

# Behaviour Management

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# Strategies to take control!

- <https://youtu.be/u086rr7SRso>

This video explains a little-used, often-forgotten but very effective classroom management strategy for taking control of really tough groups of students right at the start of lessons. This Classroom Management method is for really challenging, noisy groups that take ages to settle, cost you a lot of time and cause you a lot of stress and frustration.

You'll learn WHY some noisy groups of students take longer than others to settle down and HOW to get them in a state where they are more likely to stop talking and listen to you so that they enter your classroom on YOUR terms.



# Establishing Expectations

clearly articulating and demonstrating the classroom rules and expectations

*modelling the expectations*

*making the classroom rules visible*

*regularly referring to an discussing the classroom rules*



# Giving Instructions

<https://youtu.be/I9Jk74XO98M>

You'll learn how to give an instruction that will get your students LISTENING straight away as well as a clever way to filter out trouble-makers before they have chance to disrupt your lesson. You'll also learn the three essential factors you need to have in place to get your students settled from the word go -- even without you being in the room!



# Giving Instructions

giving clear directions of what you want the students to do

*keep instructions short and concise*

*start instructions with a verb*

*use a verbal or non-verbal prompt to gain students*

*attention prior to giving the instructions*

*phrasing the instruction as a direction*



# Waiting and Scanning

wait and look at your students for 5-10 seconds after you give an instruction

*after giving an instruction, pause, remain quiet and look at your students before continuing  
use assertive body language*



# Cueing with Parallel Acknowledgement

acknowledging students on-task behaviour to encourage others to copy that behaviour

*when a student or group of students are off-task, choose to acknowledge a student behaving appropriately in close proximity who is on-task*

*use a loud enough voice for others to hear*

*e.g. I love the way James is sitting there quietly*



# Positive Reinforcement

<https://youtu.be/8ml1tih5zSY>

This video highlights particular aspects of a teacher working with a kindergarten class. The teacher gave specific positive feedback to students to encourage the continuation of the desired behaviours. Her behaviour included positive comments about what they did well. Some comments were about small groups, but more importantly, they were made to individual students.





# Body Language Encouraging

intentionally using your proximity, body gestures and facial expressions to encourage students to remain on-task

*smile and make eye contact to acknowledge good behaviour*

*use nodding and finger symbols*



# Descriptive Encouraging

To encourage students to become more aware of their competence by describing what you see or hear from them that you hope to see more frequently

*use frequently*

*use a respectful and measured tone of voice*

*use sooner rather than later*

*e.g. Samantha, you sat in your seat as soon as I gave the instruction*



# Selective Attending

deliberately giving minimal attention to safe, off-task or inappropriate behaviours

*keep the student in your peripheral vision  
attend to the student only if they are on-task or if their  
behaviour becomes disrupting to others or unsafe*



# Tactical ignoring

<https://youtu.be/OkBU0NALqkc>

In every class there are hundreds of incidences of what we might call challenging behaviour. Effective teaching to relate to pupils. Often, it is not those you confront which make the difference but those you ignore. Behaviour expert Dr Bill Rogers explains the virtues of tactical ignoring.



# Redirecting to Learning

prompting a student who is off-task or disrupting others with a redirection to learning

*this can be verbal or non-verbal redirect learning in the form of a question e.g. Shane, what question are you up to?*

*allow some take-up time*



# Giving a Choice

respectfully confront the student who is disrupting others with the available choices and their consequences

*give a choice when you cannot think of any less intrusive options*  
*give a choice when it is clear that the students behaviour is escalating*

*e.g. James, your choices are...*

*Year three, you can choose to start now or later. The first two questions have to be finished before lunch today or you will need to stay back to complete them. If anyone needs help, please let me know.”*



# Following Through

resolute, planned action in response to extended off-task behaviour or ongoing disruptive behaviour that is disrupting the rest of the class

do what you said you would do  
use it as a last resort, when all other skills have not been effective



# Dealing with challenging behaviours

<https://youtu.be/dxgQU57IIZM>

In this video, I will share with you my Top 5 strategies to use when dealing with challenging or difficult students. We all have those students each year that prove to be a little bit more challenging when it comes to behaviour management and it can easily become overwhelming.





# Reflection of Term 1

1. What behaviours did you see that were good.
2. What behaviours did you see that were challenging?
3. Write 3 classroom rules in a positive manner that you could introduce next term.

