

So, on this cat-scale, how do you feel today?

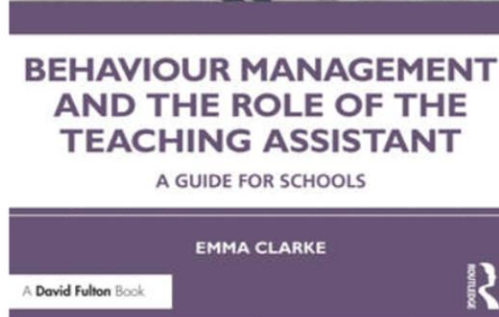
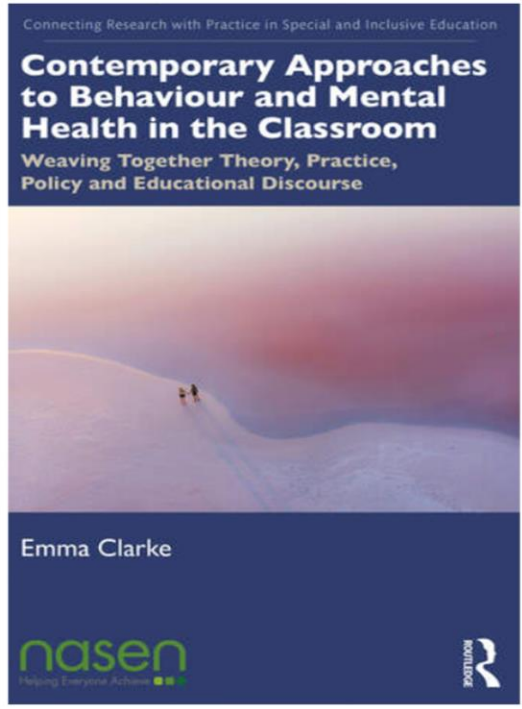


ECT Behaviour support



Why me?

- ✓ Primary school teacher for 18 years
- ✓ Spent time in nurture groups and PRUs
- ✓ MEd - focused on managing challenging behaviour
- ✓ PhD - examined behaviour and TAs
- ✓ Written books, chapters and academic papers on behaviour
- ✓ Funded research project on girls at risk of permanent exclusion



Learning outcomes:

Reflect on how to....

St 7 Manage behaviour effectively to ensure a good and safe learning environment

- ▶ have clear **rules** and **routines** for behaviour in classrooms, and take responsibility for **promoting good and courteous behaviour** both in classrooms and around the school, in accordance with the **school's behaviour policy**
- ▶ **have high expectations** of behaviour, and establish a framework for discipline with a **range** of strategies, using praise, sanctions and rewards consistently and fairly



Learning outcomes:

Reflect on.....

- ▶ manage classes effectively, using approaches which are **appropriate to pupils' needs** in order to **involve and motivate** them
- ▶ maintain **good relationships** with pupils, exercise appropriate authority, and act decisively when necessary.



“

Sproson (2004) suggested a
'behaviour suitcase'



Sproson, B. 2004. Some do and some don't: teacher effectiveness in managing behaviour. In Berryman, M et al *Inclusion and Behaviour Management in Schools* (pp. 323-333). David Fulton Publishers.

'Catch them being good!'

Much research into behaviour has made links between POSITIVE reinforcement and good behaviour.

"People need and seek the attention of other people whether that attention is negative or positive."

ERIC BERNE (1964), *The Games People Play*, New York: Grove Press



When
managing
behaviour we
aim for.....

