



Stanton Lodge Essential Skills for Classroom Management Resource Booklet.

Micro-skills for Managing Behaviour, created by Christine Richmond, 1995, rewritten by Mark Davidson 1997 and reviewed January 2009 using the Essential Skills for Classroom Management Framework described in Better Behaviour Better Learning (BBBL), Education and Training, and the Arts.

'ESCM' ~ The 10 Essential Skills **for Classroom Management**

The Foundation Behaviour Management Skills

Successful learning requires three core elements: setting clear expectations, acknowledging appropriate behaviour and timely correction of inappropriate behaviour.

No.	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

By using the ESCM, teachers will be able to reduce time spent on managing conversations and increase the time spent on learning conversations

Establishing Expectations

SKILL

1

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

Why is establishing expectations an effective management skill?

1. It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.
2. Students expect and want boundaries of behaviour set.

Hint: The key is the clear articulation and regular reinforcement of teacher expectations.

How to establish expectations:

1. Work out rules in a class meeting if possible. If the class is too chaotic at this point, impose a small number of rules you believe are fair. Itinerant teachers will probably need to impose rules for pragmatic reasons.
 - About four or five rules at any one time because they can be faded in or out as necessary.
 - Consider the following as the way to introduce your rules:
 - Discuss and question students as to why they are at school to elicit from them the following or similar words
 - ⇒ LEARNING / EFFORT
 - ⇒ RESPECT
 - ⇒ SAFETY
 - ⇒ ENVIRONMENT / SELF-RESPONSIBILITY
 - Discuss these as rules in relation to student's RIGHTS and RESPONSIBILITIES.
 - When discussing the RESPONSIBILITIES ensure to utilise 'Y' diagrams to assist students to understand what each RESPONSIBILITY means.
 - Discuss the RULES & CONSEQUENCES (both positive and negative).
2. Publish the rules where students can see them.
 - When publishing your rules, make them bright and bold.
 - If your students have difficulty with words, illustrate your rules pictorially with the words correlating to the pictures.

Establishing Expectations continued

SKILL

1

3. Each rule may have a few descriptors to give each classroom its individuality. Keep the descriptors of your rules short, simple and phrased in observable terms.
For example:
 - Arrive on time and prepared.
 - Follow teacher instructions.
 - Keep hands and feet to yourself.
 - Use manners.
 - Stay on task.
4. Make the descriptors positive. This will draw attention to appropriate behaviour rather than highlighting inappropriate behaviours.
 - Avoid starting your descriptors with the words “don’t” or “no” as the beginning can become lost by students and the action is remembered e.g. “don’t run on the concrete” is better worded “we walk on the concrete”.
5. Refer to the rules frequently.
6. Model, model, model.

RE teachers/Specialists/Itinerants - RULES If rules and descriptors are published in the room refer to them, otherwise:	CONSEQUENCES
Follow directions	1. Reminder (initials on B/B)
Keep your hands and feet to yourself	2. Choice/Warning (X next to initial)
	3. Time Out - to teacher for 2 minutes (XX)
	4. Time Out - to teacher for 5 minutes (XXX)
	5. Time Out - to teacher for remainder of lesson (rub off)
drop down clause	applies for serious inappropriate behaviour and student to teacher for remainder of lesson

Primary & Secondary	CONSEQUENCES
1. Follow directions	1. Reminder (initials on B/B)
2. Keep your hands and feet to yourself	2. Choice/Warning (X next to initial)
3. Speak with a respectful voice	3. Time Out - 2 minutes e.g. in class/out of class/buddy teacher/at the next break (XX)
	4. Time Out - 5 minutes e.g. buddy teacher / at the next break (XXX)
	5. Time Out - withdrawal room/office/buddy teacher till end of lesson and some time of the next break. 3 of these and parental contact is made (rub off)
drop down clause	applies for serious inappropriate behaviour and student to withdrawal room/office/buddy teacher till end of lesson and some time of the next break.

Giving Instructions

SKILL

2

To give a clear direction about what students are to do.

Why is giving an instruction an effective management method?

