

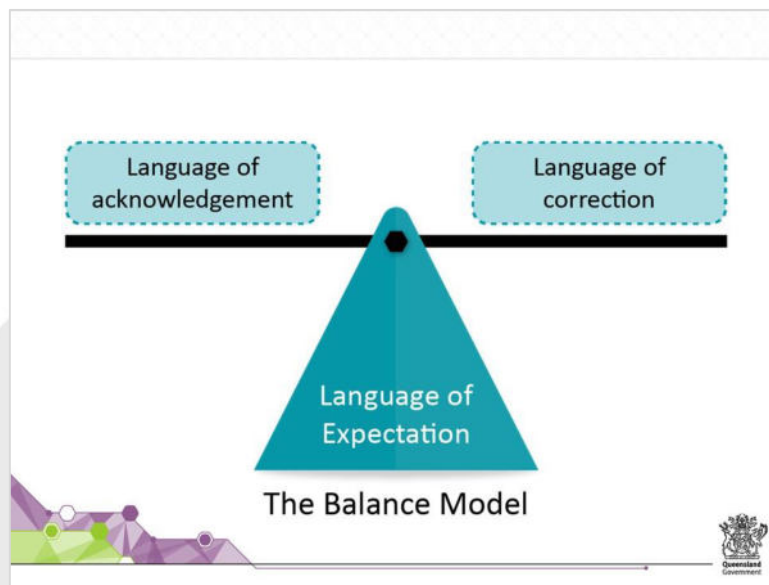
Slide 1



Notes:

- 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.

Slide 2



Notes:

- This is a quick revision from the previous session in which we covered Giving Instructions, Waiting and Scanning and Cueing with Parallel 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.

Slide 3

Management-focused language

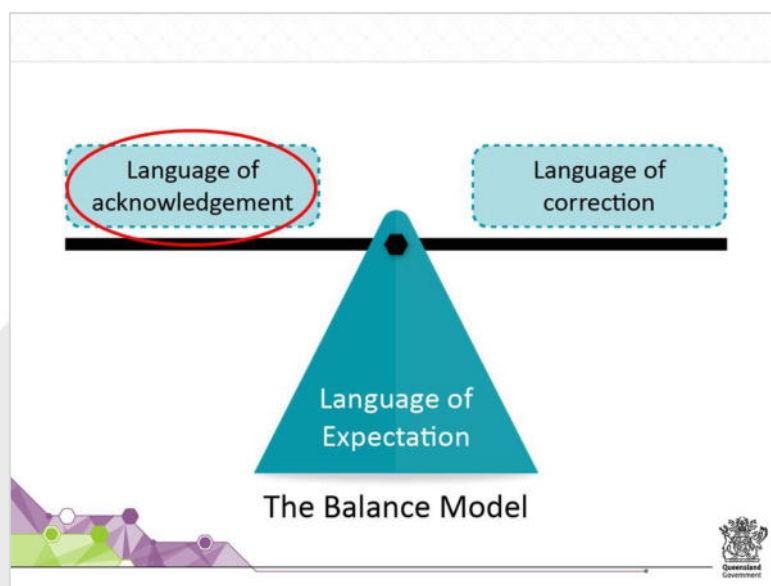
- **Expectation**
What teachers say and do to articulate the boundaries of acceptable behaviour in the classroom.
- **Acknowledgement**
What teachers say and do to support students to engage with the curriculum and cooperate productively with others.
- **Correction**
What teachers say and do to interrupt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



Notes:

- Today's session will cover the Acknowledgement 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.

Slide 4



Notes:

- The Language of Acknowledgement in The Balance Model is the one we often overlook in favour of focusing on the Language of 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.

