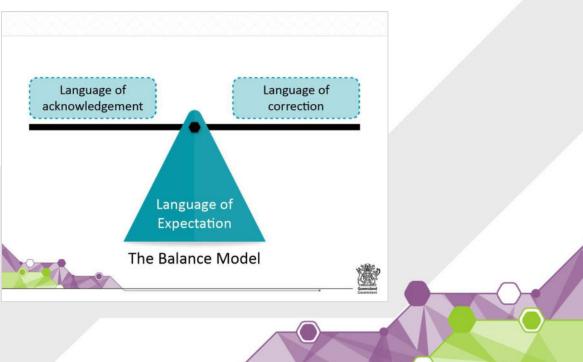


- This is a 30-40 minute presentation, designed to be delivered in a face-to-face environment with a group of teachers working in the same school.
- Ideally it should only be facilitated by staff who have been identified as specialists in behaviour support.
- It follows the DET ESCM Part One PowerPoint material in terms of sequencing.

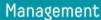




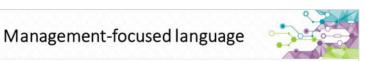


- Prior to starting this session you should ensure that you have at least two people who will help you with the Slide 7 activity in giving feedback on **Class Rules Self-Evaluation Checklist** activity.
- Quick revision from the previous session in which we covered minimalism in behaviour management and the balance model developed by Dr Christine Richmond.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.









Expectation

What teachers say and do to articulate the boundaries of acceptable behaviour in the classroom.

Acknowledgement

What teachers say and do to support students to engage with the curriculum and cooperate productively with others.

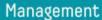
Correction

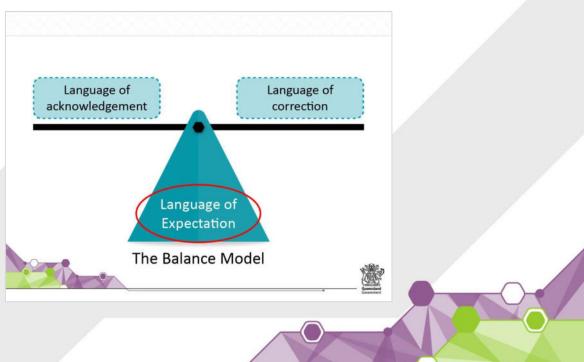
What teachers say and do to interrupt and redirect students who are off-task.



• Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.





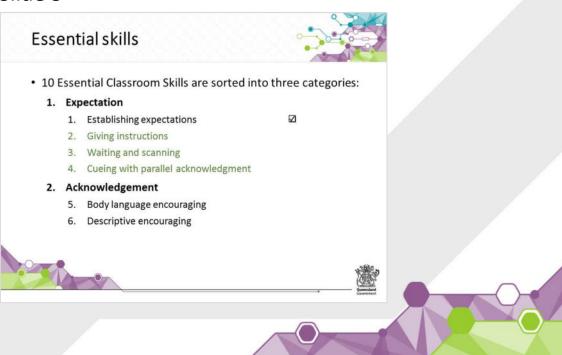


- We are still focused in this session on the Essential Classroom Skills related to the Language of Expectation in The Balance Model.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.









- We have nearly completed our work in Establishing Expectations.
- In this session we will be covering Giving Instruction, Waiting and Scanning and Cueing with Parallel Acknowledgement.















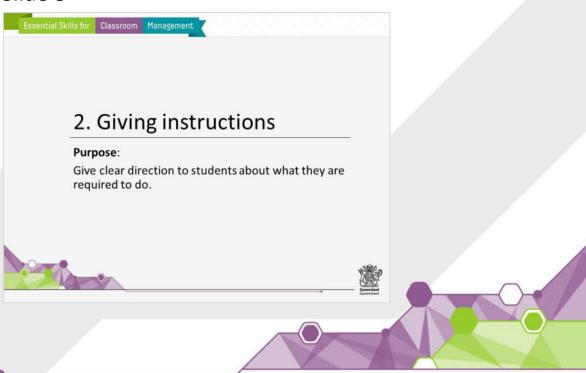




- In our previous session you were all provided with a **Class Rules Self-Evaluation Checklist**, which you could choose to do individually or with feedback from a peer following observation of a lesson.
- Questions How was this useful in reflecting on your own teaching practice? Give examples of some of the discussions that occurred.
- Ask for volunteers preferably someone will, but you have your back up with the two staff members you have organised at the beginning of the session.