1. Clear, short instructions help students understand what you expect them to do.
2. Instructions help students organise what they are required to do. Students are then able to begin the task as soon as possible (if students can be physically doing something within the first 5 minutes of instruction for P-7 and 5-7 minutes for secondary, my research indicates that inappropriate behaviour will be minimalised).

Hint: Learn how to tell if student attention is focussed before you give an instruction.

How to give effective instructions:

1. Demonstrate appropriate body language stance for giving instructions i.e. hands either behind the back or by the side with a slightly open, relaxed stance positioned at the front of the room where all eyes can focus upon yours.

AVOID

- arms folded in front
- hands on hips
- one leg on a chair (or similar) and the other on the floor

NB I have encouraged 'wanderers' to put a cross on the floor (not necessary for secondary) and inform their students that the cross is the spot where important instructions are given from, then practice.

(The training effect from this is very powerful.)

Chain the instruction to a short pause and scan the class.

2. Use instructions only for the "have to" tasks. Give choices for optional tasks.
3. For instructions that occur on a regular basis in P-3 classes, draw the instruction on cue cards and display them. When it is necessary to give the instruction, gain the class's attention, move to the cue card and point at it without verbal instruction. In secondary classes cue cards can act as a rule referral or reminder of task at hand.
4. Phrase the instruction as a direction rather than a question.
"Looking here everyone, thanks," instead of "would you like to look here everyone?"
5. Use "thanks" rather than "please" at the end of an instruction for a crisper, less question-like tone. Do put please in the instruction if you wish but preferably not at the end.
6. Use "now" if the group or student is escalating.

Giving Instructions *continued*

SKILL

2

7. Give the instruction in a firm, calm and measured voice.
For example:

- *Come here, John.*
- *Open your books at page 17 Year eight.*
- *Steven and Sharon hand out the science equipment, thanks.*
- *Move to your group areas now.*
- *Stop what you are doing and look here, thanks.*
- *Sit in the shade, thanks.*
- *Walk quietly down the stairs, thanks.*

The following are effective strategies especially for students with emotional or behavioural disorders:

- have students repeat the instructions back to you or their partner
- write them on the B/B or cue cards
- make the instruction achievable
- ensure eye contact
- do not accept excuses for not carrying out the instruction
- use positive statements rather than negative e.g. "I want you to put the book away and come and sit on the mat." INSTEAD OF "You are not meant to be reading that book and we are waiting for you."

The Process of Instruction Giving

1. Give the instruction.
2. Wait and scan.
3. Descriptively encourage 2 students.
4. If necessary, move toward a student who is not ready and in close proximity warn/give choice.
5. If necessary follow through.

Waiting and Scanning

 SKILL 3

To wait for 5-10 seconds after you give an instruction.
(this will vary greatly depending upon the many factors that make up your class)

Why is waiting and scanning an effective management method?

1. It gives students time to process the direction.
2. You avoid filling all the available time with excess talk that can inadvertently train the class to stop listening to your voice.

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.*
- *It is not necessary to wait for every student to be ‘ready’; selectively attending to students not ‘ready’ is a good strategy to employ. Ensure those students are spoken to at a later time using the re-entry language questions.*

How to wait and scan:

1. Prior to waiting and scanning, securing students attention is important. There are many methods I have trialled and observed, the following are but a few:

individuals:

- cue with parallel acknowledgment
- call the students name
- gain eye contact
- indicate with eye and head movement to a student nearby who is listening to pass the message on to the inattentive student

groups/whole class

- turn off the lights
- use a directional phrase e.g. “stop, look and listen” or “eyes and ears this way thanks”
- ring a bell

Waiting and Scanning *continued*

SKILL

3

- raise your hand and others follow
 - begin playing soft music indicating the student has a limited time left
 - begin a countdown
 - announce and turn a one minute egg timer over
 - clap a rhythm for students to copy
 - begin a chant which students respond to e.g. "1,2,3..." and students respond "eyes on me."
2. When working with a group, use the time to manifest stillness with assertive body language, by standing still facing the group.
 3. Use the time to plan ahead or work on your self control.
 4. Avoid using this time to finish preparing your lesson.
 5. Scan the group, chain to descriptive encourager or a redirection.
e.g. **Instruction** "Yr 5 pens down and eyes this way thanks."