Slide 5

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:

Slide 6

Essential skills

3. Correction

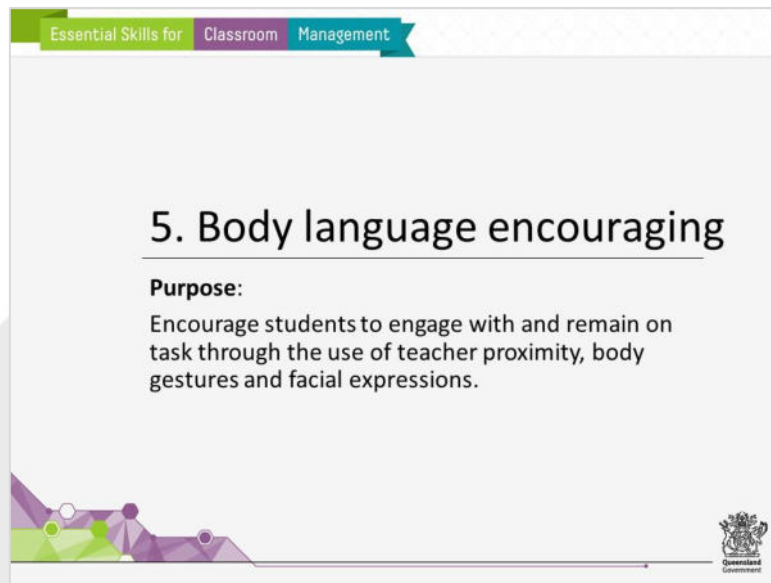
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



Notes:

- The final session (DETE ESCM Part Four PowerPoint) will cover the Correction elements.


Slide 7



Essential Skills for Classroom Management

5. Body language encouraging

Purpose:
Encourage students to engage with and remain on task through the use of teacher proximity, body gestures and facial expressions.



Notes:

- This is a 20 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 Two PowerPoint material in terms of sequencing.
- Why is body language encouraging an effective student management skill?
 - It takes no time.
 - It promotes a positive tone in the classroom.
 - Body language is an integral part of communication and strengthens relationships.
 - It promotes on-task behaviour when used intentionally.

Slide 8

How to use Body language encouraging

1. Set students to task. Immediately move around the room to non-verbally signal to students that they should be working on the task. Walk near all members of the class.
2. Touch the work of students who are on-task. This ensures you circulate throughout the classroom.
3. Pause after you have toured the room, maintain minimal teacher talk then walk slowly toward students who may be off-task. This is a quiet prompt for them to resume on-task behaviour.



Notes:

Hint:

- By moving around the room and interacting non-verbally with students, the teacher's level of classroom monitoring increases and should therefore help to reduce episodes of inappropriate behaviour.

Slide 9

How to use Body language encouraging

4. Smile and make eye contact to acknowledge appropriate behaviour. These are powerful, positive signals that help students feel valued and noticed. This intentional use of encouraging body language does not describe or preclude all spontaneous body language messages that teachers send.
5. Make discrete nodding movements and finger signals where appropriate as acknowledgement for on-task behaviour.



Notes:

Slide 10

How **not** to use Body language encouraging

- Don't stand too close to a student. This can be intimidating and cue hostility. It is better to prompt/correct, pause, then walk away and scan back.
- Don't move too fast towards a student. This can induce a fight or flight response.
- Don't hold eye contact, since it can become a 'stare-out' challenge.
- Don't show irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning.



Notes:

Slide 11

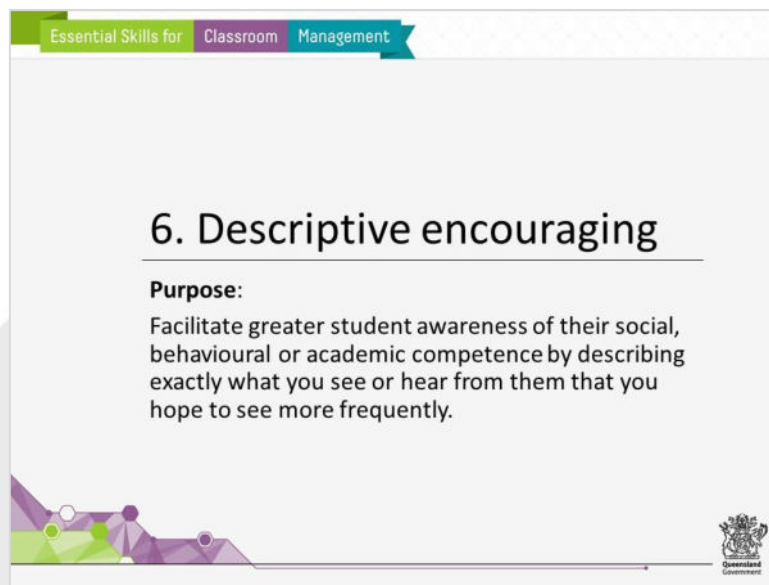
How **not** to use Body language encouraging

- If something is irritating you, respond immediately by:
 - providing a rule reminder
 - redirecting the behaviour
 - describing the irritating behaviour with minimal words and a neutral tone and giving a redirection.
- Alternatively, you may choose to use selective attending (see Skill 7).



