

Positive Behaviour Development

Disengagement - correcting off-task behaviours with the 4 R's

Decide on the most appropriate intervention – the least intrusive intervention is usually the best one!

When a student/s is not on-task or not showing work related behaviour respond in the following way:

BEHAVIOURAL INTERVENTION: eye contact, move closer to the student/s, let them know that 'you know', click of the fingers etc. (See list of behavioural interventions).

REMINDER: "Sam, you know our rule about being on time and prepared for work, get on with it thanks".

REDIRECTION: "Sam, I need you to stop playing the game on your iPad and begin the work thanks".

RELOCATION: "Sam, you will have to move to that table and complete the work thanks".

REFLECTION - TIME AWAY: "Sam, you will have to move to 'time away' and I will give you a Think Sheet".

When you have given the direction/expectation and if the student argues or uses secondary behaviours or 'side shows' use a behavioural intervention including:

- **'take up time'** – give the direction/expectation and move away allowing the student time to take up/process what was said.
- **'check-in'** - can you tell me what I asked you to do?
- **'cut-off'** – we are finished talking about this, we will continue our conversation at lunchtime/recess.
- **'blocker'** - are you refusing?

AVOIDING CONFRONTATION: The 'broken record technique' (standing your ground and repeating over and over the instruction) is not advised as it has the potential to escalate the dialogue into conflict. Avoiding confrontation does not mean avoiding the behaviour. It is quite the opposite. The effective technique is to ignore the secondary behaviours that students use mostly to 'save face'. The above strategy is a clear message to the student and onlookers that the offending behaviour will be addressed and the only thing being escalated are the consequences rather than the stakes and tempers.

DIALOGUE WITH THE STUDENT AT THE END OF CLASS: Use **restorative** dialogue to discuss the behaviour with the student; (This should take a couple of minutes.)

"what were you thinking about when this happened?"

"what have you thought about since?"

"who has been affected by what you did, in what ways?"

"how can you make things better?"

"what can I do to help you?"

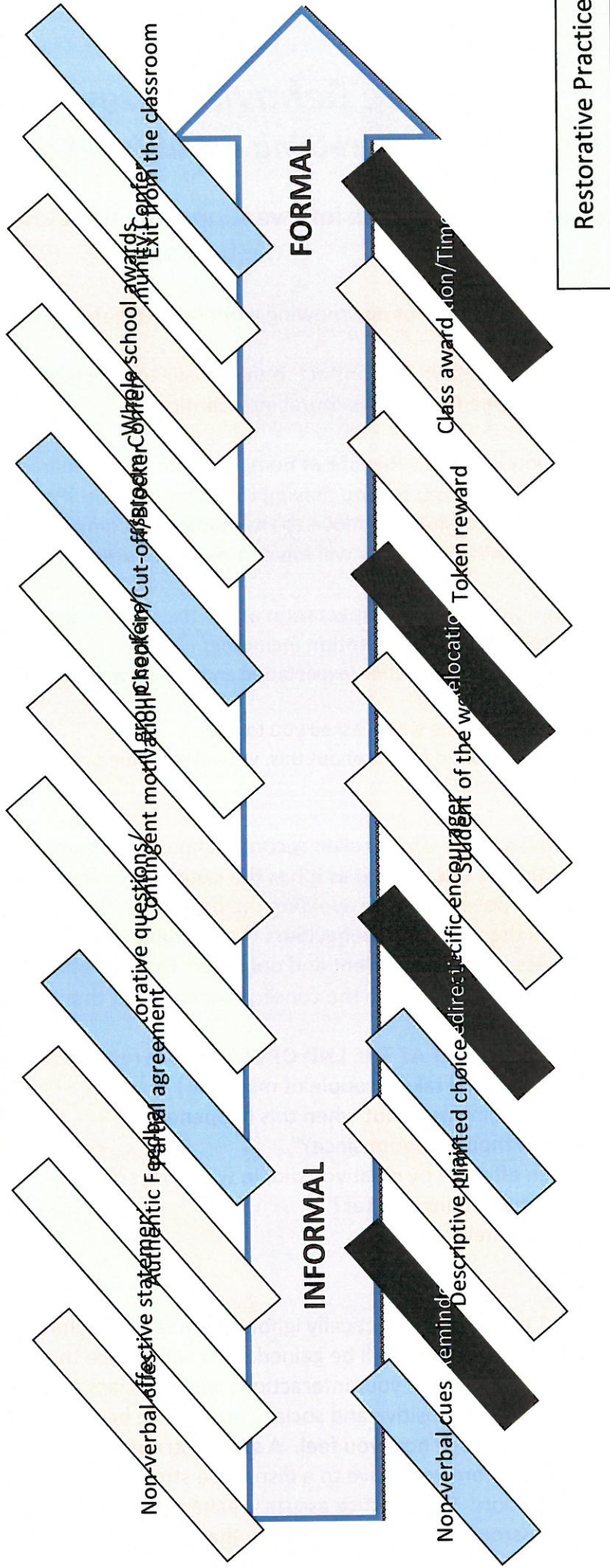
OTHER STRATEGIES:

Positives and the 5:1 guide: if you tactically ignore the negative behaviour (consider safety) and focus on positive behaviour several benefits will be gained. You will reduce the stressors involved in the job as you are more positive than negative in your interactions with the class and kids will turn their focus from disruptive behaviour to more positive and socially acceptable behaviour. Try handing out 5 positives to the one negative next class and see how you feel. A simple strategy is to acknowledge the positive work and behaviour of a student before you move to a disruptive student. Make sure that disruptive students hear the reward and affirmation. This practice assists teachers to establish themselves by explicitly demonstrating the classroom boundaries and how the relational dynamics and agreements operate.

Positive Behaviour Development

Continuum of Behaviour Supports

- ✓ *Get relationships right in the beginning*
- ✓ *The least intrusive intervention is usually the best*
- ✓ *Catch them being good*
- ✓ *The more serious the behaviour the more formal is the response*



Core Correction Plan

Acknowledgement Plan

Behaviour Intervention

Restorative Practice

Positive Behaviour Development

Establishing, Strengthening and Sustaining Classroom relationships

Define “fair process” in your work with VERY difficult students:

Does fairness mean sameness?

Use Fair Process to teach and develop the rules about ‘relationships’.

The three principles of fair process are:

Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account

Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it.

Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future.

Fair process demonstrates the restorative *with* domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. When schools do things *with* VERY difficult students, whether reactively — to manage a crisis — or proactively, the outcomes are better. The fundamental idea of fair process is that "...VERY difficult students are more likely to be happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things *with* them — whether they themselves win or lose by those systems — when fair process is observed" (adapted from Kim & Mauborgne, 1997 Harvard Review).

