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Notes:

- This is a 30 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 Introduction PowerPoint material in terms of sequencing.

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Minimalism in behaviour management

- Minimalist approach is intended to help teachers focus the majority of their attention on curriculum conversations with students (rather than discipline).
- Teacher-student interactions can be sorted into two categories:
 - Curriculum focused language
 - Management focused language.



Notes:

- Dr Christine Richmond (former employee of DET) developed a range of materials to support teachers in their management of classroom behaviour.
- Promoted the notion of micro-skills, minimalism and balance in classroom behaviour management.
- These are fundamental concepts to cover before commencing our discussion of the 10 Essential Classroom Skills.

References for further reading:

- Queensland Department of Education 1996, 'Management Focused Language: 10 Classic Micro-skills', *Behaviour Management Skill Training Handbook* prepared by C Richmond, Department of Education, Queensland.
- Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.
- Richmond, C 2003, 'A step-by-step guide for designing a behaviour plan for students who relentlessly challenge', Bond University, Queensland.

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Teacher-student interaction

- **Curriculum-focused language:** teaching interactions aimed at eliciting or imparting curriculum-based information.
- **Management-focused language:** higher level communication process undertaken by teachers to prompt students to access the curriculum successfully through co-operative behaviours.



Notes:

- Management-focused language incorporates three related sets of language: expectation, acknowledgement and correction.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.

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Management-focused language

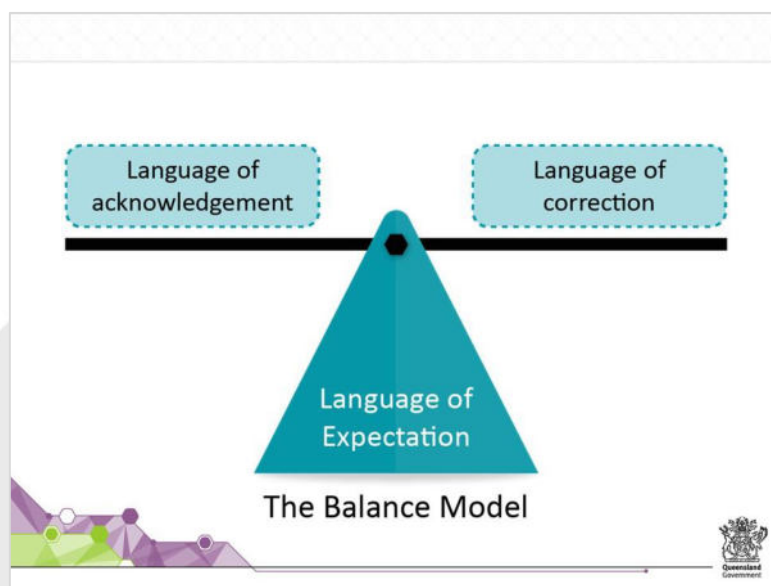
- **Expectation**
What teachers say and do to articulate the boundaries of acceptable behaviour in the classroom.
- **Acknowledgement**
What teachers say and do to support students to engage with the curriculum and cooperate productively with others.
- **Correction**
What teachers say and do to interrupt and redirect students who are off-task.



Notes:

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

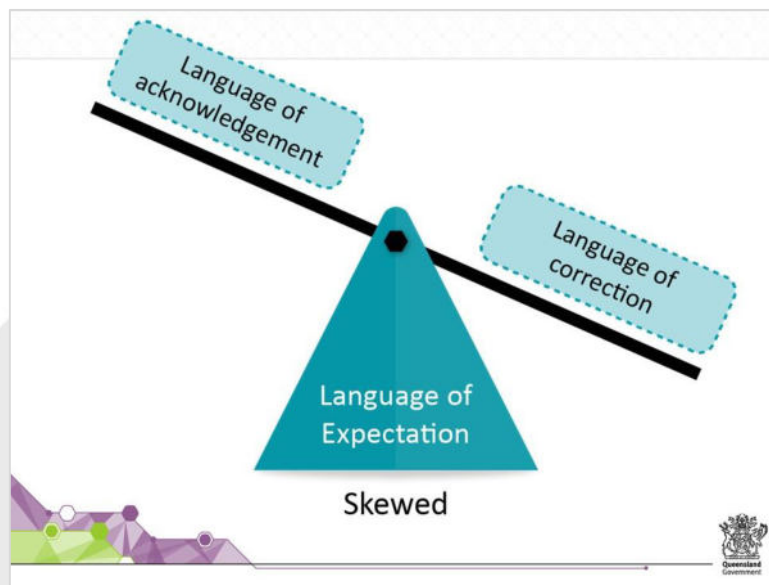
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Notes:

- When teachers articulate clear boundaries and provide balanced feedback in the form of supportive encouragement together with timely, respectful correction for the class as a whole and students individually they achieve a balance in behaviour management language.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.