Notes:


Slide 12



Essential Skills for Classroom Management

6. Descriptive encouraging

Purpose:
Facilitate greater student awareness of their social, behavioural or academic competence by describing exactly what you see or hear from them that you hope to see more frequently.



Notes:

Why is descriptive encouraging a useful management skill?

- It describes to students the behaviour that will enable them to learn.
- It reinforces the rules.
- It promotes a positive, supportive learning environment.
- It focuses on strength and builds self-esteem.
- It stimulates students to take risks in terms of behaviour. They become more able to display the courage to tackle difficult work, or practise self-control.
- It tells students about their competence.
- It directs attention to strategies that are useful for problem solving.
- It strengthens your relationship with students.

Slide 13

How to use descriptive encouraging

1. Describe exactly what you see or hear from students that you want to see or hear more frequently. In other words, state the obvious that is positive. E.g.
 - ‘Steven has started work.’
 - ‘This group is on-task.’
 - ‘You have responded to my direction straight away.’
 - ‘Most students have moved to the correct place.’
 - ‘You sat in your seat as soon as I gave the direction.’
2. Use a respectful, measured tone rather than an exaggerated tone.



Notes:

Hints:

- This skill appears far easier to master than it is.
- Pay particular attention to the timing of its use and the tone of voice you use.
- Descriptive encouraging will require sustained intentional practice.

Slide 14

How to use descriptive encouraging

3. Be genuine, and use descriptive encouraging sooner rather than later. If you wait too long this technique can become ineffective.
4. You may use it privately towards individual students. If used publicly towards individuals, be brief and to the point.
5. Use it collectively to the group.
6. Use frequently.



Notes:

Slide 15

How **not** to use descriptive encouraging

- Don't give conditional praise. For example: "Good work, why didn't you do it like this all along?" The student may resent this and the learning relationship may suffer.
- Don't replace descriptive encouraging with generic praise. For example: "Good, great, terrific, nice work". You can use these as add-ons after descriptive encouraging. Remember that generic praise alone can be used but has a limited training effect.



Notes:

Slide 16

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:

- We have now completed Expectation and Acknowledgement elements of The Balance Model.

Slide 17

Essential skills

3. Correction

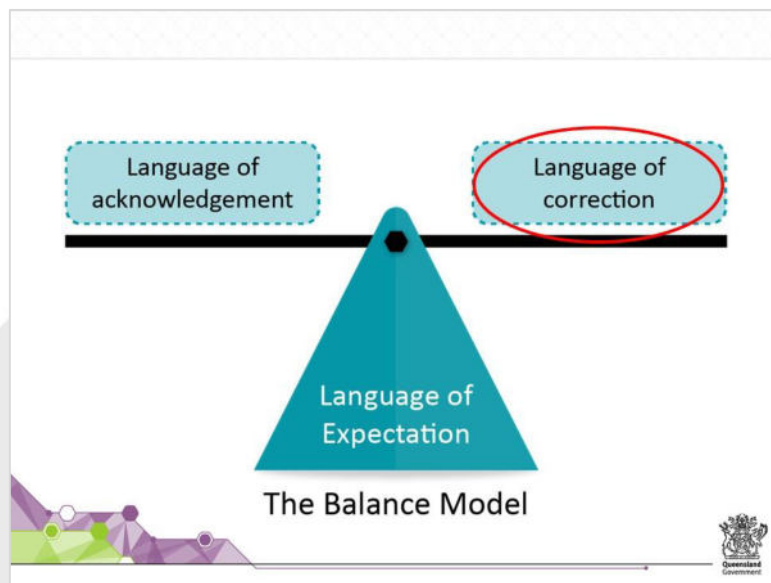
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



Notes:

- In our final session on the 10 Essential Classroom Skills we will be looking at these four features of correction.

Slide 18



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.

Slide 19



Notes: