

Solving Behaviour Problems in Maths Class

Academic, Learning, Social
and Emotional Empowerment

Years F–12

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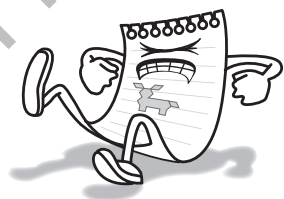
Introduction

You may ask, “Why maths class?” I recognise that behaviour problems can happen in any class and the problems and solutions presented in this book could be applied to any class or subject. But we need to begin somewhere – and maths *is* the most important subject, right maths educators?

In all seriousness, this book is intended to focus on real problems in real maths classrooms. The names have been changed, but each scenario represents a reoccurring problem that I have witnessed or situations that teachers have shared with me over the years. While these are not the only behaviour problems that need to be solved in maths class, they are some of the more frequent issues.

Chapter one begins with a bit of history about classroom discipline and a synthesis of much of the available literature on the topic. Chapter two offers a new perspective that involves empowering students in four important ways. Academic empowerment is the key, supported by learning empowerment, social empowerment and emotional empowerment. Chapters three and four present actual behaviour problems in maths classrooms as well as solutions. Although these scenarios are presented in primary (chapter three) or secondary (chapter four) settings, it is important to recognise that some classroom misbehaviours are not restricted to a specific age group. For example, bullies can be found in primary, middle years and secondary school classrooms. Likewise, misbehaviours transcend gender, race and culture. The scenarios presented in this book are not intended to stereotype in any way. The goal is to look at specific misbehaviours and provide productive solutions. Chapter five concludes with several “smart moves” along with preventing behaviour problems, monitoring progress and making adjustments.

Meet the cast of maths class characters



Tahlia Tantrum

Tahlia throws temper tantrums when she does not get her way. Find out what she does during a geometry lesson and learn how the teacher academically and emotionally empowers Tahlia.

Raymond the Runner

Raymond darts out of the classroom and out of the school at any given time. He is known as the school's flight risk. Find out what he does during a number sense lesson and how the teacher addresses his academic and social issues to empower him.



Screaming Scott

Scott goes into a screaming fit several times a day. Find out what he does during an algebra lesson on patterns and how the teacher used academic and learning empowerment to help Scott.



Brian the Bully

Brian verbally threatens and taunts other students. And, he enjoys the chaos that erupts when he passes gas. Find out what he does during a unit on subtraction (with and without regrouping) and learn what the teacher does to increase Brian's academic and emotional empowerment.



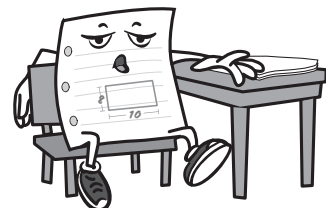
Lily the Lifter

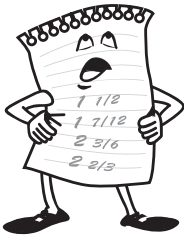
Lily likes to take things that do not belong to her. She seeks attention in inappropriate ways. Find out what happens during a lesson on graphing and how the teacher helps Lily become academically and socially empowered.



Disinterested Donald

Donald acts as if he does not care about anything. He will do only the bare minimum of what is required even though he is a very capable student. Find out what happens during a unit on area and perimeter and how the teacher empowers Donald by addressing his academic and learning needs.





Mouthy Maria

Maria talks back and acts sassy. She thinks she knows everything. Find out what happens when she argues with the teacher during a lesson on fractions. Learn how the teacher helped Maria increase her academic and emotional empowerment.

Daydreamer Daniel

Daniel never completes his homework and has trouble focusing in class. Find out what the teacher does to increase academic and learning empowerment to help Daniel be more successful.



Texting Trishna

Trishna sends text messages during her maths class and insults the teacher. Find out what the teacher does to avoid power struggles and solve the behaviour problems by academically and socially empowering Trishna.

Felix the Fighter

Felix fights, threatens his peers and often skips his maths class. Find out what happens when Felix arrives to class angry. Learn how the teacher helps Felix increase his academic and emotional empowerment.

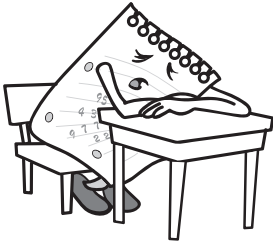
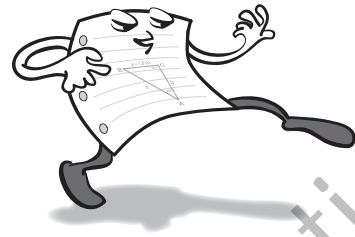


Rude Ruby

Ruby acts rude and angry. She uses foul language and fights with the teacher. Find out what happens when she leaves her geometry class and how the teacher learns to help Ruby be successful through academic and emotional empowerment.

Carl the Clown

Carl thinks he is funny. He is the class clown in his trigonometry lesson. He seeks attention in inappropriate ways and roams the hallways looking for his friends. Find out what the teacher does to give Carl academic and learning empowerment.

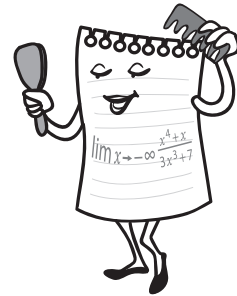


Sleepy Susan

Susan sleeps through most of her class. Find out why she is bored and what the teacher does to change the environment to provide Susan with academic and learning empowerment.

Arrogant Anna

Anna acts like an entitled diva. She is talkative and suspected of cheating. Find out what happens when Anna insults her maths teacher. Learn what her teacher does to improve the situation by providing academic and emotional empowerment.



Australian Professional Standards for Teachers

This revised Australian edition of *Solving Behaviour Problems in Maths Class* features a table (found on p. xiv) illustrating the correlations that each of the classroom situations have to the Australian Professional Standards for Teachers. The standards, put in place by the Australian Institute for Teaching and School Leadership (AITSL), outline what teachers should know and be able to do. This book addresses four of the seven professional teaching standards (AITSL, 2011):

- ♦ Standard 1 – Know students and how they learn
- ♦ Standard 3 – Plan for and implement effective teaching and learning
- ♦ Standard 4 – Create and maintain supportive and safe learning environments
- ♦ Standard 5 – Assess, provide feedback and report on student learning

By focusing on these standards, *Solving Behaviour Problems in Maths Class* spans the three domains of professional teaching: Professional Knowledge, Professional Practice and Professional Engagement.

Each of the above standards is presented with the relevant focus areas for that “maths class character”, and show which skills are required to achieve proficiency. The information in this table has been sourced from the AITSL website, found at www.teacherstandards.aitsl.edu.au/Standards/Standards/AllStandards.

MATHS CLASS CHARACTERS																						
AUS ^{TRALIAN} PROFESSIONAL STANDARDS FOR TEACHERS																						
Standard 1 – Know students and how they learn																						
FOCUS AREAS	1.1 Physical, social and intellectual development and characteristics of students																					
	1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities																					
Standard 3 – Plan for and implement effective teaching and learning																						
FOCUS AREAS												3.1 Establish challenging learning goals										
												3.2 Plan, structure and sequence learning programs										
												3.3 Use teaching strategies										
												3.4 Select and use resources										
												3.5 Use effective classroom communication										
												3.6 Evaluate and improve teaching programs										
												3.7 Engage parents/carers in the educative process										
Standard 4 – Create and maintain supportive and safe learning environments																						
FOCUS AREAS												4.1 Support student participation										
												4.2 Manage classroom activities										
												4.3 Manage challenging behaviour										
												4.4 Maintain student safety										
Standard 5 – Assess, provide feedback and report on student learning																						
FOCUS AREAS												5.1 Assess student learning										
												5.2 Provide feedback to students on their learning										