Waiting & Scanning up to 10 seconds thinking what does pens down and eyes this way look like? sound like?

Descriptive Encouraging "Mike has his pen down." "Jane is sitting up straight." "Gail's eyes are on me." "Jeff is sitting quietly, waiting." NB only give 2.

Cueing with Parallel Acknowledgment

SKILL

4

To acknowledge students' on-task behaviour with the intention of prompting another to follow suit.

Why is parallel encouragement an effective management skill?

1. It cues other students to match the behaviour that is being acknowledged.
2. It is an alternative to a redirection, so can help you avoid nagging or becoming too directive.

Hints:

- *This is more effective with younger students but:*
 - *by using a respectful tone or*
 - *acknowledging students in groups or*
 - *by being aware of peer pressure issues when publicly acknowledging individuals, upper primary and secondary students respond well.*

How to use parallel encouraging:

1. Scan the group regularly. When students are off task, choose to acknowledge someone in close proximity that is on task.
2. Acknowledge that person with a descriptive encourager in a loud enough voice for the others to hear.

The Verbal Language of parallel encouraging

The following are common ways to begin a sentence where a teacher is parallel encouraging

- "I like the way Jill/group..."
- "Look at Ben/group,..."
- "I love the way Sue/group..."
- "This group..."
- "That group..."
- Use a description of reality phrase eg. "Michael's doing his work." "This group is working quietly." "Vanessa is almost finished."

AVOID

- "Dan, why aren't you working with your group?"
- "Phillip, you are meant to be writing now?"
- "Why haven't you started?"
- "It's always the same people not doing their work."
- "Come on Max, start working."

The Non-verbal Language of parallel encouraging

- Before asking a question, raise your hand and point at it while you begin to ask eg Raise hand and point at it saying, "who can tell me the next job to do?"
- While students work in groups and one child is off-task, move in and physically isolate the student by positioning yourself between that student and the rest of the group, facing the students on-task and state, "This group is working really well," moving away without including the off-task student in your statement. If the student remains off-task the teacher can return again and repeat the process only this time before moving off wait to gain an instant of eye contact. On either occasion the student will normally initiate the reason why they are behaving the way they are. Follow up with a low-key acknowledgment to the students as soon as they choose to go on-task. For example, use body language encouraging: smiling, finger signing, proximity or touching of students' material.

This is effective with younger students but by using a respectful tone, upper primary and secondary students respond well.

Body Language Encouraging

SKILL

5

To intentionally use your body language to encourage students to remain on-task.

Why is body language encouraging an effective student management method?

1. It takes no time to do.
2. It promotes a positive tone in the classroom.
3. Between 70-90% of our communication is affected by body language messages.
4. In Aboriginal and Torres Strait Islander community schools the percentage is more likely to be 100%. In Aboriginal and Torres Strait Islander community schools this skill is particularly important and teachers should try to use this as much, or more than verbal methods.
5. It promotes on-task behaviour when used intentionally.

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.

How to use body language encouraging:

1. Walk near students who are on-task.
Take this opportunity to triple 'P'
REMEMBER :
 - P- praise
 - P- prompt for what to do next
 - P- push off
2. Touch the work of students who are on-task. This cues you to circulate throughout the classroom.
3. Smile and make eye contact. These are powerful, positive signals that help the student feel welcome and noticed. This intentional use of body language encouragers does not describe, or preclude, all of the spontaneous body language messages that you send.
4. Make discrete nodding movements and finger signals.
5. Establish personally understood signals (PUS) with students i.e. teacher points to their head indicating hats off, a student is swinging on their chair, the teacher makes eye contact, puts 4 fingers perpendicular on the palm of their other hand indicating that 4 legs of the chair should be on the floor.
6. Use your hand to block a student's interruption by placing your hand, fingers extended, in front of the student's face.
7. Fingers to lips, come here, turn around, be quiet, no more noise, hats off, etc.
8. While working on the whiteboard / blackboard or with individuals ensure you scan the class regularly.

Body Language Encouraging continued

SKILL

5

9. Read the body language being displayed by the students in your care e.g. a student comes into the room and puts their head on the desk in their arm. Deal with sensitive issues at an appropriate time.

