

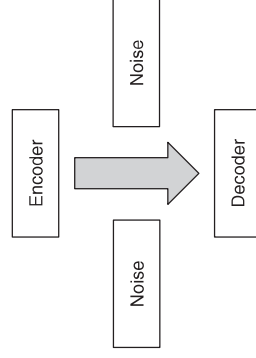
# In a nutshell

This feature covers the essentials of effective behaviour management to provide some examples of how these can be used to inform your practice. This resource can be photocopied and used as a revision tool or a prompt for discussion with your peers.

## Schramm's communication theory

Schramm (1954) researched how we communicate with each other. He identified a series of roles that people play, notably the encoder (who sends the message) and the decoder (who tries to understand the message). Even in a classroom, our communication tends to be coded – this may be via non-verbal communication or by established confirmations (house points for good work, detentions for poor work). This means that there is always the possibility that messages will be decoded incorrectly.

Another problem is 'noise', which is anything that could stop the decoder correctly hearing the message.



Source: Schramm (1954).

## Putting it into practice

### STEP ONE

Identify any 'noise' that occurs within your classroom. This could include anything that stops your message reaching its intended recipient.

### STEP TWO

Think about the potential problems that noise could cause.

### STEP THREE

Identify any solutions that would help reduce noise and ensure that the correct message reaches its destination.

### STEP FOUR

Try this out during a class to see if it improves communication within the classroom.

### STEP FIVE

Think about alternative strategies to ensure that your message is reinforced so that students receive the same message more than once.