

Managing Behaviour in the Mob

There are 2 Leader Support Guides (LSG) available on this topic. These can be downloaded from <http://www.nsw.scouts.com.au/leaders/ScoutsSectionContent.aspx?Id=430>

1. LSG 7 – Challenging Behaviour (April 2005)
2. LSG 11 – Managing Behaviour (May 2005)

| Behaviour Problems/Issues | Description/Comments | Possible Solutions/Recommendations |
|-------------------------------|---|--|
| Program related issues | 1. Catering for older Joey Scout | <p>Your program needs to include activities that cater to the young 6 year old, as well as the almost 8 year old.</p> <p>The older Joey Scout may be referred to as Senior Joey. Give them some sort of responsibility – this may be to act as a “buddy” to a new Joey Scout, or to “help” with some part of the program etc.</p> <p>Carefully consider whether your older Joey Scout needs to move up to Cubs. Some won’t be ready till they are almost 8 – some will be ready before that. Look at each case individually to determine what would be best for each Joey Scout.</p> |
| | 2. Boredom – including insufficient variety | <p>Don’t play the same games each week. Try to avoid knock out games.</p> <p>Mix it up a bit – some weeks do craft, some weeks do cooking, or other activity. Include some singing, drama, games, and stories.</p> |
| | 3. Too few activities in the program | <p>Make sure there are lots of activities in your program, and keep the program moving. Don’t drag out the games. Better to finish the game with them wanting more – than to overplay.</p> |
| | 4. Some Joey Scouts finish craft early | <p>May need to have an activity available and a Leader who can run the activity for the early finishers – something that Joey Scouts can join in as they finish their craft.</p> |

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| | 4. Some Joey Scouts finish craft early | Give a warning a few minutes before craft is finished to encourage the slower Joey Scouts to finish off their craft. |
| | 5. Slavishly sticking to the program | Need to be flexible. If an activity is not working, drop it and move onto something else. You may need to list some back up activities in your program. |
| | 6. Some Joeys Scouts arrive early | Prepare a coming in activity. |
| | 7. Periods of no activity in the program – e.g. 1 activity is finished, but the next is not ready | Make sure that you arrive early to your meeting and get everything ready. Use your assistants and parent helpers to assist with setting up activities etc. While one Leader is running activity, another Leader/helper makes sure that everything is ready for the next activity. Know your program. |
| Negative change in behaviour | There may be times when the behaviour of a Joey Scout will deteriorate. This may be due to factors unrelated to Joeys – for example a marriage breakdown, new baby in the family, problems at school. | Discuss changes in behaviour with parents to see if there are any underlying problems that can explain the changed behaviour. |
| Different standards of acceptable behaviour | Joey Scouts come from a range of backgrounds. They may have different standards of behaviour at home and school. | <p>Develop a set of Mob rules for all to follow – including youth, Leaders and parents. The rules should be worded positively. They should concentrate on what you want the Joey Scouts to do.</p> <p>Having a set of rules will help the Leader team to be consistent in their discipline of the Mob. Leaders need to apply the same standards – so that Joey Scouts receive the same treatment – regardless of which Leader is dealing with a behaviour issue. Any behaviour issues should be discussed at team meetings.</p> <p>The rules also need to apply to parents and other Leaders. The Joey Scouts should see that the rules apply to everyone.</p> |

Some Behaviour Influence Techniques

Below are some techniques that may have a positive impact of the behaviour of your Mob.

1. ***Reinforce the positive***
Leaders should watch for appropriate behaviour and subtly draw this to the attention of the Joey Scouts
e.g. John, I like the way you are sharing the textas
2. ***Planned ignoring***
Behaviours that are exhibited for the purpose of seeking attention and do not spread or interfere with safety or group functioning are most effectively extinguished through planned ignoring. This technique should never be used with aggressive behaviours.
3. ***Proximity control***
The physical proximity of an authority figure has a positive effect on behaviour. On parade there is no need for Leaders to all stand together – it may help to have a Leader stand next to a Joey Scout to encourage good behaviour. It may also be necessary for the Leader to place their hand on the shoulder of the Joey Scout to help them focus on the task at hand.
4. ***Signal Interference***
Non-verbal language is used to signal inappropriate behaviour. This might include the “look”, light flicking, a pause in instruction, shaking the head, a finger snap etc.
5. ***Easing tension through humour***
Humour can often stop undesirable behaviour if it is used in a timely and positive manner.
6. ***Regrouping***
Change the seating arrangements or team groups to avoid specific problems. For example make sure that John and Tommy are not placed in the same team for games, and are separated for craft and story time.
7. ***Restructuring***
If an activity is not successful, change it as quickly as possible. It is important to always have a backup plan.

8. ***Direct appeal***

It is sometimes effective just to ask that a behaviour stop due to the problems that it is creating.

9. ***Time out***

It may be necessary for the Joey Scout to sit out part of the program. Prior to this talk to the Joey Scout and ensure that he/she understands why this action is being taken. The time out needs to occur directly after inappropriate behaviour for it to be effective.

10. ***Do the unexpected***

Lower your voice, change your voice etc.

11. ***Distract the Joey Scout***

It may be helpful to ask the Joey Scout to assist you with a task, ask them a question etc.

12. ***Parent conference***

Discuss inappropriate behaviour with parents. Advise parents if time out has had to be used and why.

13. ***Group discipline policy***

If your Group already has a discipline policy this may have to be used. Make sure parents are aware of the policy.

References

1. LSG 7 – Challenging Behaviour (April 2005)
2. LSG 11 – Managing Behaviour (May 2005)
3. Behavior Influence Techniques by Carolyn Ito <http://web.wm.edu/ttac/articles/challenging/influence.html?&=&svr=www>
4. Tricks of the Trade – Classroom Discipline Techniques <http://www.middleweb.com/msdiaries01/EBClassMgt.html>
5. Working with Emotionally and Behaviourally Challenged Students
<http://www.teachervision.fen.com/classroom-management/special-education/7242.html>