AVOID

- being confrontational
- using sarcasm or put downs
- allowing the student to leave at the end of the lesson without speaking to them
- running after a student

Remember least to most intrusive

Avoid the following:

- *standing too close to a student. This can be intimidating to cue hostility.*
- *holding eye contact, since it can become a 'stare-out' challenge.*
- *standing near to the student, indicating that you are waiting after you've given a correction. Walk away and scan back.*
- *showing irritation through foot tapping, pursing lips or pointed frowning. If something is irritating, say so straight away and give redirection, unless, of course, you are choosing to use the selective attending skill.*

MIRRORING

A child displaying non-verbal inappropriate behaviour can be shown how they look so they can gauge the inappropriateness of it.

It is extremely important that:

1. you gain the student's permission
2. it is done privately.

Once this is done, demonstrate the behaviour to the student then step out of the character to create an invisible third person. Refer to the behaviour, not the person.

Agree upon some signal that you can alert the person to in future so they may correct their behaviour.

Descriptive Encouraging

SKILL

6

To encourage students to become more aware of their competence by commenting on their behaviour.

Why is descriptive encouraging a useful management method?

1. It describes back to students the behaviour that you know will help them learn. This has a positive training effect.
2. It reinforces the rules.
3. It promotes a positive, supportive learning environment.
4. It focuses on strength and is esteem building.
5. It stimulates students to risk-take. They become more able to display the courage it takes to tackle difficult work, or practise self-control.
6. It gives students information about their competence.
7. It directs attention to strategies that are useful for problem solving.
8. It strengthens your relationship with students.
9. It encourages the user to catch kids being good!

*Hints: Pay attention to your timing and tone when delivering an encourager.
This requires sustained intentional practice.*

How to use descriptive encouraging:

Give an instruction, normally to the class then follow up with a cue or a description of reality to encourage others to begin as well.

1. Describe exactly what you see or hear that you want to see or hear more frequently, in other words, state the obvious. For example:

Steven has started work. Most students have moved to the right place.

This group is on task writing down the list words. You've responded straight away by reading.

You sat in your seat as soon as I gave the direction. Melissa, thank you for sitting down.

2. Use in a respectful rather than flamboyant tone.
3. Use in a genuine fashion, but don't wait till you feel like giving it, it's too late. Intentional use has the most training effect.
4. Use privately to individual students.
5. Use collectively to the group.
6. Use frequently.
7. Send positive notes home at least once a term.

Descriptive Encouraging continued

SKILL

6

Avoid the following:

- Giving conditional praise. For example: "Good, why didn't you do it like this all along?" The student will probably resent it, and the teaching/learning relationship will suffer.
- Replacing descriptive encouraging with 'warm fuzzies'. For example: good, great, terrific, that's beaut. Use them as add-ons, and remember that they alone have limited training effect.

NOTE: This skill appears far easier to master than it is. Descriptive encouraging will require sustained intentional practice.

Begin a Celebration Chart

What is a Celebration Chart?

A celebration chart is a whole class behaviour modification process where one behaviour is described then a celebration is had when the class reaches the target amount of points set.

Why a Celebration Chart?

It is a proactive model utilising peer group pressure to maximise its potential. Positive feedback is a crucial part of the process and no individual can be totally responsible for the success of the process, it is a class effort.

How does a Celebration Chart work?

1. The teacher identifies a behaviour that s/he would like to shape.
2. A class meeting/discussion is held to share with the class the idea of having a celebration. At this point a brainstorming session to list ideas for celebrations is worthwhile.
3. The teacher then gains an agreement from the class on the first celebration they will have. Pictures are collected or drawn to highlight the celebration as a fun thing to do.
4. The teacher then puts a point value on the celebration (this will depend upon the number of children in the class and how often the teacher is to use the chart: the aim is to reach the celebration point target as follows
 - for the first one in about one week
 - for P-3 each week stretching to each fortnight by the end of the term
 - for 4-7 after the initial one about each fortnight stretching to every 3 weeks by the end of term
 - for 8-10 depending on how many periods the teacher has the class for each week but about 7 periods to start with then stretching it out over the term.
5. The teacher then informs the students how they can earn points and reinforces the fact that as soon as the target is reached the celebration will occur (I encourage teachers to negotiate that the celebration will happen within one or two days of reaching the target as bush teachers may need time to have things arrive from the city or it may happen on a Friday, therefore it will need to happen on the Monday), e.g. If the behaviour to shape is that students will be in line when the bell sounds, the students who are present when the bell sounds earn a point each for the class, the more students present on time, the more points and the sooner the target is reached, therefore the sooner the celebration is enjoyed.
6. To encourage behaviour shaping especially of students who are main offenders, introduce a lucky dip where all names are in a hat (some more often than others) and before going out to the first break, draw out a name and that person becomes the 10 point bonus person. If this person is in the line when the bell sounds they earn an extra 10 points for the class. There can be one, two or three names drawn out and this may need to be balanced by having a higher target in the first place. At each break a new 10 point person (or more) can be drawn.

NB Remember:

- the aim is to have a celebration not to punish.
- all students must participate in the celebration even if they did not contribute to the points
- points must not be taken away once they have been earned
- only work on one behaviour at a time (obeying the class rules is too general)
- if the first one doesn't shape behaviour, have another one but ask yourself the following
 - *were there too many points to get?*
 - *was it too easy to reach the target?*
 - *was the celebration motivating enough?*
 - *was I consistent in my approach?*
 - *what was it that I did wrong?*

You will be surprised how quickly behaviour can be shaped after having your first celebration.

Selective Attending

SKILL

7

To intentionally give minimal attention to off-task behaviour.

Why is selective attending an effective management method?

1. It avoids unintentionally reinforcing off-task or disruptive behaviour. It decreases the likelihood that this behaviour will be repeated.
2. It gives you time to think of how to handle the student's behaviour in a way that is productive.
3. It gives you time to attend to other students who are on-task.
4. It sends a message to all students about your expectations.
5. It is a powerful modelling device saying "I can stay focussed on my work despite the disruption."
6. It is a deliberate process used within a discrete time-frame; it has a beginning and an end.

Hints:

- *There is a fine line between selective attending and dereliction of duty. This comes into play when a teacher "puts the blinkers on" instead of dealing with a situation. If people find themselves doing this it may mean that it is time to revisit the rules that establish boundaries of behaviour.*
- *You must act immediately if safety is compromised.*
- *Selective attending may involve subtle signalling to on-task students displaying appropriate behaviour to indicate that you realise inappropriate behaviour*

How to use selective attending:

1. Do it when the student is choosing off-task behaviour that is *not seriously disturbing to others*.
2. Keep the student who is of concern in peripheral eye range. Avoid turning your back at this point; you may miss a training opportunity to use a descriptive encourager as the student starts to work.
3. Stop this process when the student either:
Starts work, give a body language encourager; or begins to seriously disturb others, give a choice or follow through.
4. Use 'vaseline eyes' that is, slide your eyes away if you discover you're maintaining eye contact with a student who is off-task.

Selective Attending continued....

SKILL

7

6. Be aware that the behaviour you are selectively attending to may have some underlying problem attached that you may need to follow up.
7. Be aware of getting hooked into Secondary Behaviour. For example, the student may be sulking, or using large scale distracters like paper tearing, spitting, chair rocking or loud interrupting). Secondary behaviour is a term that describes behaviour that has the objective to change the original focus of your concern. It frequently elicits arguing or convincing talk from the teacher, this has no productive end and wastes precious time.
8. If another student is drawn into the inappropriate behaviour of another and says, "They're / he's / she's not doing any work either," deliver the following sentence loud enough for others to hear, "I will speak with them / him / her when I'm ready."
9. Any behaviour that is selectively attended to more than once, will require a Post Lesson Discussion, otherwise it will be repeated again and again in future lessons. A Post Lesson Discussion is a conversation had between the teacher and student after the lesson, which discusses the problem behaviour, and re-establishes expectations in relation to this behaviour for future lessons. The same process could also be used anytime a student is moved in or out of the classroom.

