principal weakens your authority and your ability to manage your classroom.

5. Disrespecting a Teacher

Disrespecting a teacher may happen in many different ways such as disobedience, refusing to carry out instructions, rudeness, talking back or arguing with the teacher. When a learner disrespects you, you must enforce accountability.



HOW TO DO IT?

Here are ways how to deal with the situation:

- Do not yell, scold, admonish, lecture or get even with the learner if he or she disrespects or talks back at you.
- Take a deep breath to control any angry feelings rising inside you.
- Do not say any word but maintain eye contact with the learner and wait.
- End the situation as quickly as possible. Your refusal to react will leave the learner speechless.
- Talk to the learner when he or she is calm and deliver the logical consequences of his or her action.
- For overt disrespect, document the incident and notify the parents, the guidance counsellor and the school head.

If you follow the above steps, even the most stubborn learner will be affected by his or her mistake. The next thing to follow is receiving a sincere and voluntary apology.

6. Public Display of Affection or PDA

It is common for high school learners to show public display of affection or PDA in class. When you confront learners about inappropriate public display of affection, they become disagreeable or feel humiliated so it is best to talk to them in private.



HOW TO DO IT?

Here are suggestions on how to deal with the situation:

- Go near the students who are showing public displays of affection in class. Stay there for a while until they become aware that you are actually sending them a message "stop your cuddling."
- Give the class a group activity and allocate the "couple" to different groups to divert their attention.
- You may talk to them individually and privately after class emphasizing that the school is not the right place to show their explicit affection.
- Set a clear policy and consequences. It may be the best solution to create a classroom atmosphere that is comfortable for all learners and teachers.

Clear expectations for learner behavior are evident. Standards of conduct are clear to all learners and have modest impact on learning.

1. Using cell phone during Direct Instruction (Texting, watching youtube/movie, listening to music)

When learners use a cell phone during direct instruction, it is important that you stick to the use of cell phone policy. At the beginning of the school year or semester, it's a good idea to be direct with the learners about what you expect from them when it comes to using their cell phones in class. This is also the time to tell them about any plan to incorporate technology into the classroom. The best way to create a set of rules when it comes to cell phone usage is to do it together with your learners. Tolerating cell phone use in class is a clear demonstration of you not paying attention to the rules.



HOW TO DO IT?

Here is some guidance for you:

- Remind the class about cell phone policy in school.
- Take the time to walk around the classroom to let the students know you are checking on who is using a cell phone.
- If a learner uses his or her cell phone despite your reminder, ask him or her what's wrong. If the text/call is important, give the learner a minute or two to answer the call/text outside the classroom.
- If a learner uses his or her cell phone for no valid reason, tell him or her in a polite tone that you will be forced to get his or her phone for the duration of the period.

2. Habitual Failure in Submitting Assignments/Homeworks

When learners fail to submit assignments habitually, you model trust. Sometimes, learners lack the motivation to do their homework; that is why, strong encouragement from you is needed. They need to know that you believe in their ability to do assignments so that they, too, believe in themselves.



HOW TO DO IT?

The following steps may help you:

- Do not take it personally. Students do not fail to submit their homework because they simply do not like the teacher. There are many reasons why students could not do their assignment.
- Give the students the benefit of the doubt the first time they do not submit their assignment, but get really suspicious the second and third time.
- Talk to the students if failure in submitting assignment is becoming a habit. Explain to them the logical consequences of not submitting assignments.
- Guide them on how they could manage their time so that they could do their assignment on time.
- Inspire the students by telling them that you trust that they can do their assignments next time.

3. Tardiness

When learners come late to class, you may use the latecomer policy. The latecomer policy prompts the students to become responsible of being on time.



HOW TO DO IT?

The following steps may be taken:

- Leave one or two empty chairs by the back door for latecomers.
- Do not talk to latecomers. Don't accept an explanation during class for it will interrupt the class discussion. Motion them to take the "late seat".
- Make sure that your learners understand your latecomer policy at the beginning of the school year.
- Mark anyone not in his or her seat absent in your attendance log. If a learner wants to change the "absent" mark into "late", tell them they need to see you after class.
- Let them understand the classroom policy that three late marks would be considered one absence.

4. Cheating

When learners cheat, you do not reprimand them in the middle of taking the test. Such an action will cause a disturbance during the test and it will give other learners the opportunity to cheat.



HOW TO DO IT?

These suggestions may be helpful to you:

- Let the learner whom you caught cheating complete the exam, or give him or her a copy and let him or her continue on the new one, noting where you exchanged tests.
 - Remind learners to keep their eyes on their own paper. This will warn learners with “wandering eyes” to stop looking at their seatmates’ test paper.
 - Go near the learner whom you caught cheating and quietly warn him or her.
 - For learners who are exchanging information, move them away from one another.
-



PROFESSIONAL DEVELOPMENT PLAN



You have just learned the different key concepts on management of learner behavior through positive and non-violent discipline.

Based on your learning in this module, reflect on how you can further your professional development.

Fill in the personal action plan below.



STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



Mike and I hope that we are able to help you better understand the indicator and to enrich your practice in terms of management of learner behaviour by applying positive and non-violent discipline.





RESOURCE LIBRARY



We also provide you with resources that can help you further understand the indicator.



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How To Handle Talkative Students
Retrieved: April 27, 2018 from <https://www.smartclassroommanagement.com/2009/11/25/how-to-handle-talkative-students/>
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This reference includes 25 strategies that will help parents and teachers to discipline their children and students. The teaching techniques provided enable both parents and teachers to tailor their choices based on the needs of their children/students.

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