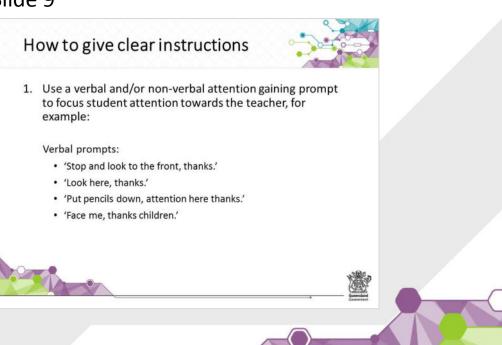


- Why is giving an instruction an effective management skill?
 - o Clear, short instructions help students understand what they are expected to do.
 - o Instructions help students organise what they are required to do.
 - o Instructions cue to students that they need to be actively engaged with the curriculum.







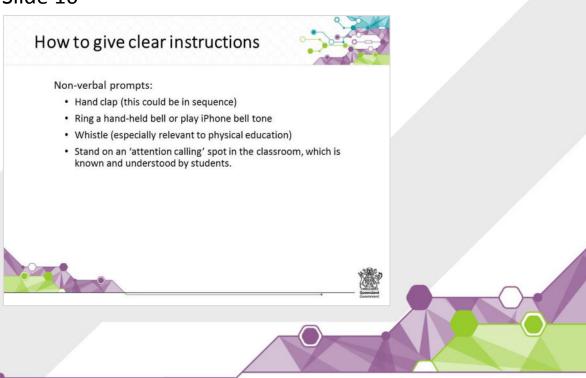


Notes:

• Depending on the students in your class, adding additional non-verbal cues to accompany verbal prompts may further aid in their understanding. This is not always the case however, and some students may become confused if you provide too much verbal and non verbal information at once.



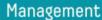




Notes:

Ask participants for examples of how they ensure they are giving clear instructions.







How to give clear instructions



- 2. Wait and scan (Skill 3).
- 3. When student attention is focused, start the instruction with a verb. Keep instructions short; be concise.
- 4. Follow the instruction with a short pause and scan the
- 5. Separate instructions from curriculum/content talk. Avoid interrupting content talk with instructions.

Notes:

• It is critical that teachers focus on giving instructions that inform students about what you WANT them to do, rather than what you DON'T WANT them to do, e.g. "Sit in your chair" rather than "Don't run around the classroom".







How to give clear instructions



6. Phrase the instruction as a direction rather than a question.

For example, Instead of saying: 'Would you like to copy the sentence, Year 4?' or 'Can we stop working now?' Say: 'Copy the sentence Year 4' and 'Stop working, thanks.'

If you get into the habit of phrasing instructions as a question rather than as a direction, students may believe that following instructions is optional.





Management



Slide 13

How to give clear instructions



- 7. Use 'thanks' rather than 'please' at the end of an instruction for a crisper, less questioning tone. 'Thanks' implies compliance; however, saying 'please' at times is appropriate.
- 8. Give the instruction in a firm, calm and measured voice, e.g.:
 - 'Come here, John.'
 - 'Open your books at page 17, Year 8.'



Management



How to give clear instructions



- 'Steven and Sharon, hand out the science equipment, thanks.'
- 'Move to your group areas now.'
- 'Stop what you are doing and look here.'
- 'Sit in the shade, please.'
- 'Walk down the stairs, thanks.'
- 'Year 3, take out your pencil, eraser and ruler, and get ready to work.'









How to give clear instructions



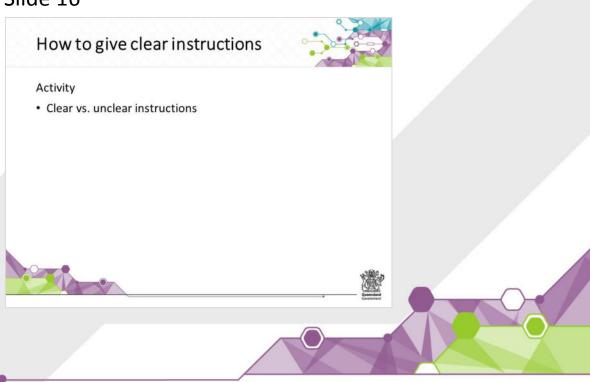
- Use 'now' if the group or student is unlikely to comply, for example:
 - Initial instruction: 'David, look to the front, thanks.'
 - If he does not respond or his behaviour deteriorates: Look in his direction and say, 'Now' (Using a firmer tone of voice, possibly with a slight increase in volume or inflected pitch, but with no anger.)
 - Or it may be necessary to say: 'David, look to the front, now.'
 (Do not shout, but use a calm, firm tone of voice.) When he responds appropriately, pause slightly to reaffirm, then look away and continue.