Ideas and Strategies for Establishing relationships

Explicitly teach and model the behaviour management rules or expectations that explain ‘how we should treat each other’:

- Collaborate and decide on a set of shared expectations that reflect school values
- Decide and discuss the behaviour that reflects these expectations
- How Student Voice can be used to discuss classroom norms and standards
- Teach and explain democratic classroom values
- Use Classroom Circles as a pedagogy to discuss classroom issues and processes
- Use getting to know you games and activities
- Develop a classroom community by establishing ownership (displays and visuals)
- Teach and model common courtesies to develop positive regard with and between students

Establish classroom routines by explicitly teaching:

- How to enter the classroom and what to do on arrival
- How to exit the classroom and what to do beforehand
- Expectations for participating in class discussions
- Expectations for working individually and in groups
- What students should bring to class to be prepared
- How to seek the teacher's assistance

- When, where, and how to hand in completed work
- Three things to do when you hear, "Give me your attention, please."
- The procedures you need to follow before using the toilet.
- List two things you must do to avoid being tardy.
- Four items students must always bring to class?
- The two times you are allowed to go to your locker/cubby.

Provide opportunities for students to practice and routinise expectations. Allow for mistakes and give authentic feedback. Take a strategic approach to establishing relationships by:

1. *Set the learning intentions.* Begin the lesson by clearly communicating what they are about to learn and why it is important. 'We are going to discuss how we should treat each other, the rules for our classroom and how I will help you be on task (correction and acknowledgement plans).'
2. *Encourage discussion behind the logic and rationale for each rule/expectation* . Firstly make clear the non-negotiables and explain the rationale for each rule and why it's important. (uniform, materials, punctuality etc.) Students tend to support policies that are logical and make sense. Don't assume students understand the logic behind each rule/expectation.
3. *Role Play and Model the expected behaviours.* Incorporate specific examples of what is being taught. This is a great time to introduce and teach your correction and acknowledgement plan.
4. *Allow for questions and answers.* Encourage students to ask questions to determine that they understand the concepts being taught.
5. *Ask students to demonstrate their understanding.* After you have taught and discussed the agreed expectations and your correction/acknowledgement plan allow for students to demonstrate their understanding of the concepts and system.

Provide ample time to establish relationships and have your acknowledgement and correction planning tested and understood.

Other relational activities to establish connections

- Commonalities exercises, get to know each other activities
- Bingo game about what the class shares
- Listening actively to students concerns and opinions
- Modeling required behaviours
- Learn names through games in the first week if possible
- Use 'check-in' and 'check-out' circles to keep a check on the classroom pulse
- Use 'problem solving' circles to manage issues and reinforce classroom norms
- Use a seating plan that changes every few weeks so students meet each other 'academically'
- Provide opportunities for students to share their stories and perspectives
- Establish clear protocols for classroom discussions – involve all and make sure it is 'safe'
- Constantly give the message that you have high expectation for work and behaviour
- Provide visual cues about classroom procedures and expectations
- Use routines to reinforce skills and to provide security and certainty
- Model how to appropriately manage strong emotion
- Teach conflict resolution tips and strategies early
- Provide positive feedback and praise in a ratio of about 6:1 to correction feedback

Sustaining and strengthening relationships

- Connecting with students in the corridors and playground
- Standing at the doorway and welcoming students into the classroom
- Celebrating birthdays
- Knowing something unique about every student
- Displaying 'about me' posters and cards

- Using 'relationship development time' (yard duty) to connect with students
- Going on camps and excursions
- Eat lunch with students
- Say hello to at least 6 students when on relationship development time (yard duty)
- When you do a favour for a student it is conditional that that student does something for another student.
- Use 'affirmation' circles to teach appreciation, acknowledgement, and acceptance
- Constantly change the seating arrangements
- Increase the latency/delay period between when you ask questions and wait for an answer
- Display student work
- Use descriptive praise and statements
- Show off the class's achievements at assemblies and in corridors
- Speak to the accomplishments of all your students
- Communicate to parents regularly about student accomplishments
- Establish a Peer Support program
- Implement 'student of the week' with students selecting the recipients (everybody must take turns to receive the award)
- Authentic 2-way Feedback
- More positive than negatives, use descriptive praise 3 x more than corrective language

Repairing relationships

- Teach conflict resolution skills explicitly
- Use visual cues and sentence completion activities to teach conflict resolutions
- Use Restorative Practices to engage and build oral language competencies
- Shift to the role of facilitator and seek to understand before being understood
- Teach explicitly the concept of apology
- Teach necessary social and emotional competencies for students to engage in respectful dialogue
- Seek out quality professional learning opportunities

Negative to Positive statements to Enhance Wellbeing

Negatively stated

Stop talking
 Leave that phone in your pocket
 Don't tap your ruler
 Face the front now
 Line up or else

Positively stated (fill in the blank)

Use adjectives to link curriculum to behaviour

Curriculum

Watch the video
 Complete the video review worksheet
 Internet search about continents
 Class discussion about findings
 Complete project questions
 Others

Relationships

Silently
 With a partner/quietly
 Discussion with inside voices
 Raise your hand, each person limited to 2 responses
 In workgroup listening cooperatively

Glasser's table of teacher habits

Caring habits	Deadly habits
Supporting	Criticising
Encouraging	Blaming
Listening	Complaining
Accepting	Nagging
Trusting	Threatening
Respecting	Punishing
Negotiating	Bribing or rewarding to control

Using Descriptive Language

Instead of:

Manipulating student's behaviour by using up classmates as examples

"Look how well Ben and Claire are lining up, why can't the rest of you do that?" (announced to the class to get a few students to stop pushing in the line).

Phrasing directions as questions

"Could you please wait your turn to speak?"

Using sarcasm

"Samantha, you're in grade 3, children in Prep can follow rules better than you. Why am I not surprised by your behaviour?"

Generalizing about a child's motivation

"You're testing my patience, aren't you? I think you enjoy starting arguments during recess."

Pulling in negative history

"Tim we've talked about this lots of times. How many times do I have to remind you to keep your hands to yourself when walking in line?"

Try:

Telling the student directly what to do

"Ben and Claire come with me to the end of the line. Show me how to follow our lining up routine" (said quietly to both students).

Phrasing directions as directions

"It's time to listen" (in a matter-of-fact tone with a raised-hand signal for attention).

Pointing child in the positive direction

"Samantha, stop. Now walk to your classroom. I'll watch you from here" (in a firm tone).

Figuring out what's going on for a student

"It looks like recess is a hard time of day for you. What's happening at recess that makes it hard to remember our rules about safety."

Remaining in the present moment

"Taylor, hands to yourself in the corridor. Walk with me thanks."

Positive Behaviour Development

“10 ESSENTIAL TEACHER SKILLS”

1. Be assertive
2. Set clear expectations
3. Explain logical consequences
4. Be prepared
5. Teach in achievable steps
6. Establish routines
7. Let students feel they are learning
8. Establish a basic lesson structure
9. Give students feedback
10. Anticipate problems

1. Be assertive: be firm but fair

- ✓ The most significant person in the classroom is YOU, the teacher. More than any one else, you determine what happens.
- ✓ Assertive teachers maintain a balance between students' needs and the needs of the class and their own. They set limits and boundaries. Structure is provided and teaching and management strategies are adopted to promote a positive classroom environment.
- ✓ Teachers should insist on decent, responsible behaviour from their students. Students need to learn and have modelled this type of behaviour, parents want it, the community expects it, and the educational process cannot be maximised without it.
- ✓ Act with confidence and be a leader. Know and prove you own strengths; use your voice, eye contact, personality, sense of humour, humility, and maturity. Be human to your students by personalising interactions when appropriate, admit to being wrong or angry or tired or frustrated or pleased or stressed.
 - You as teacher are the adult in the classroom.
 - You as teacher can influence learning outcomes by about 70%
 - You as teacher set the expectations collaboratively making sure they are clear and consistent.

2. Set clear expectations: be explicit about rules and limits.

Set Expectations

- Either the teacher **sets** the rules or the **rules are negotiated**
- Provide a rationale for each rule
- Make sure that each student understands each rule and why it is necessary
- Teachers should feel free to ask for support when setting expectations

Be Organised

Be Explicit

- Communicate rules positively
- Make rules simple and clear
- Be specific
- Demonstrate rules
- Write them down
- Put rules on display
- Explain 'why' and the purpose of the rule
- Teach to the rules and teach the rules

Be Firm, Be Fair, Be Insistent

Maintain Expectations

- Reinforce rules by referring to them
- Review and restate rules
- Reinforce and praise correct behaviour
- Model desired behaviours
 - Remind whole class when rules infringed
- Display respect and teach dignity

Reinforce and Persist

Insistent: insist respectfully that students follow rules and meet expectations.
There is an equal obligation on teachers.

Persistent: take action to maintain rules and meet expectations.
The outcomes we want will determine our responses.

Consistent: follow through, if you say you will do something, do it.
This might include apologising for not doing something.

Don't make threats you cannot follow up with, you have too much to lose!

3. Explain consequences: make them sensible and logical

Consequences can be positive and negative, logical or natural

Responding to rule breaking

Always respond

Don't ignore

Document each incident

Ask students if they are aware that they have broken the rule/not followed values

Use natural or logical consequences whenever possible

Follow through, be consistent

Natural and Logical Consequences:

The difference between a natural and a logical consequence can be illustrated by:

If a student is late to class the natural consequence is that they have missed part of the lesson, the logical consequence is that anybody who is late to class is required to stay behind to make up on the time missed or to catch up the missed as homework.

- ❖ Logical consequences aim to teach self-discipline and individual ownership of behaviour. The use of consequences also aims to place the responsibility for the behaviour onto the student.
- ❖ Logical consequences must be applied calmly, firmly and consistently. If used in a punitive or authoritarian manner the concept of 'fair process' may be lost.
- ❖ Logical consequences have many benefits in comparison to the use of 'deterrents' such as detentions and conduct cards. RSVP (reasonable, simple, valuable and practical)
- ❖ Logical consequences should be negotiated and agreed upon by the teacher and class. Too often logical consequences when used inappropriately are just punishments in disguise.
- ❖ Natural consequences should not be confused with natural justice. Natural justice may occur but a consequence still may need to be applied.
- ❖ A consequence is effective when it has certainty and social meaning rather than severity.
- ❖ It may not be possible to negotiate a natural consequence for a certain behaviour, therefore, a sensible consequence may need to be sought. An example of this would be if a student continues to ride their bicycle to school without a helmet, a sensible consequence would be to contact parents of the child.

Examples of logical consequences include:

- ✓ If you push in line to get ahead then you go to the end of the line
- ✓ If class work is unfinished it becomes homework
- ✓ If you finish class work you may choose from a range of other activities
- ✓ If you cause harm to others you are obligated to repair the harm

4. Be prepared

- ✓ Lesson preparation: teachers need to be thoroughly prepared for all classes, especially difficult groups. If you are well prepared you will know immediately when students are 'off' or 'on' task.
- ✓ Consistent and predictable classrooms make life for students a lot easier.
- ✓ Placing your lesson plan on the board assists predictability.
- ✓ Routines that are consistent provide the predictability, start and end the lesson with predictable 'settling' and 'concluding' activities.

5. Teach in achievable steps

Is your lesson content stimulating and pitched at the appropriate level of the students?

Are the topics broken into small, achievable steps so that students can 'keep up?'

Do many behavioural problems occur in your class due to repeated failure and consequent poor self image of some students?

Are you aware of the literacy and numeracy levels of your students?

6. Establish routines

Regular routines help establish **predictability**. When classroom activities and rituals are predictable students feel **safe** and **secure**. Routines lay the foundation for successful lessons and relationships.

The following classroom management techniques are some of the components that make up successful routines:

- ✓ Be in the classroom before the class arrives.
- ✓ Each lesson write a brief lesson plan on the board in the same place.
- ✓ Have the class form the habit of sitting down and participating in a settling activity; quiz, silent reading, journal writing etc.
- ✓ Try not to begin a lesson with a complex or difficult task or oral activity.
- ✓ Move around the class using non-verbal cues, rewards, proximities, and scanning to encourage on task behaviours.
- ✓ Use the lesson plan on the board to redirect off task students.
- ✓ Reduce teacher talk by increasing other teacher prompts, cues and non-verbal instructions.
- ✓ Make your teaching **explicit**, assumptions lead to confusion and frustration and then loss of control.
- ✓ Be flexible with lesson plans; stop and change if necessary or extend learning time if class is on task and engaged
- ✓ Have a supply of pens and paper to avoid secondary behaviours.
- ✓ Mark attendance roll when the class is on task.
- ✓ Plan repetitive tasks and activities to occur at the same times each lesson.
- ✓ Teach students to be **active listeners: hands empty and still, mouths closed, eye contact with the speaker at all times**. Never speak to the class until you have these conditions.
- ✓ Routines can be varied and extended once patterns and habits have been established.
- ✓ Routinely monitor your teaching effectiveness; curriculum language versus behaviour management language, teacher-student relationships, personal stress levels, student-teacher needs

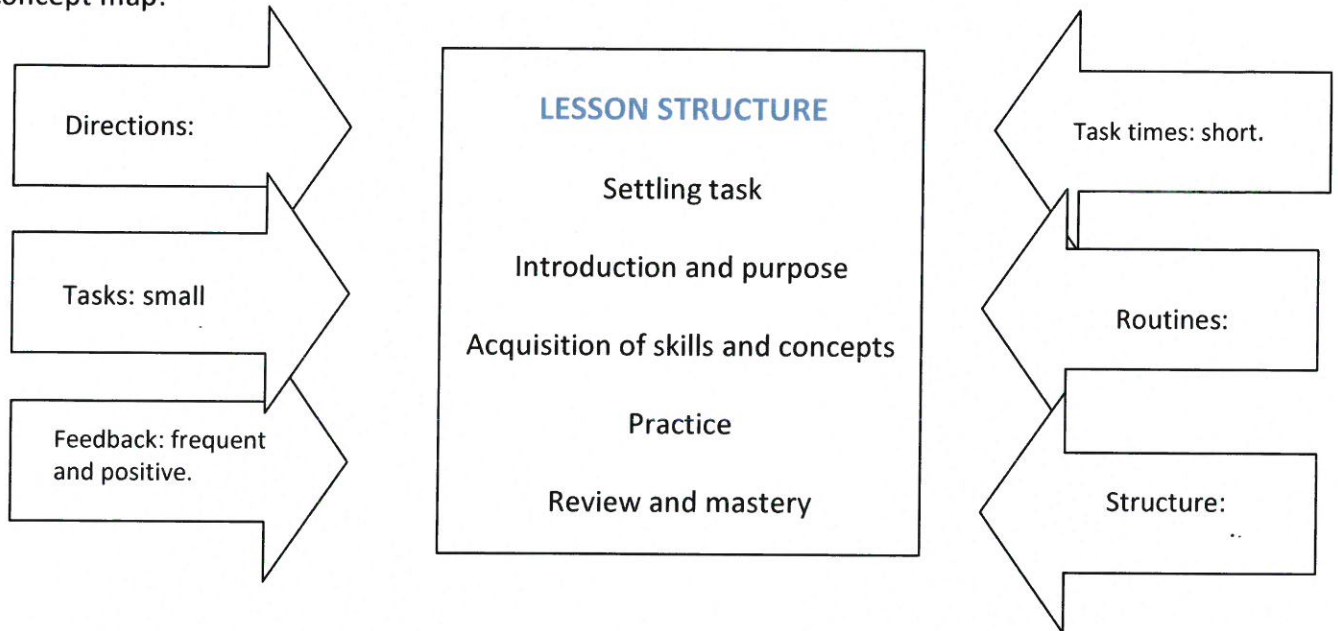
7. Let students feel that they are learning

Students need a purpose when they attend your classroom. This gives them positive feelings about subject relevance and helps to connect the lesson content each day or week. Try to give concrete examples of what achievement looks and feels like.

8. Establish a basic lesson structure

A class lacking self-control requires increased lesson control. A random, ad hoc lesson encourages chaotic behaviour. Classes with good self-control will manage and enjoy less structured activities. So the key to managing 'difficult' classes is to structure lessons that they have simple learning tasks that are presented in small steps.

Key concept map:



9. Give students feedback

Feedback to students should be given either in relation to behaviour or performance.

- Concentrate on student strengths
 - Focus on positives, 'catch' students being successful.
 - Expect improvement in behaviour and learning, look for the signs.
 - Show trust and confidence in students, structure opportunities for success.
 - Avoid giving positive feedback mixed with behaviour or performance corrections.
- None of us like graffiti, put-downs or losing face, sometimes corrections in red pen can reflect these dislikes.
- When marking student work concentrate on what has been done correctly rather than highlighting errors, make your marking as unobtrusive as possible.
- Develop non-verbal ways to give praise that are age appropriate and sensitive to the peer group.

10. Anticipate problems

By 'backcasting' about past classroom experiences and then 'forecasting' about possible issues helps anticipate possible problems.

Analyse activities to avoid problems:

- ✓ is the work too demanding?
- ✓ does the activity suit the time of day?
- ✓ is the work environment appropriate?

Understand about relationships:

- ✓ understand student personalities and diffuse/deflect early
- ✓ are student friendships in turmoil
- ✓ are you both firm and fair?

33 Behaviour Correction Interventions

Least intrusive to most intrusive

1. SILENTLY LOOKING ON

Standing watching with expectation of appropriate behaviour

2. TACTICAL IGNORING

Looking past/away, eye sweeping actions as long as safety is not an issue

3. NON VERBAL MESSAGES

Body language, facial expressions, showing approval or disapproval

4. TEACHER PROXIMICS

Teaching standing/moving near/moving away from students/inviting self into student space

5. CASUAL STATEMENT OR QUESTION

How is it going? What's happening? Where are you up to?

6. ENCOURAGEMENT

Come on you are nearly finished/It's looking better every minute/I can see you are trying hard by using all the tools

7. AFFIRMATIONS

I like it when you play well together/When you cooperate you get more work done

8. PARALLEL CUEING

Teacher praises/acknowledges behaviour/effort of student close by

9. SIMPLE DIRECTIONS

Put that iPad away now thanks/Back to your seat now Jane

10. RESPECTFUL INSTRUCTION

'Thank you for putting your bag on the bench' or 'Thank you for putting your chewing gum in the bin'.

11. RULE REMINDERS

Peter, remember our rule about respecting others and their property, return it and get and begin the work. What is our agreement about playing near the windows?

12. NON DIRECTIVE/REFLECTIVE STATEMENTS

I see you are playing in the wrong area, what are you thinking about now?

I notice you missed the bin with your rubbish?

13. HUMOUR/DEFUSION

Come on you won't die if you pop it in the bin

You're going at warp speed, speed of walk will do

14. PARTIAL AGREEMENT/RE-STATEMENT

I agree that it might be boring but the chairs need to be stacked

I am sure that in that their class you are also allowed to drink martinis, but in this class we don't swear

15. DISTRACTIONS AND DIVERSIONS

If we anticipate a problem then give them a job to do, ask an unrelated question etc.

16. QUESTION & FEEDBACK

Can you tell me what is happening here? What are you doing? What were you thinking when.....?

17. LANGUAGE OF CHOICE

I need you to put the iPad away and choose an activity that I explained at the start of the class.

18. AFFECTIVE 'I' STATEMENT

When you _____ (state the behavior) I feel _____ (state the feeling) I need you to _____ (state the expectation)

19. DIRECT INSTRUCTION

Stop that, sit down now and begin the work thanks

20. LIMITED CHOICE

You can put it away now or place it on my desk, your choice

21. CONDITIONAL DIRECTION

Yes.....when.....

Yes you can read your book *when* you have finished your reflection

After.....then.....

After you have completed the worksheet *then* can play that game.

When.....then.....

When you have cleaned your work area *then* you can go to lunch.

22. TAKE UP TIME

Teacher gives direction/choice and then moves away to allow student time to process the expectation and to reduce the risk of confrontation

23. CHECK-IN

Can you tell me what I just asked you to do?

24. CUT-OFF

We are finished talking about it, we can continue at lunchtime

25. BLOCKER

The teacher asks the question – are you refusing?

26. ONE ON ONE CHAT

Take the student aside and explore the behavior and discuss a plan for change

27. COOL-OFF TIME

Time away from the group to move from red zone to blue zone emotions

28. TIME OUT/TIME AWAY

Planned area of the classroom/playground for students to reflect about their behaviour

29. PLAN/CONTRACT/AGREEMENT

A plan developed to collect objective information about specific behaviours or to modify them

30. PHYSICAL INTERVENTION

Move between students to stop the conflict but only when your safety is not at risk
When, and only when appropriate move/guide the student away by holding their arm

31. PRACTICE & FEEDBACK

Repeating of wanted behaviours with feedback to reinforce and embed

32. COUNSELLING/SUPPORT/ASSESSMENT

A range of one to one time with staff to address specific behaviour

33. CLASS CONFERENCE/MEETING

When behaviour affects most of the class and most of the class are responsible a scripted class meeting is held

34. EXIT FROM CLASSROOM

Student exits the classroom and is supervised elsewhere to reflect on behaviour and problem solve

Managing Relationships with VERY Difficult students

1. Individual student management
2. Responding to behaviour
3. Loss of privileges
4. Parental contact
5. Planned ignoring
6. The defiant student
7. The withdrawn student
8. Dealing with confrontation
9. Negotiation
10. Confronting wrongdoing in the classroom
11. Small group management
12. Keep in mind...
13. Working 'with' rather than doing things 'to...'
14. Detentions
15. Fairness
16. Compliance
17. Relationships
18. Punishment
19. Rewards and awards

1. Individual student management and unmet needs

Think about what the purpose is behind the behaviour?

Attention seeker	Torn bystander
Queen Bee	Thug/backstabber
Wannabe	Victim or target
Messenger	Desperately annoying
Information banker	Nice guy/girl
Distant & aloof	Dork/Geek
The leader	The follower
Sidekick	Loner/isolated

*Affiliation?
Belonging?
Affirmation?
Recognition?
Peer pressure?
Role playing?
Life scripts?*

What does the behaviour look like?	How does the behaviour make us feel?
Nuisance	Angry
Show off	Frustrated
Clown	Annoyed
Lazy	Harassed
With drawn	Tired
Obtrusive	Irritated
Verbally loud	Infuriated
Physically loud	Depressed/ Stressed
Refusal	Enraged
Defiant	Failure

Think about drives, motivation, needs, interests, and personal 'baggage'

How do we feel like responding?

- Retaliating?
- Seeking revenge?
- Wanting to punish?
- Getting even?

What outcomes do we seek to achieve by these responses?

How can we respond?

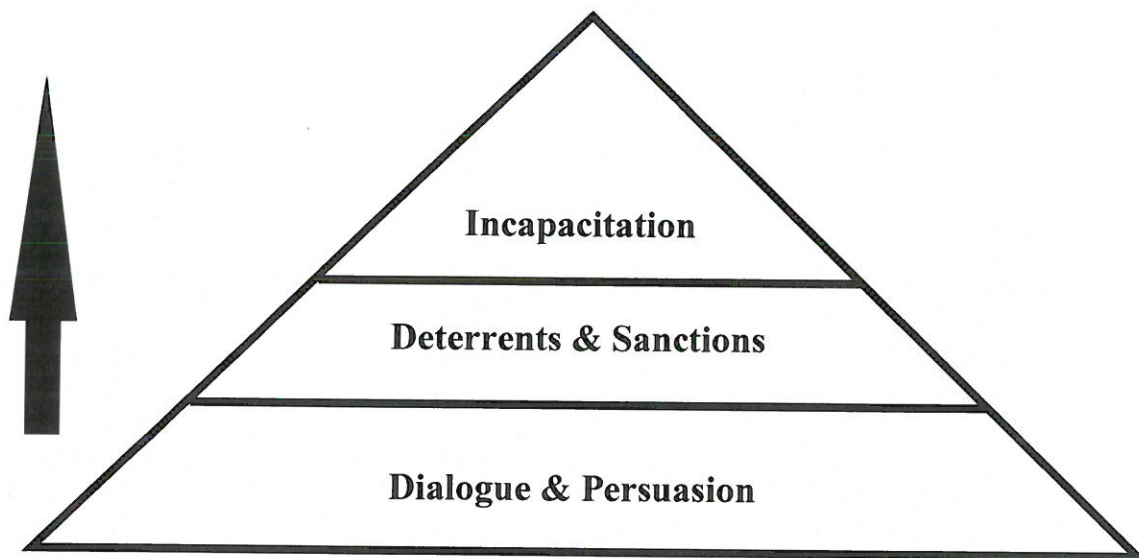
- By realising that punishing, helping, rewarding, encouraging and chastising are forms of attention.
- By understanding that all behaviour is motivated by either conscious or unconscious, social or physiological needs.
- By learning to give attention only when the student is not making a bid for it.
- By developing management skills that balance firmness with fairness.
- By incorporating planned ignoring when possible.
- By gaining insights into youth culture and peer pressure

Respond professionally not emotionally, think strategically not reactionary

2. Responding to behaviour

Experience has shown that we can't restrict ourselves to one approach with students as the same techniques do not work with all students in all situations. Ideally we would develop a whole range of strategies that would give us more options and better outcomes when working with students. The key to successful student management is good judgement, flexibility and consistency. We always need to understand and reflect on what drives our beliefs, values and practices.

Start with discreet low-level strategies; if we respond at a level that does not match the behaviour we risk a backlash from students. We wish to make students *thoughtful* about their behaviour rather than *revengeful*.



(Braithwaite, 1989)

The above diagram describes how that if we overreact by responding at a level that does not match the severity of the behaviour we risk a backlash from students (revenge, retribution, anger, vandalism, lack of cooperation). If we engage students in meaningful 'relational' dialogue, then we may persuade and encourage a behaviour change by approaching wrongdoing as a violation of people and property. By applying deterrents and sanctions that are embedded in social meaning and are founded on people being supported to face their obligations, we can go some way to promoting self-discipline and pro social behaviour. If we incapacitate students by isolating them inside the classroom, sending them out of the classroom, or casting them out of the school we lose the chance for them to learn from harmful incidents and we give them little choice than to join negative subcultures. If we respond at a level that is too low for the severity of the behaviour we risk calls from others of unfairness and inconsistency.

Using with non-verbal redirections and responses

These include eye contact, body language and proximities. We need to remember that 70-95% of communication is non-verbal using body language and facial expressions. Non-verbal communication should only be noticed by the persons to whom they are directed, although this will not always be possible. The more discrete the redirection the more effective it may be. Losing face and peer attention is something to be avoided when using low-level responses and redirecting students who are off task or distracting others.

Use:

- ✓ Raised eye or finger
- ✓ Incline the head to one side
- ✓ Change the way you stand
- ✓ Move closer to the student (proximity)
- ✓ Stop mid-sentence or include student's name in sentence

Using verbal reminders and redirections given as choices

These will **not be** effective if given too frequently or are not explicit. They **will be** effective if praise or positive recognition is given to others before addressing the wrongdoer/s, if it is brief, explicit, and the direction is given as a choice.

- ✓ Gain the student's attention: "Peter.... Peter....."
- ✓ Wait for eye contact from the student
- ✓ Give the reminder, choice and redirection:

Rule reminder:

"Peter, remember the rule about coming to class prepared to work? On with it thanks"

Choice:

"Peter, if you are not able to get on with your work you will need to sit at a desk on your own"

Redirection:

"Peter, you have chosen not to begin work, you will need to move to the desk over there thanks"

Blocker:

"Are you refusing?"

This question is designed to 'block' secondary behaviours and to prevent arguing. If the answer is 'yes' then the student must be removed from the class. If the answer is 'no' then student has chosen to comply with the classroom code of cooperation.

Don't make threats.....give choices.

Don't use ultimatums.....you have too much to lose.

3. Loss of privileges



Loss of privileges are effective when students:

- a. Value what they are losing
- b. Know what they have done to lose the privilege
- c. Know what they can do to fix things up

4. Parental contact

A valuable rule of thumb is to consider when you as a parent would like to be contacted about the behaviour of your child, good or bad?

Parental involvement through letters and personal contact was found and also perceived by students, to be a most effective strategy.

Involve parents immediately for those students who are unable to, or refuse to take responsibility for their behaviour.

Although difficult, it is necessary to confront parents who have children with 'selective amnesia' or children who take home a 'sanitized version' of events or those who only give mum and dad 'edited highlights.'

5. Planned ignoring

This is an effective strategy to deter the attention seeker who is after your attention (not their peers). It refers to ignoring the behaviour, not the student.

Some students misbehave because they feel ignored or isolated. It can help to acknowledge the student first, and then ignore the targeted behaviour.