Re-entry or Post Lesson Discussion Questions

The following 5 questions are recommended when re-entering a student:

1. What did you do? / What happened?
2. Which rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think should happen if I see the same or similar behaviour today/this session/etc. (whatever is an appropriate and achievable time frame)

Verbal & Non-Verbal Redirecting to the Learning

8

SKILL

To redirect student behaviour using positive non-confrontational methods.

Why are verbal and non-verbal redirections an effective management method?

1. When given using the most appropriate way for any given situation, it will increase the likelihood of the student complying with the redirection.
2. When the most appropriate verbal or non-verbal strategy is used there is less chance of a confrontational situation occurring.

Hint: Remember body language, tone of voice, proximity and facial expressions are crucial to ensuring your redirection does not become a threat.

How to give a verbal or non-verbal redirection:

1. Make a decision before saying anything in relation to the behaviour you are observing / hearing ie. **Should I selectively attend** to the behaviour or does it need to be addressed.

How to make that decision will be based on many factors such as:

The importance of the task at hand.

The recent behaviour of the student prior to the behaviour that is occurring now.

The tone of the lesson and the possibility of the behaviour upsetting that tone.

Is the student on a behaviour management plan / contract / etc. and I must follow it.

The time of day.

Am I in control of myself?

2. Having decided to give a redirection, choose an approach that will be least intrusive so that should you need to, the option is available to raise the level of the redirection to a more intrusive one.

The following are a selection from least intrusive to most intrusive looking firstly at the strategies defined as ESCM 8. A section following titled ORAL REDIRECTIONS then describes other common strategies employed by teachers. While not inappropriate, they can be more intrusive than those describes in ESCM 8:

NON-VERBAL REDIRECTING TO THE LEARNING

- Non-verbal redirection - eye contact, head movement, smile, hand movement or combinations of these.
- Proximity – where a teacher moves to a student exhibiting off-task behaviour or inappropriate behaviour and stands without speaking in the student's personal space avoiding eye contact but looking at where / what the student should be doing.

Verbal and Non-verbal Redirections *continued...*

SKILL

8

- Pause in talk – while giving instructions or during discussion, a student/s are talking or displaying off task or inappropriate behaviour, the teacher pauses and looks in the direction of the student/s and waits for silence then continues with the instruction / discussion. Often, a non-verbal redirection may accompany the pause if eye contact is made.
- Non-verbal directional action – a teacher or nominated student may ring a bell, turn off the music, turn off a light, etc. to redirect behaviour or attention. A teacher may clap their hands or perform hand actions for others to follow to redirect behaviour or to refocus the class. A teacher may raise their hand or move to a particular spot in the classroom that the students know means to stop what you are doing and give your attention to the teacher. The reason this is more intrusive is that the whole class is expected to comply with the request regardless of their participation in the inappropriate behaviour or whether they have finished the set task.

VERBAL REDIRECTING TO THE LEARNING

- Verbal Redirecting to Learning – a student/s are talking or displaying off task or inappropriate behaviour and the teacher uses the curriculum to redirect the behaviour with statements such as
 “Would you like some help?”
 “Mark, have you finished to question 5?”
 “The answer to number one is.....Mark?”
 “You will need to have this finished before morning tea which is in 5 minutes.”
 “I hope Mark and Jeff will have their work done and be ready to go out on time at lunch time.” Etc

ORAL REDIRECTIONS

While these are not a part of ESCM 8, they are common strategies that teachers employ to redirect behaviour. These are listed from least to most intrusive:

- Individual close talk – the teacher moves to the student and without anyone else hearing is spoken to in relation to their behaviour. They may be offered a choice, given a rule referral or merely redirected to the task at hand.
- Questioning to redirect - a student/s are talking or displaying off task or inappropriate behaviour and the teacher questions to redirect using questions that will often begin with “what”, “where”, “are” or “have” such as
 “What should you be doing?”
 “What are you meant to be doing?”
 “What is your job?”

ORAL REDIRECTIONS *continued...*

- “Where should you be?”
 “Where are you meant to be?”
 “Are you finished?”
 “Are you doing your job?”
 “Have you finished?”
- Humour to manage behaviour – a comment to ‘lighten’ a situation, if appropriate, can be a non confrontational method of redirecting behaviour. If a student has sworn non-directly, said something aloud or acted in some way to distract or divert the class focus, using humour can lighten the situation rather than highlighting the act which may encourage the student to repeat it or increase it. Regardless, there is a fine line here between using humour and how easily it can become sarcasm. The student’s response, be it verbal or non-verbal will indicate to the teacher whether it was humour or sarcasm. Should it unintentionally be the latter, it is important that the teacher rebuild rapport as soon as possible.

- Call student's name – the teacher simply calls the student's first name, just loudly enough for the student to hear. Take up time is then given and if the student looks toward the teacher, the teacher may follow with a non-verbal redirection. If the student knows the teacher is calling their name because they were off task or behaving inappropriately and they choose to not look at the teacher but return to their task, the teacher may thank the student using a respectful tone or simply continue watching for a short period of time.
- Redirection given – the teacher may call the student's name as in 'call student's name' and then follow with the request eg. "Mark,..... sitting down thanks." Another form of this strategy is to merely redirect behaviour as follows: "Come away from window." "I want you to get on with your work." "You need to listen when I am talking." Etc. Using "thanks" at the end of these statements / requests / commands will assist in gaining compliance.
- This also includes when a teacher uses the strategy across a room. This will more often than not include others and can have a positive or negative effect on the student/s being redirected.

Using "thanks" at the end of these statements / requests / commands will assist in gaining compliance.

- Oral directional phrase – A teacher uses a phrase that the students have been taught means to stop what you are doing and pay attention to the teacher. Some examples of these are as follows:
 - "Stop, look and listen."
 - "Eyes on me"
 - "Pens down, thanks"
 - "Eyes and ears to me"
 - "One two three" and students reply "Eyes on me" or vice versa.
 - "Tra la la" and the students reply "Tra la la"Some teachers begin a chant or song to redirect or have the class pay attention. The following are a few examples:
 - "Thursday, Thursday what do you see, I see Mark looking at me, who else can I see looking at me." The students are hoping that by putting their pencils down the teacher will call their name out to say they are doing the right thing.
 - "Hey there Joe do you wanna ride my bike, I'll meet you on the corner on a Saturday night, you can wobble, you can wiggle, you can do the twist but I betcha, I betcha, you can't do this." At this stage the teacher begins some hand action that the students attempt to copy. The song is repeated and a different hand action is done.

Before Giving A Choice

SKILL

9

Some strategies to try before giving a choice.

- Distraction/diversion - The aim is to move the attention away from the inappropriate behaviour by distracting the student e.g.
 - call the student/s captivated by the inappropriate behaviour to you.
 - refocus the class and review the work
 - sing a song
 - do something very different
 -
- When/then statements or “yes if”... statements. This is a conditional direction and students will hear ‘yes’ more often than ‘no’ e.g.
 - “Can we play with the computer?” “Yes, if you finish before half past two.”
 - “Can we go out for sport?” “When everyone has cleaned up their area then we can go out.”
 -
- Partial agreement - This is useful especially for argumentative students. The aim is to partially agree with the student, keeping focused on the primary behaviour e.g.
 - “Put those books away thanks.” “I wasn’t reading them.” “I’m sure you weren’t, but could you put them away anyway, thanks.”
- Broken record tactic - The teacher repeats the instruction given in a calm, firm, quiet tone up to three times before walking away after the third time. e.g.
 - “Glen, put the game away and return to your desk.” “But I...” “Glen, put the game away and return to your desk.” “I just want...” “Glen, put the game away and return to your desk.” Then turn and walk away.
 - Turn the lights off in the room.
 - Do something very different.
- Move the student in the room, non-verbally is the best way.

Giving a Choice

SKILL

9

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

Why is giving a choice an effective student management method?