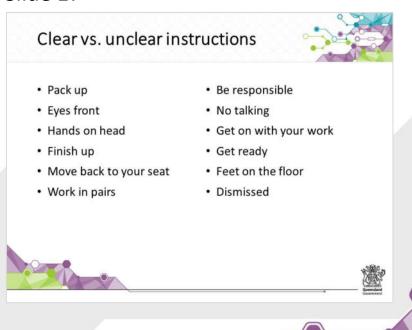


Notes:

• This can be done as part of an open, verbal conversation or a separate handout can be created if you are working with large groups.







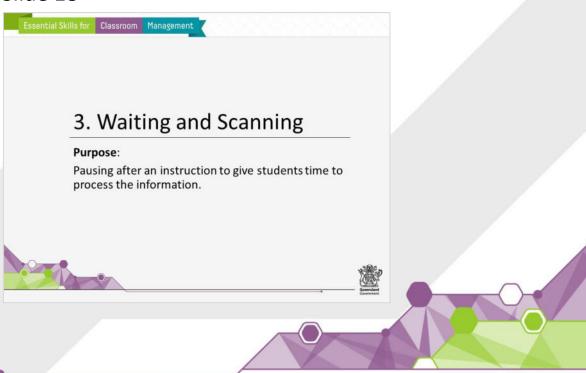
Notes:

Remember, we are looking for instructions that clearly tell students what you want them to do

 for example, 'Pack up' is NOT a clear instruction as it does not specifically tell students where you want them to move to, or where the materials they have been using need to go.







- Why is waiting and scanning an effective management skill?
 - o It gives students time to process the direction.
 - o It indicates non-verbally to students that you mean what you say.
 - You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to you.







How to wait and scan 1. After you have given an instruction: - Pause - Remain quiet and look at your students - Scan the room for 5-10 seconds to maintain their attention. 2. When you have their attention, continue with your dialogue or prompt them to begin following your instruction i.e. start working.

Notes:

Hints:

- If students are not following many of your instructions, evaluate your use of 'waiting and scanning'—you may not be using this skill effectively.
- You may perceive the time spent 'waiting' to be longer than it is.
- Do not be overly concerned with 'wasting time' by waiting and scanning.
- If students are not following your instructions because you are not 'waiting and scanning' then time is being wasted anyway.
- If you do not 'wait and scan' students are more likely to ignore your instructions.
- Do not fill the 'scanning time' with unhelpful dialogue, an easy habit to form.
- Consider strategies to attend to students who do not give their attention after a 'wait and scan'. For example, a specific individual or group verbal redirect or prompt.







How to wait and scan

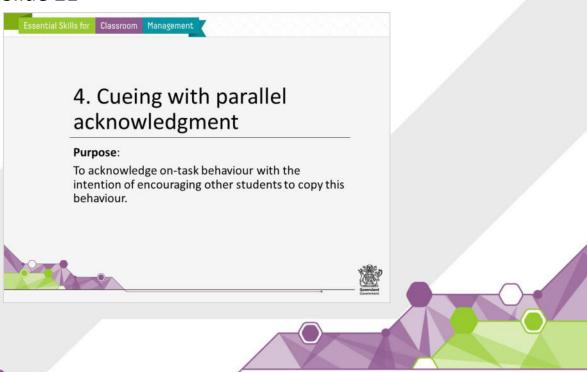


- Use the waiting and scanning time to encourage a period of quiet focus. Use assertive body language—stand still facing the group, while scanning the class. Then, prompt students to maintain the quiet focus while they start working.
- 2. Use this short time to think ahead and calm yourself, if necessary.
- 3. Scan the group, link with a descriptive encourager (see Skill 6) or a redirection as necessary.



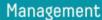






- Why is parallel acknowledgment an effective management skill?
 - o It cues other students to match the behaviour that is being acknowledged.
 - It is an alternative to a redirection, so can help you to avoid nagging or becoming too prescriptive.
 - It contributes to a positive tone in the classroom.







How to use parallel acknowledgment

- Scan the class regularly. When students are off-task, choose to acknowledge an individual or group in close proximity who is on-task.
- Acknowledge that person or group with a descriptive encourager (see Skill 6) in a loud enough voice for others to hear.

Notes:

Hints:

- This is more effective with younger students but can be used judiciously with upper primary and secondary students in some cases.
- Experiment with its use by:
 - o paying attention to your tone of voice
 - o acknowledging individuals or groups of students who are on-task
 - o being aware of peer pressure issues when publicly acknowledging students.
- With older students your tone should be more matter of fact/neutral rather than a higher pitched 'encouragement' tone often used effectively with younger children.







How to use parallel acknowledgment

- For example, if Jenny is off-task during a writing activity while sitting next to Mark who is on-task, you say to Mark, 'I can see Mark working quietly on his writing.'
- This is a prompt for Jenny or other students who may be offtask.
- If a group of students sitting at one table is off-task, then acknowledge a group of students sitting near them who are on-task.
- Say: 'Group one is constructing their straw tower.' (Loud enough for group two to hear.)



- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.
- Ddd



Management



Slide 24

How to use parallel acknowledgment



3. Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task.

Examples of low-key acknowledgment: verbal and non-verbal

- Verbal low-key acknowledgment is low volume, verbal acknowledgment delivered in close proximity such as:
 - Descriptive encouragement: 'Daniel, I can see you writing'
 - Praise: 'Well done Melissa.'
- Non-verbal, low-key acknowledgment involves body language such as:
 - Smiling
 - AUSLAN or finger signing
 - Close proximity
 - Touching of students' materials.





Management



Slide 25

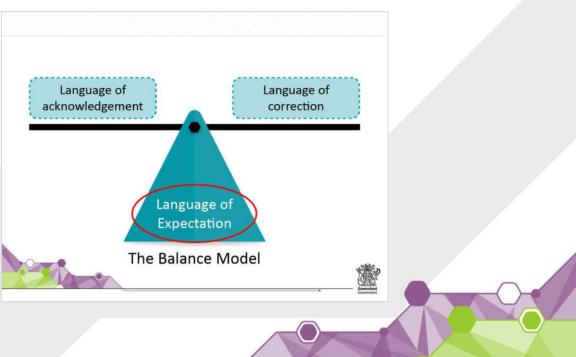
How to use parallel acknowledgment



- As you move around the room, touch the books or desks of those students on-task.
- Do not touch the books or desks of those students off-task.
- When off-task students become on task, calmly go back to their position and touch their book or desk.





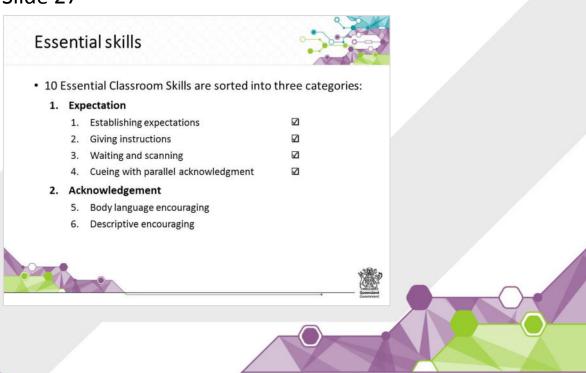


- We have now finished our review of the Essential Classroom Skills related to the Expectation element of The Balance Model.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.









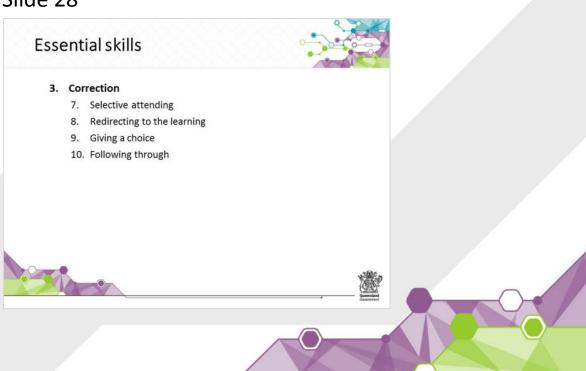
Notes:

• In the next session we will be covering Body Language encouraging and Descriptive Encouraging.











Essential Skills for

Classroom



Slide 29