Be sure of the behaviour you want to change such as calling out or getting up out of their seat to gain your attention.

Do not use this strategy with dangerous behaviours such as a student using hazardous materials and equipment or risking the safety of others.

So:

- ✓ Clearly identify the behaviour to be ignored
- ✓ Ignore the targeted behaviour when it occurs
- ✓ Acknowledge the correct behaviour when it occurs including from other students; "thanks for putting up your hand Stevie..."
- ✓ Catch them being good
- ✓ Anticipate the behaviour and structure for success; "we are going to have question and answer time for 5 minutes, this will mean raising hands and....."

Be prepared for the behaviour to get worse before it gets better, it can take time.

6. The defiant student

Behaves like:

Stubborn
Argumentative
Disobedient
Sullen
Aggressive
Passive hate
Vicious
Revengeful

Makes you feel:

Outraged
Angry
Personally offended
Intimidated
Reluctant
Uncertain
Hurt
Personally attacked

Try these strategies:

- ✓ Avoid further confrontation, remove the power play
- ✓ Withdraw from the conflict
- ✓ Allow a 'cooling off' period
- ✓ Talk without reacting to the 'hurt'
- ✓ Use a colleague 'mediator', don't 'gang up'
- ✓ Be firm but fair
- ✓ If necessary apologise, it will be a lesson for the student about humility
- ✓ Hear stories to understand 'antecedents' and 'motivation'
- ✓ Talk to colleagues about what 'works'
- ✓ De-brief with a colleague

Just like teachers, student behaviour is purposeful and driven by needs, biological imperatives, peer pressure and stereotypes. If you understand youth culture, both child and adolescent, you will be able to anticipate problems and contextualise the behaviour.

"Don't buy into it.....defuse and depersonalise"

Don't let
the
situation
confuse

you...



7. The withdrawn student

Behaves like:

Doesn't care
Won't try
Doesn't want to mix with others
Deliberately fails
Refuses to talk or participate

Makes you feel:

Like giving up
Hopeless
Frustrated
A failure
Poorly connected

Try these strategies:

Ignore all failure.....cease any criticism
Encourage any positive effort.....keep it low key
Contact others...teachers, managers and parents
Be alive to peer dynamics and tensions...deal with them constructively

8. Dealing with confrontation

Confrontation is an attempt, most often unconsciously, to undermine teacher's authority and classroom routines. Being faced with confrontation from a student is one of the most emotionally stressful situations in teaching. When faced with confrontation it is important to move from 'emotional talk' to 'head talk'.

Managing confrontation can be approached in three stages:

1. *Be prepared:*

- Role play in your mind or with a colleague possible strategies to manage confrontation before it occurs. Research shows us that mental imagery reduces the emotional trauma when it does happen...and it will at some time in your career.
- Anticipate **who** or **what** may provide the confrontation (change of classroom, new material, different expectations etc.)
- Realise that you will achieve very little by 'taking on' a student or group of students in a classroom or playground confrontation. Deal with it at another time at another place, with support.
- Understand what drives confrontation, who owns the behaviour, what you may have contributed to the situation, the nature of adolescent development (rebelliousness, anti-authoritarian, autonomy and individuality).

2. *Defuse the situation:*

Have a time delay strategy; take 10 breaths, hand out a positive, wait 5 minutes, *stop-think-do*, use 'self' talk.

3. Lower the emotional temperature;

- * Give students a 'way out'
- * Don't 'corner' students
- * Slow down your reactions
- * Lower the tone and volume of your voice
- * Use positive and passive communication skills; palms down and outward, step backward to provide physical space, use eye contact, repeat student's name, remove yourself from the classroom if necessary
- * Send for support.

4. Redirect the situation and maintain control;

State "I'm not buying into this situation, we will work it out later". Redirect the class back onto the work or to other tasks.

Or

"Let me know when you are ready" and move away to another student.

Remember:

- *You are the adult in these situations*
- *Students have a limited range of negotiation skills*
- *Young students are not emotionally literate*
- *Young students think of 'self' rather than 'others'*
- *Students do not want to lose face with peers and will behave accordingly*
- *Our brains cannot make rationale choices when emotionally 'charged'*
- *It is not about winning or losing, it is about choices and relationship*



9. Negotiation

Negotiate with your students about curriculum, classroom rules and consequences for both positive and negative behaviours. Possible outcomes could be that students will feel connected and appreciated, and own and feel responsible for classroom rules and decisions. 'Owning their behaviour' is the key.

***There are some rules and consequences that are
Non-negotiable.***

10. Confronting wrongdoing in the classroom

Focus on the incident and those affected rather than the wrongdoers and the rules that they have been broken.

With individuals and small groups

Interview student/s by asking these key questions:

What were you thinking about when you did these things?

What have you thought about since it happened?

Who has been affected by what you did, in what ways?

How can you fix things up?

How has this incident affected you?

What has been the worst thing?

How can we make sure that this does not happen again?

What can I do to help you?

You may need to go back and re-negotiate some or all of the classroom rules depending on responses and who is 'accountable for the wrongdoing'.

With whole classes

- Organise a classroom conference or circle:
- Students and teachers sit on chairs in a circle
- A 'talking piece' is used to manage communication
- Ground rules are used to provide respect and dignity
- Issues are discussed and options are decided upon
- A trial period of several weeks is used to manage change

11. Small group management

Here are some techniques for managing small defiant/uncooperative groups within a class of students.

- ✓ When a group is disrupting or challenging the classroom routines. Separate the members of the group: begin with the most cooperative student and work towards the leader or most defiant amongst the group. Always explain the rationale for moving students and give choices: **rights and responsibilities**.
- ✓ Always place the responsibility with the group, make sure you understand who is responsible and accountable.
- ✓ Use praise when appropriate, not as a tool of coercion. Students are very alive to those teachers who are **'phoney'**.
- ✓ Take an interest in members of the group outside of class time; sport, playground, etc. Try to like students; given enough time you may even really like them! **In times of crisis it will be these relationships that will determine the outcome.**
- ✓ Be explicit about what is and is not **acceptable behaviour**, it may be intimidating but clear boundaries and limits are essential.
- ✓ Working **with** the group will have better outcomes than doing things **to** the group.
- ✓ Attempt to understand the **motivation** for the group forming, if you can satisfy these needs with different teaching and learning strategies; group work, cooperative tasks, individual projects etc. a lot of these tensions can be reduced.

12. Keep in mind...

Being a friend and being in control. Many new teachers are uncertain about establishing positive relationships with students. They want to have good classroom dynamics and to act and feel in control, but also want to be a 'friend' to their students. Students tell us that the those teachers who make the best 'adult' friends are those who are firm and fair, those who set clear limits and boundaries with both student and teacher behaviour, and those who apply fair consequences to all students. Students respond positively to consistency and fairness. When kids like teachers it is all about trust, respect and fairness. If you want to be liked by your students reflect on those teachers who taught you and what qualities they had that were 'likable'.

- * Student's evaluations of their teachers appear to be closely associated with teachers' classroom management techniques.
- * Students judge teachers according to how well they accept responsibility for classroom control, are fair, give appropriate sanctions and consequences and are calm.

- * Students think of both teaching ability and personal relationships when identifying good teachers.

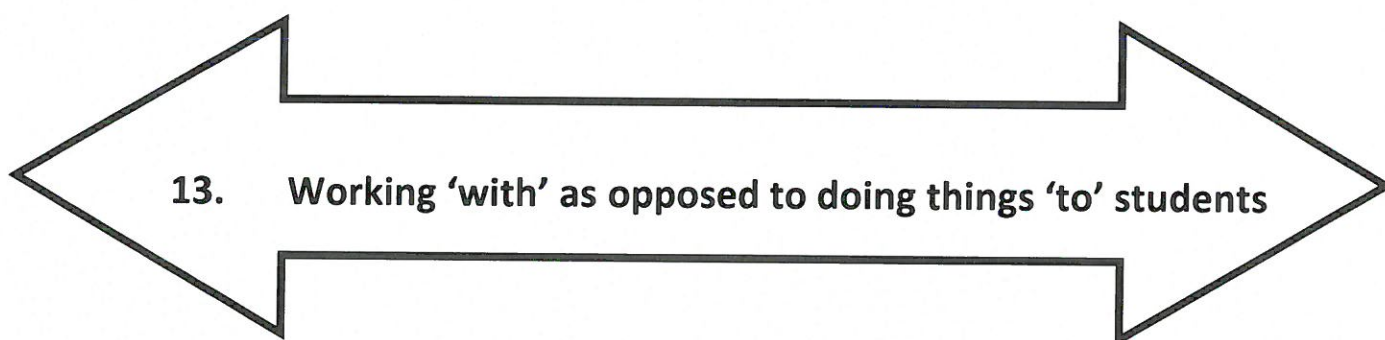
From the students view, the best teachers...

- ✓ Treat students as people
- ✓ Personalise the job and have a sense of humour
- ✓ Know their stuff and put it across in a way that can be understood

Students perceive the best teachers as those who...

- ✓ Make the rules for behaviour clear
- ✓ Give reasons why some behaviours are unacceptable
- ✓ Explain about rights and responsibilities meaningfully and in concrete language
- ✓ Use a range of strategies to manage behaviour
- ✓ Are 'restorative' rather than 'punitive'

- * Discipline problems are professional not personal problems



Doing things to students...

Expect the worst
 Take a superior position
 Use power and force
 Use threats, ultimatums and blackmail
 Remind them of their faults
 Feel sorry for yourself
 Vary the treatment
 Attack, attack and attack
 Always have the last word
 Catch them out
 Nag and criticise
 Throw emotional tantrums
 Tell them how they've let you down
 Always be busy with someone else
 Deny their feelings
 Deal only with their motives
 Exaggerate their mistakes
 Stay out of their fun
 Promote competition
 Use put downs and sarcasm
 Change the rules and boundaries
 Blame them for things going wrong

Working with students...

Trust them to have a go
 Be with them in their efforts
 Show respect
 Use logical and sensible consequences
 Accentuate the positives
 Be pleased with yourself
 Be consistently firm and fair
 Encourage all students
 Settle things without blame and hurt
 Catch them being good
 Speak with respect and dignity
 Don't take the bait
 Tell them how you appreciate the class
 Make time for each student
 Accept and validate their feelings
 Deal with each incident and the behaviour
 Help them learn from their mistakes
 Play together
 Respect their differences
 Speak with respect and concern
 Be predictable and consistent
 Share accountability

14. Detentions

Some questions to ponder:

Detaining a student after a class, at lunchtime, recess or after school is designed to produce what outcomes?

Are we not just giving ourselves more 'negative time' with students by handing out detentions?

We detain ourselves when we detain students, is this fair?

If detentions are effective why do the same students make up the detention roll call?

Is it the certainty rather than severity of the consequence that is the effective element?

Is loss of choice for students an effective consequence?

How can we use a detention to improve the relationship we have with students?

What outcomes are we seeking when we use whole class detentions? How else might we respond?

How do detentions encourage students to be more thoughtful about others?

What behaviours or incidents would make a detention a logical consequence and promote behaviour change?

Try changing the name Detention to a 'working lunch' and discuss problem solving with the student.

15. Fairness

What constitutes fair process in your classroom?

What are the conditions for justice and fairness in your classroom?

- A chance to be heard
- An opportunity to learn from the experience
- The chance to make things right
- Support for people affected by wrongdoing

16. Compliance

Why do many students do the right thing most of the time?

Why do we demand and expect students to do the right thing?

We know that students will do the right thing, think of others and make positive choices when they are assisted to learn from a range of social and relational 'events' and 'incidents'. Students will

comply when they feel connected, feel that they belong, feel that they will be heard and feel that support is at hand rather than punishment as a result.

What values drive our notions of compliance?
They can be both professional and personal -
Personal fear of losing control of the class?
Professional values of equity and inclusion?
Is compliance an end in itself?

17. Relationships

How would you describe your relationships with students in your classroom?

Are relationships important when improving student outcomes?

What happens in your classroom when harm is done to relationships?

What are your values and beliefs about relationships in the classroom?

Can we any longer demand respect and recognition as the authority figure in our classroom?

Can we expect students to change their behaviour if we are not prepared to change ours?

There is nothing that we do or don't do that doesn't impact on someone else

When you are at the end of your wits: when the photocopier has broken down, your lesson plan has collapsed, your classroom is hot, the children are rebellious. All you may have left to carry you through is your relationship with your students.

18. Punishment

*No one has ever been able to punish bad behaviour out of kids!
Schools have rules, kids break rules, we still have rules.....*

What are we attempting to achieve with discipline? The issues with student behaviour are easy to define but difficult to correct. Commentators say that schools reflect the society they serve. The belief that schools can ameliorate societal problems on a large scale is plainly wrong. Increasing violence, me-first-ism and a general disregard for authority are some of the issues confronting schools. Teachers who lack behaviour and classroom control experience little work satisfaction. This results in diminished job performance and poor relationships with students. Surveys have demonstrated that new and beginning teachers wish to take a preventative and restorative approach but in practice were more comfortable taking an authoritarian role in the classroom.

Here are some points why punishment is not an effective management tool:

- ✓ To develop inner discipline (self-control, self-discipline, owning behaviour) children must learn how to think not just what to think. Teachers need to allow and accept that all students will make mistakes and to then take responsibility for their behaviour, choices and actions and attitudes.
- ✓ Punishment is physically and psychologically hurtful and unjust and likely to provoke a backlash of resentment and revenge (anger and additional conflict)
- ✓ Punitive discipline prevents students developing self-control. Instead students want to undermine the controlling mechanisms and do whatever they feel capable of getting away with.
- ✓ Many teachers feel that in order to maintain control it is necessary to use the threat of punishment.
- ✓ Punishment encourages and invites retaliation. Intended to show who is the boss.
- ✓ Punishment never makes students feel a desire to change.
- ✓ Punished students feel; belittlement, rage, and hostility, decreased desire to cooperate with the teacher, increased likelihood they will lie and cheat in order to avoid punishment and engenders a false notion that might and authority is acceptable.
- ✓ When students feel punished or rewarded they feel little commitment.
- ✓ Punishment can promote motivation and proper behaviour but what we risk is making students fearful, angry and revengeful.