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Notes:

- Teachers tend to skew their management towards correction when under pressure to manage students with challenging behaviours.
- An imbalance of too much corrective language can be especially detrimental to students who have learning, emotional or behavioural difficulties, creating a negative cycle of interaction that is ineffective and wearing on both the student and the teacher.
- Alternatively an imbalance of too much acknowledgement can mean behaviours which should be corrected are unchallenged, leading to confusion about the expectations.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.

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Earning acknowledgement

- High expectations for social and academic behaviour is essential.
- These will vary from student to student, and may be different over time.
- Demanding behaviours from students that they are unable to deliver (due to ability, capacity or skills) is often not intentional, but may be a teaching error.



Notes:

- It can be difficult for some teachers to accept or understand the need to acknowledge student behaviour, especially when they believe the student is performing (behaviourally or socially) well below what is expected of their chronological age (e.g. he/she should know better by now).
- Some teachers want evidence of significant effort on behalf of the student (especially those who have displayed challenging behaviour) before they 'give' them any form of positive acknowledgement.
- Taken from Richmond, C 2002, 'The Balance Model: Minimalism in behaviour management', B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.

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Changing behaviour

- Three problems prevent students responding to correction:
 - Failure habit
 - Too little acknowledgement
 - Resentment



Notes:

- Three problems:
 - **Failure habit** – students who have a history of academic, social or behavioural failure may develop coping strategies that result in inappropriate behaviour in the classroom. This is where the phrase ‘rather be bad than dumb’ is often used in discussion of learning gaps and discipline issues. Students are seeking ways to appear confident and in control in front of peers and their teacher.
 - **Small change** – teachers, busy with many classroom and administrative tasks, can sometimes fail to notice and acknowledge the effort a student puts into change, especially when the change is initially small, making it more likely that they will return to using inappropriate behaviours.
 - **Resentment** – some teachers resent having to acknowledge the behaviour of a student who rarely does the ‘right’ thing when so many other students seem to be able to follow the rules without needing constant acknowledgment.
- Taken from Richmond, C 2002, ‘The Balance Model: Minimalism in behaviour management’, B Rogers (ed.) *Teacher Leadership and Behaviour Management*, Paul Chapman Publishing, London.

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Essential skills

- 10 Essential Classroom Skills are sorted into three categories:

1. Expectation

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

2. Acknowledgement

5. Body language encouraging
6. Descriptive encouraging



Notes:

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Essential skills

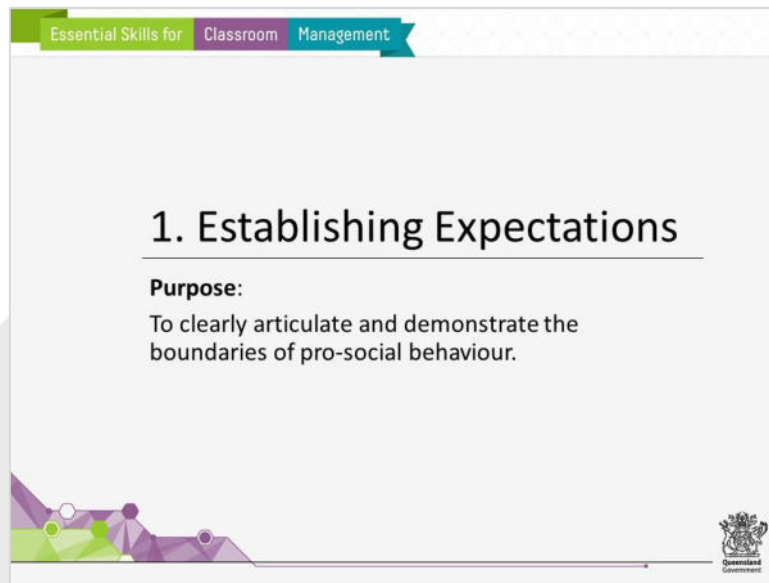
3. Correction

7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



Notes:


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Essential Skills for Classroom Management

1. Establishing Expectations

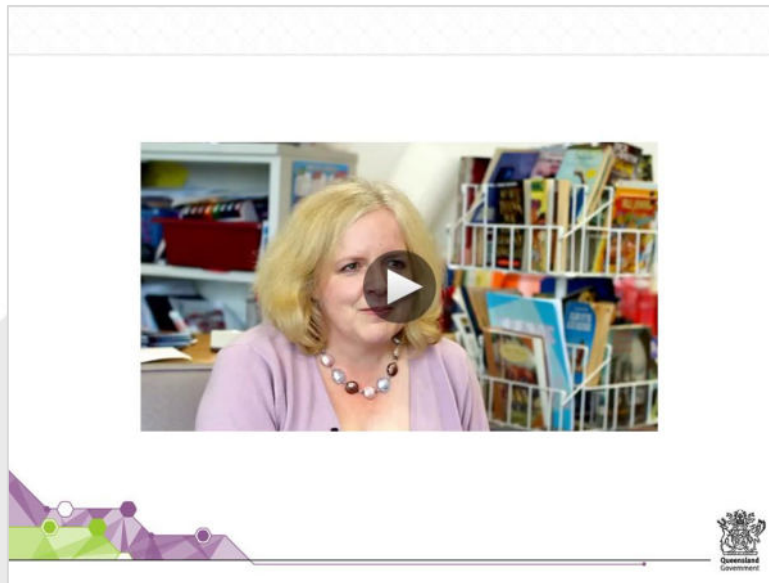
Purpose:
To clearly articulate and demonstrate the boundaries of pro-social behaviour.