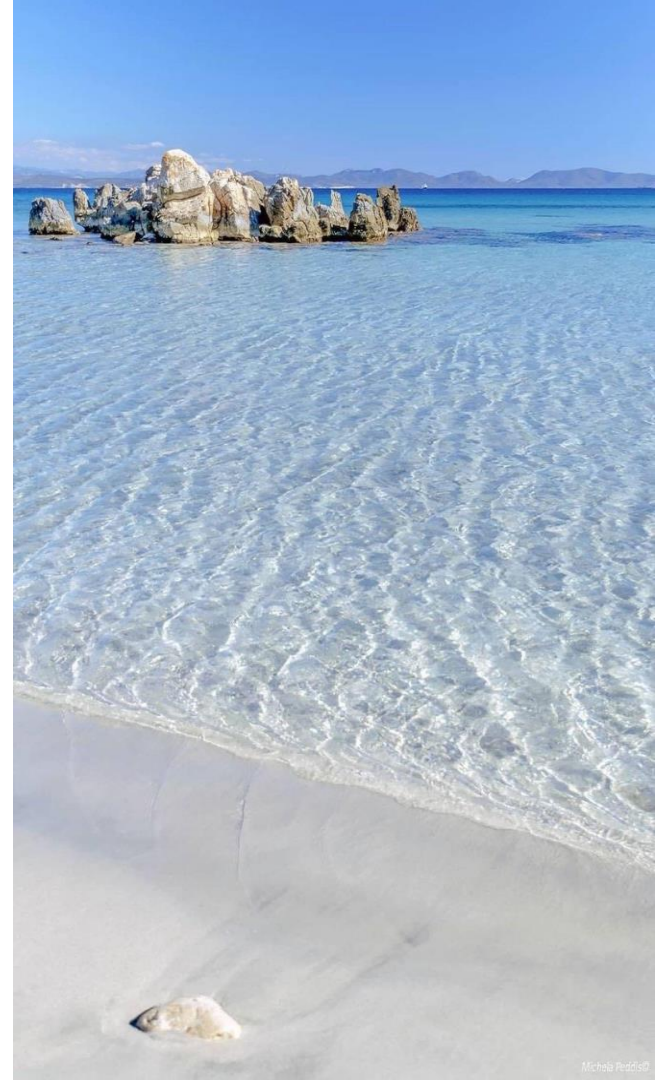
The **least** teacher
activity for the **most**
classroom impact

NOT.....



Least intrusive intervention first....

Non-verbal	smile	'Look'	proximity
	pause	Tactical ignoring	<u>Open hands</u>
Verbal	Name	Remind	Check
	Humour	'take-up-time'	tone



Bill Rodgers:

Non-verbal behaviour....remember the critical importance of :-

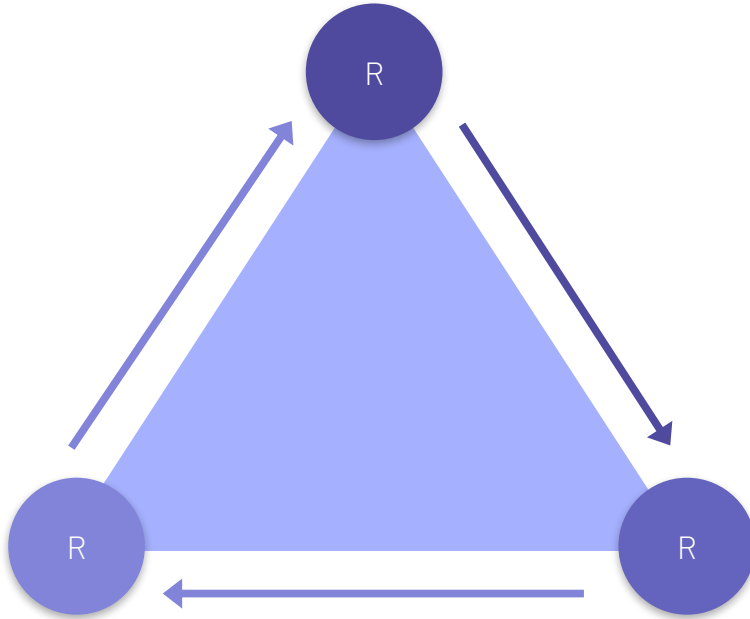
- ▶ confident and 'relaxed' posture;
- ▶ positive tone of voice wherever appropriate (or assertive tone as necessary);
- ▶ eye-scanning (particularly in whole-class teaching and learning time) and eye-contact;
- ▶ appropriate use of 'take-up-time', tactical pausing and continued 'lesson flow'
- ▶ appropriate use of tactical ignoring
- ▶ appropriate use of hand gesture (no pointing - open hand);
- ▶ facial gesture / rapport, smiling, encouragement ...
- ▶ natural humour (without sarcasm!)

While the points may seem basic, taken together they present significant aspects of our overall teacher leadership when we discipline.

What we aim for is confident, relaxed, leadership.

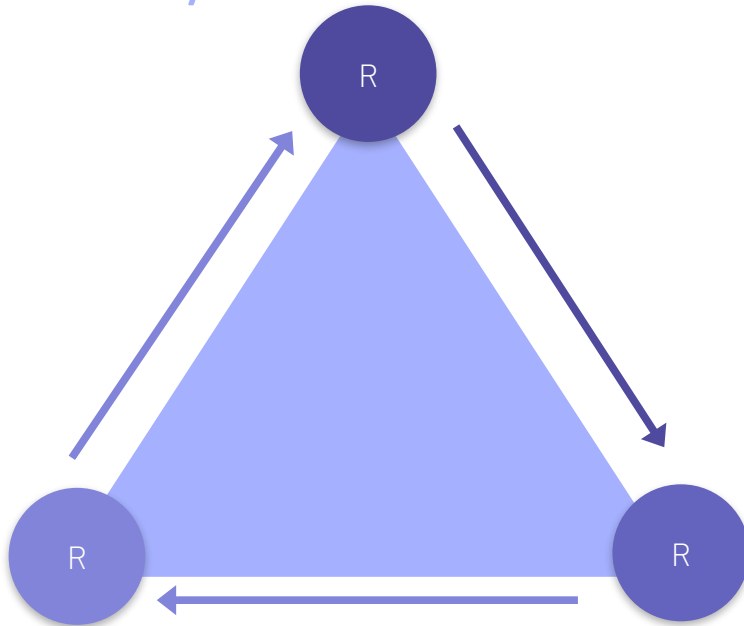


The 3 'R's



Relationships....

How can you develop them?
Where can you foster them?
When can you embed them?



“I gave *my students*
a saying to say:

‘I am somebody.

I was somebody when I came.

*I’ll be a better somebody
when I leave.*

**I am powerful, and
I am strong.**

*I deserve the education
that I get here.”*

- Rita Pierson, Educator

donation.org/blog
#DNHero

<https://www.youtube.com/watch?v=SFnMTHhKdkw>



Praise:

Tips:

- Define the appropriate behaviour
- Praise should be immediate
- Relate praise to effort
- Encourage perseverance and independence
- Do not give praise continuously
- Never give praise followed by criticism



Rewards:

Tips:

- For rewards to be effective they should be: immediate, consistent , achievable, fair
- Make sure all children are fairly rewarded during the school day.
- Types of rewards: social, tangible, activity





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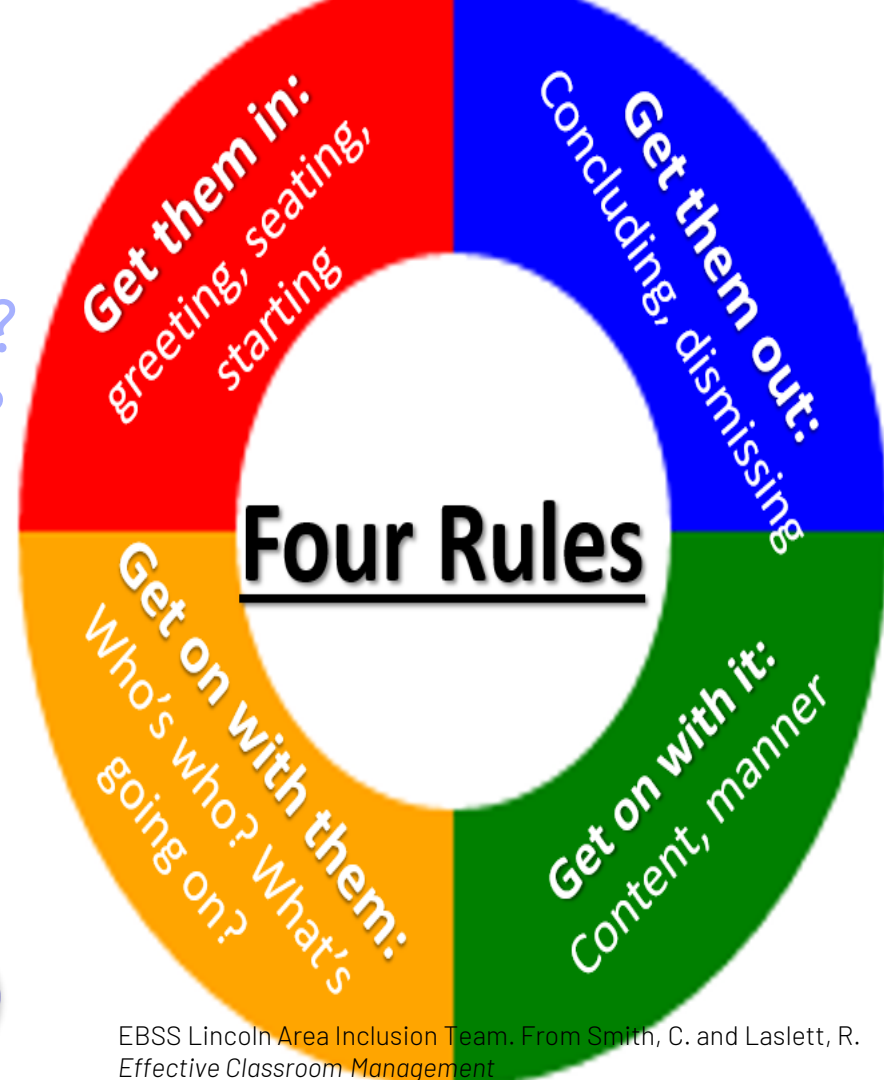
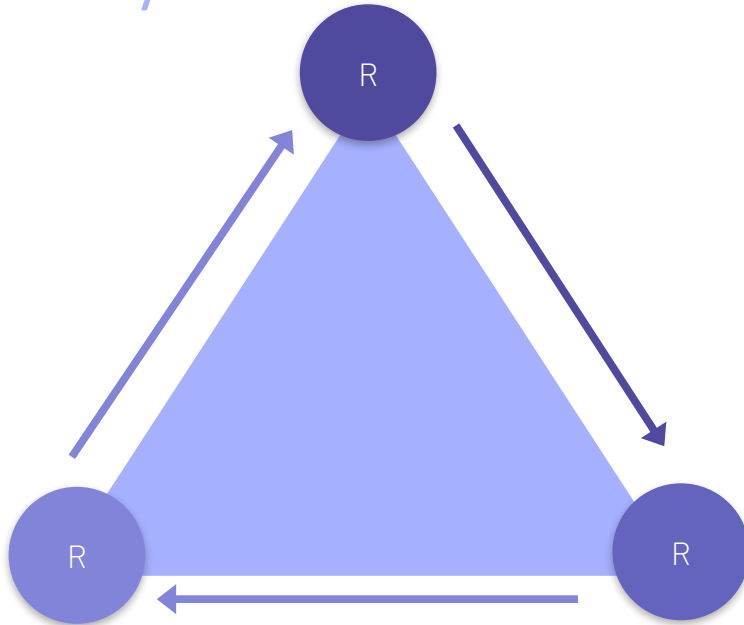
... secure teacher-student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer special education referrals than insecure teacher-student relationships...’



Bergin, C. and Bergin, D. (2009). Attachment in the classroom. Educational Psychology Review 21, pp. 141-170.

Routines....

How can you develop them?
Where can you foster them?
When can you embed them?



Routines keep behaviour support proactive:

- Proactive management strategies are implemented **before** a behaviour problem occurs
- They create **sound routine**, **clear expectations** and **coping strategies**
- The secret is **strategic planning** as unplanned **reactions** tend to be **emotionally laden**



1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



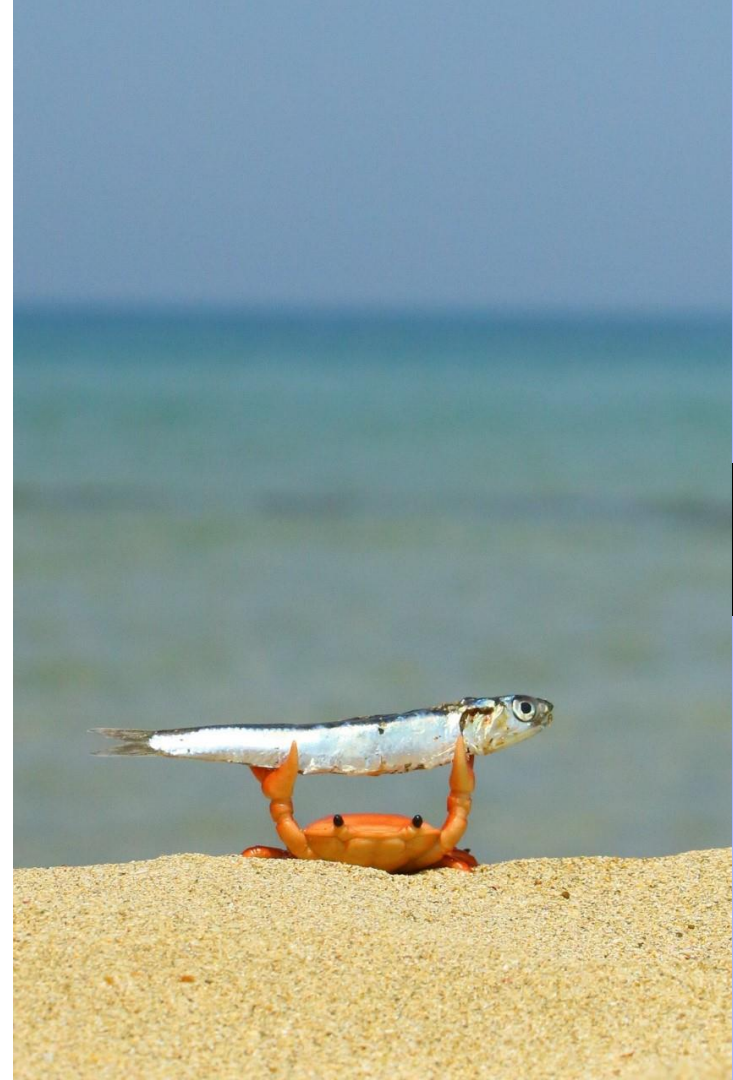
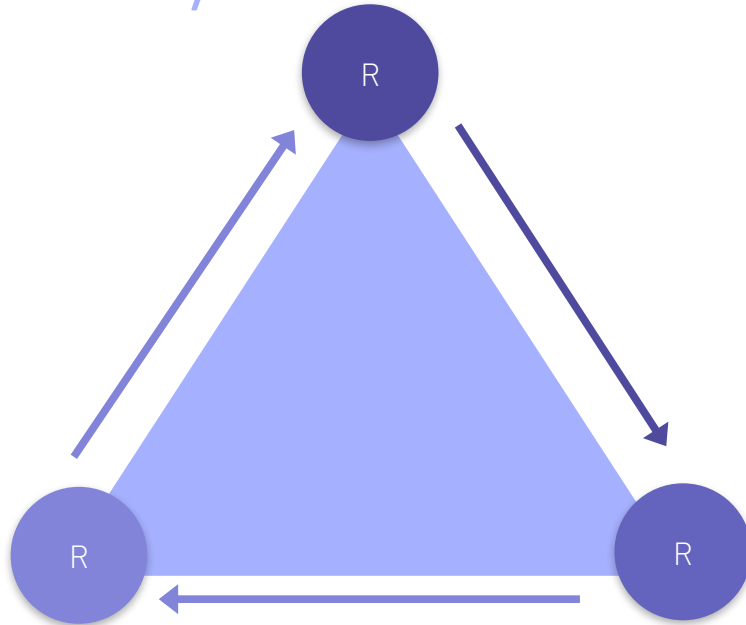
- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Responses....

How can you develop them?

Where can you foster them?

When can you embed them?



Redirection:

- If a child shouts out, remind of expectations - give them a chance to display desired behaviour.
- If a child is disruptive at the beginning of lessons redirect attention
- If a child has difficulty lining up ask them to stand at front and lead the other children



Redirection:

- End requests/instructions with 'thank you' and not 'please'
- Use the school system to remove the personal element (and remove personal language)
- Include personal language when using praise
- Use different types of praise
- Give two acceptable choices when necessary
- Consider your physical position in the classroom
- Direct an easy question to a pupil who is off task
- "Name drop"
- Give take-up time when you give an instruction





“

‘Approaches in and of themselves do not make the difference when working with pupils... Pedagogues make the difference; the approaches support or hinder the process.’



Visser, J. (2006) Working with children and young people with SEBD: What makes what works work? In Clough, P., Garner, P., Pardeck, J. & Yuen, F. (Eds) Handbook of emotional and behavioural difficulties. Sage: London.

Visser's 'eternal verities'

- ▶ Inclusive practice
- ▶ A belief that behaviour can change
- ▶ Prevention is better than intervention
- ▶ Acceptable behaviour needs explicit modelling
- ▶ Communication
- ▶ Empathy
- ▶ Boundaries and Challenges are set
- ▶ Relationships are positive
- ▶ Humour



Visser, J. (2005). Key factors that enable the successful management of difficult behaviour in schools and classrooms. *Education 3-13*, 33(1), 26-31.

Remember:

Focus on the child, not the behaviour

Adapt the environment and your teaching (change the hole, not the peg)

Stay calm and be positive.



Believe you can make a difference and enjoy what you are doing

Be calm, consistent and positive

Plan for the behaviour before it happens

Focus on the good pupils

Praise and reward good behaviour

Focus on what the pupils should be doing

Give pupils escape routes and choices

Give pupils the responsibility for their own behaviour

Don't take inappropriate behaviour personally

Be non-confrontational

Avoid shouting – be assertive not aggressive

Have a sense of humour

Practical approaches to behaviour management in the classroom

A handbook for classroom teachers in primary schools



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk



Information

Information document no: 117/2012

Date of issue: July 2012

<http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>

Effective classroom management

In order to create a positive learning culture within a school, effective interventions need to be implemented. We will consider the following interventions:

- effective classroom management
- positive relationships
- the classroom.

The 'Tips for teachers – practical advice' section (pages 92–99) also sets out some practical tips for teachers to help them with their personal effectiveness.

Effective classroom management

Effective behaviour management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of children with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them.

Well-managed classrooms:

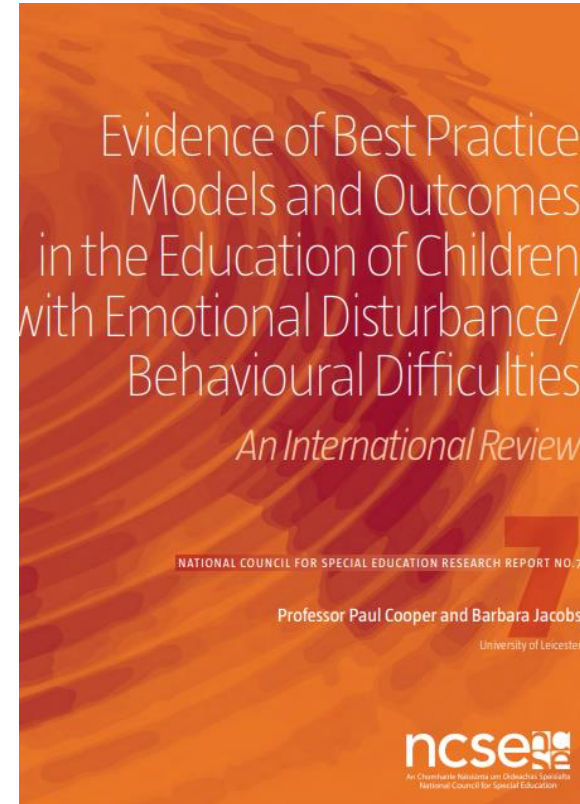
- begin the year with a set of rules and routines which are understood by all children
- have agreed rewards and positive reinforcements
- have set sanctions for misbehaviour
- have a selection of options for dealing with disciplinary problems
- make use of their physical space
- have well-planned lessons
- encourage respect and develop positive relationships.

Tips: Behaviour theory

- A child will repeat a behaviour if it is being rewarded.
- A child will be less likely to repeat a behaviour if sanctions are issued.
- If there is no consistency with rewards and sanctions then it is likely the child will continue to display the unwanted behaviour.
- The more attention the teacher gives to a child's behaviour the more likely it is that that behaviour will be repeated.

Fabulous
further
reading
here.....

https://ncse.ie/wp-content/uploads/2016/08/Research_Report_7_EBD.pdf



Evidence of Best Practice
Models and Outcomes
in the Education of Children
with Emotional Disturbance/
Behavioural Difficulties

An International Review

NATIONAL COUNCIL FOR SPECIAL EDUCATION RESEARCH REPORT NO.7

Professor Paul Cooper and Barbara Jacobs

University of Leicester

ncse
An Charabairé Náisiúnta um Oibríochas Speisialta
National Council for Special Education