Working restoratively does four things that punishment cannot do:

- Allows students to understand what they have done wrong
- Gives them ownership of the problems created
- Gives them the chance to fix things with support
- Leaves their dignity intact and respects them as people

19. Rewards and Awards

Problem with incentives and awards is that students may receive much more powerful and immediate rewards from their peers for misbehaviour. Be clear about what outcomes you wish to achieve with praise or encouragement. Study the effectiveness of **intrinsic** versus **extrinsic** rewards and how they are applied to maximise achievement outcomes and are developmentally appropriate. Understand clearly what you want to reward and what motivates people to learn.

Conversations to support and engage VERY difficult students *Restorative Practice Scripts*

The conversation is the relationship – Susan Scott

Calm and assertive body language/tone of voice

1. Affective Statement ('I' statement):

When _____
I feel _____ I need you to _____

2. Restorative Conference: Teacher and one student

- What happened?
- What were you thinking/feeling when you
- Who has been affected by what you did/In what ways?
- What have you thought about since?
- What needs to happen to make things right?
- What would a good plan/agreement if this happens again?
-

Where were you? What happened next? What were you thinking/feeling then?
And what did you do then? Who were you with? What did you want to have happen then?
(what, where, which, who, when, how...sometimes 'why' is not so effective)

3. Aims of the script – what are we trying to do?

The intention of the script is to ask questions that hold people accountable in a *guided* discussion about a specific incident (good and bad).

Background to the incident & thinking behind people's behaviours & actions.

Emotional intelligence and social competence. Manage shame and guilt.

People's ability to reflect on what has happened & reconsider choices made.

Resources that people have to make things right materially and symbolically.

People's ability to plan for & agree on cognitive and behaviour change.



Have a *W.A.R.R.M* conversation:

What Affect Reflection Repair Move on
Not too hot, not too cold!

4. conversation:

-
-
-
-

stories

We are going to have an adult

We will be calm

We will be respectful

We will listen to each other's

We will be honest with each other

5. Some closed conference questions

Is that OK at our school?

Is what you said cruel or kind

What did you want when you did that?

Is what you did right or wrong?

What did you want ____ to know?

Is what you did helpful?

6. Early Years Apology Script (adapted from Jane Langley's work)

Student responsible:

I'm sorry for _____.

Those affected:

Thank you for your apology, I didn't like it when you _____,

It made me feel _____.

7. Early Years K-2 Problem Solving Script

(adapted from Jane Langley's work)

Listen - Understand - Teach - Fix

- What did you want when you did that?
- What did you want ____ to know?
- Next time how could you use your words?
- What words do we use to fix things?

8. Early Years 3-4 Problem Solving Script

(adapted from Jane Langley's work)

Listen - Understand - Teach - Fix

- What happened?
- Is what you did helpful or unhelpful?
- When you _____ was that a good choice or bad choice?
- How did it make _____ feel when you _____?
- Did you make _____ happy or sad?
- At our school it is not OK to _____.
- Next time you _____ I need you to _____.

9. Small group conference: Engaging Parents

Initial contact with parents/carers: Using calm, respectful, and assertive tone of voice say:

Hello, this is Mr/Ms _____ from _____ School. Everything is OK with your son/daughter. Is this a good time to talk with you? Your son/daughter has been involved in an incident at school I would appreciate it if you could come to the school for a meeting where we could work together to fix things.

Conference introduction:

I am Mr/Ms _____ and my role at the school is to _____. Thank you for being here to help us resolve this issue. I would firstly like to hear from your son/daughter so we can understand clearly what has happened.

To the student responsible:

- What happened?
- What were you thinking/feeling when you
- What have you thought about since?
- Who has been affected by what you did, in what ways?

To the parent/carer:

- What did you first think when you heard what happened?
- What has been the hardest thing for you as a parent?
- How has this affected you personally?
- How have things been at home between you all?
- How do you feel about things now?

To the student responsible:

- What can you say or do to make things better?

- What might people need to see or hear from you to repair the harm?

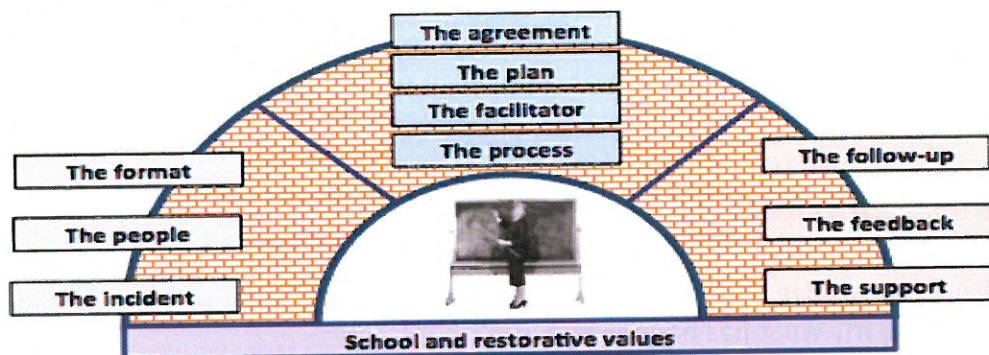
To parents/carers:

- What would you like to see happen to fix things?
- What would be a good outcome for you and the family?

To both parties:

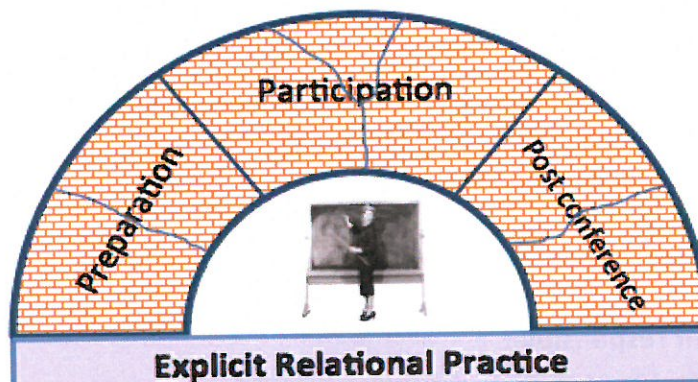
- Does anything else need to happen to repair the harm?
- What's needed so we can all move forward?
- Would an agreement help/How should the school respond if this happens again?
- Can we live with that, is that fair/Can we move on and put this behind us?

Best practice



Matta & Jansen, 2011

Keystones for effective relational practice



Matta & Jansen, 2011

Keystones for Effective and Explicit Relational Practice

Building bridges of communication to support VERY difficult students.

(adapted from Jansen/Matia 2012)

Effective Relational Practice depends on building a bridge of communication so that interpersonal conflict can be addressed and resolved in a manner that reflects the values of the school.

Preparation: am I ready/are they ready to have the conversation?

Participation: conversation that is dialogue and not a monologue, ask rather than tell. Telling stories, exploring harm, repairing harm and moving on. **T.E.R.M.**

Post conversation: following up on plans and agreements made. Certainty rather than severity, further support if needed.

S.M.A.R.T agreements mean – Specific, Measurable, Achievable, Realistic, Timed

R.S.V.P consequences – reasonable, sensible, valuable, practical