Notes:

- Why is establishing expectations an effective management skill?
 - So that everyone is clear about what is, and what is not, regarded as responsible and safe in a particular context.

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Notes:

- Illustrations of Practice (AITSL) Establishing classroom expectations
- The teacher articulates and demonstrates how it is important to establish consistent classroom routines and practices for primary school students. These routines, she contends, are applicable across the entire day and within any given lesson. At the beginning of the year, the teacher recognised the importance of establishing, with her students, classroom expectations linked to identifiable behaviours that could be positively reinforced through praise and interventions. These interventions can be identified within her normal teaching practices.

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How to establish expectations

1. Initially, negotiate a small number of rules with students.
2. Make the rules public and readily available to all students (e.g. bookmarks, other language, cartoons, stickers, poster, audio file, Braille).
3. Keep the rules short, simple and clear. Word them positively for example:
 - Arrive on time for the start of class.
 - Only one person speaks at a time.
 - Hand up for help.
 - Stay in seat.



Notes:

1. Develop three to five positively stated class rules in a class meeting is an effective way to obtain student buy in. Teachers who engage with students on an infrequent or irregular basis may need to present their own rules as they may not have the time or rapport to negotiate rules. However, these should be discussed with the class to ensure a clear understanding.
2. Make sure all students can easily access the rules – including students with different language backgrounds, intellectual abilities or sensory impairments.
3. Avoid 'don't' language (e.g. don't yell, don't wander around the classroom). Tell the students what you want them to do instead of what you don't want them to do.

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How to establish expectations

4. Discuss the rules with the class.
 - Refer to the rules frequently
 - Discuss relevant scenarios, positive and negative
 - Discuss possible consequences in advance, both positive and negative
 - Refer to the rules when they are being followed, not just when they are not being followed.
5. Model, model, model.



Notes:

- Ask participants for examples of how they establish expectations.

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Examples

- Brainstorm class rules with the class. Take photos of children demonstrating the rules. Display in the classroom.
- Talk about expectations (what needs to be done). Have students repeat back instructions before beginning.
- Wait for students to be settled. Repeat expectations throughout the lesson.
- Brainstorm consequences with class – once agreed, refer to them every now and then.



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Examples

- Looks Like/Sounds Like charts for each activity.
- Classroom diaries targeting expectations, e.g. When using the listening post – what does it look like, sound like etc.
- In physical education I use two short whistle blows which directs students to stop, look and listen.
- Using clapping to gain attention – this works well in most early childhood classrooms.



Notes:

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Examples

- Use of humour
- I discuss my expectations with my grade 9 class before allowing them to enter the classroom.
- Before home time, I set the expectations around homework/water/chairs etc. with verbal cues or visual cues on students' desks.
- When giving instructions to a class outside, I get the whole class to sit down to support them to be ready to listen.



Notes:

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Examples

- As well as written and verbal expectations I use role play "Please show us how to sit on our chair". Reinforce "Look around who is sitting correctly".
- 1,2,3 Eyes on Me! – Before giving instructions, this is a great way to get kids attention. They know to stop, look, listen and hands on head – Lower Primary.
- Hands on Head, Mouth Closed, Eyes on me.



Notes:

- Inform participants that the next session will:
- Review ways of establishing expectations through the examination of class rules.
- Review the application of:
 - setting expectations;
 - the language of acknowledgment; and
 - the language of correction.
- Examine giving instruction, and waiting and scanning.

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Activity

• **Handout One**
Individual or Peer Review – Class Rules Self-Evaluation Checklist

Individual or Peer Review - Class Rules Self-Evaluation Checklist		In Progress	Not In Progress
Classroom rules have been developed from the best.	Yes	No	
Classroom rules are publicly available and accessible (eg. variety of formats).	Yes	No	
Classroom rules are positively stated, short, simple and clear.	Yes	No	
Expected student behaviours are acknowledged (eg. positively reinforced) or prohibited (eg. negatively reinforced).	Yes	No	
Positive behaviours include consistent consequences.	Yes	No	
Classroom rules and routines in classrooms are stated positively & defined clearly.	Yes	No	
Classroom rules are modified prior to starting a new learning task or special activity.	Yes	No	
Classroom rules are modified by the teacher (eg. one person speaking at a time).	Yes	No	

Notes:

- Handout One - Class rules self-evaluation check list
- Can be done in group or brought back for next session depending on your plans.

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Notes: