GLASSER’S APPROACH TO BEHAVIOUR MANAGEMENT
AS USED AT MERICI COLLEGE

Behaviour Management is a challenging and complex problem. The school aims to follow the Glasser approach to "discipline". In order to produce good behaviour in a school, Glasser believes that five basic elements must exist:

**School must be a good place.**
If the students like the school and find school people thoughtful, friendly and bent on helping them succeed, then good discipline is enhanced. If school is a good place, positive reinforcement should be plentiful.

**Students must know the school rules.**
If a teacher's behavioural expectations are clear to his/her students, there is a better chance for those preferred behaviours to increase.

**Within reason, students should agree with the rules.**
Glasser insists that if the rules make sense and promise to produce a better learning situation for all, students will welcome them.

**Students should participate in rule-making.**
Since classroom situations are always changing, rules should be changeable also. When students have a part in making and changing rules, better discipline usually results. Glasser's system is one of the few that emphasises student participation in rule-making.

**Students should know the consequences of rule breaking.**
If a student contemplates breaking rules, she should know the price she will have to pay. If the price is logically related to the misbehaviour, better discipline will result, e.g. if you vandalise - you must make restitution.

**SUGGESTED PROCEDURES TO BE FOLLOWED IF MISBEHAVIOUR CONTINUES**
Teachers are advised to work through the following:

**Step 1** Identification of the problem. "What am I doing?" Look at what you - the teacher - are doing. How are you reacting? What else can you do to make the situation better?
(This is an opportunity to stand back from the situation and realistically assess what is happening)

**Step 2** Stop ineffective measures. If the student is upset by your reaction or you are not getting the desired result, then it is not working. Change what you are doing. Try something different and stop doing what is not working.
Step 3 Try to recreate a better relationship with the student. Comment on the positives, give recognition for good behaviour.
(There is still time to salvage the damaged relationship. Try to meet some of that student’s need for love (belonging), power (recognition), fun (creativity, imagination), freedom (flexibility) or survival (health and physical well-being)).

Step 4 If a misbehaviour occurs ask the student clearly: "What are you doing? (state the behaviour, get real)  “Is what you are doing helping you?”  “How could you behave differently to make things better?”

Step 5 If misbehaviour continues repeat step 4. This could be outside the classroom or lesson time. Clearly describe the behaviour that is against the rules. The student needs to recognise that she is choosing to behave in this way and that she can choose to behave in another way. By this stage, the teacher would be describing the behaviour to a coordinator and asking for some advice.
(See sheet “Ways to talk to students that they recognise that they choose their behaviour”)

Step 6 "We've got to work this out".  
A clear plan is now needed and together the student and teacher must work out a way to improve the situation. A coordinator may be involved in helping to set up the plan but ideally this step should be taken by the teacher and student. The plan need not be written down at this stage but must meet the criteria for a good plan.
(See sheet “A Good Plan Is”)  

Step 7 Upon further misbehaviour of the same type, a sanction is imposed. A clear period of time must be set before the student is then required to try to work it out again with her teacher. Clearly outline the people now alerted to the behaviour.
(See sheet “A Good Plan Is:)"

Step 8 If behaviour does not improve after imposing a sanction designed by the teacher, the next step/sanction should be discussed by Studies Coordinator, House Coordinator and AP Welfare if appropriate. Such behaviour warrants involvement of the parents who should be told of the sanctions implemented.

Step 9 If there is a clear refusal to commit to a plan then the parents may be called for an interview to discuss the next step with the AP Welfare or Principal. This interview is followed by a formal letter to the student’s home clearly outlining the change of behaviour necessary or a behaviour contract. The teacher, coordinators and AP (Student Welfare) should receive a copy of this letter.
Step 10 Upon repetition of the same behaviour, the student may be suspended from the College. The onus is now on her and her family to devise a plan that will work. The Principal will use his/her discretion to decide if the plan is viable. The family will be referred to other agencies and schools to consider all options.