1. It provides the student, or group with information about your expectations and the likely consequences of the choice.
 2. It puts the responsibility for decision-making onto the student.
- Hint: When discussing the behaviour the student has exhibited, try referring to the behaviour in terms of.... "You have made a mistake and now you need to make a choice, you can either...."*

How to give a choice:

1. Do it when the student has remained, despite redirection, off-task and is disturbing other students.
2. Do it when the student has begun to seriously disturb the class after a redirection from you. For example, the student may be engaging in *secondary* behaviour (sulking accompanied by large scale distracters like paper tearing, spitting, chair rocking or loud interrupting). Secondary behaviour is a term that describes behaviour that has the objective to change the original focus of your concern. It frequently elicits arguing or convincing talk from the teacher, this has no productive end and wastes precious time.
3. Do it when the student is overtly hostile to you and is challenging your management.
4. Do it when you can't think of anything else to do.
5. Do it as soon as it is clear to you that the student is escalating by saying
 - {Name} your choices are...
 - Steven, the choices are, start your work now or you will be in here with me at morning tea, make your choice now.
6. Use a firm and measured tone in close proximity to the student.
7. Walk away straight afterwards and scan back intermittently, allow about 15 seconds for the student to make their choice.

Giving a Choice

SKILL

9

8. If a student has a disruptive / distracting object give the choice of "...either in your bag / desk or on my desk." Avoid taking it. If they refuse indicate a post lesson discussion and follow through with a response sheet.
9. With early childhood students try, "Mark (pause for take up time) now or playtime" You may need to teach the students what 'now' and 'playtime' mean but this can be delivered to the student in a louder voice as it will refocus other students inadvertently. This is not advisable with older students as a 'shaming' effect may eventuate if delivered more audibly with them.
10. Chain to the most logical management skill, for example:
 - descriptive encouragement if they return to the task;
 - selective attention if a student de-escalates the off-task behaviour so that it is no longer disturbing others; or
 - follow through if the behaviour escalates and continues to seriously disturb others.
11. Avoid making a choice sound like a threat. This is an easy mistake to make. Remember the body language impact of tone of voice, proximity and facial expression.

Following Through

SKILL

10

Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.

Why is following through an effective management method?

1. It clearly establishes that you mean what you say.
2. It models assertive behaviour in the face of threat.
3. It models morally courageous behaviour.

Hint:

Behave as if you are confident even though you may be feeling nervous, uncertain, terrified, or any of an array of debilitating emotions that characterise an aroused state.

How to follow through:

1. Fake confidence by working on your body language (voice practice helps).
2. Do what you planned and said you would. MAKE IT HAPPEN NOW.
3. Avoid letting your embarrassment about what others may think erode your confidence.
4. Consider removing the class from the problem situation.
5. In a crisis event send for help immediately and put the Crisis Plan into action.
6. If you feel powerless to do anything, make an anecdotal note of what is happening in objective, descriptive language. Remember to sign and date it. For example:
 - Tuesday, 18 March 1996 at 9.45am
 - Steven is throwing paper around the classroom, intermittently screaming obscenities and refusing to join the class.
 - Gave the direction "sit down now", then a choice to join the group or go to the calm down area.
 - Called admin for assistance at 9.35am with a red card.
 - Other students are agitated. Am using calming and distracting procedures with them by reading the class novel.
7. Reassure the class and work on your self-control.

Following Through *continued*

SKILL

10

8. Following through looks and feels messy. Do it anyway as it establishes and reinforces the boundaries. All students know you mean what you say. They will feel safer and build their trust and respect in you as teacher/manager.
9. Reflect on the event later with a colleague if possible and:
 - defuse (*see skill #10*)
 - critique your action by asking:
 - ⇒ *What did I do that helped?*
 - ⇒ *What did I do that didn't help?*
 - Tidy up your behaviour management plan.
Strengthen the preventative processes.

SEVERITY vs CERTAINTY

It is important to remember that it is not the severity of a consequence, it's the certainty that it will occur.

If the teacher is not ready to deal with a situation or the student is too upset/angry etc. then some "cool-off" time is necessary before dealing with the situation.

Class Discussions/Post Lesson Discussions

A class discussion can be as varied as a 20 second summary of the curriculum and behaviour exhibited in a lesson to a full 20 minute class meeting. e.g.

- Silent reading is ending and the teacher gains the classes attention, "People that was the best 10 minutes of silent reading this week. People chose books at their level and I think it was the quietest silent reading session we have had, well done."

OR the opposite

- "People, although you were quiet for most of the session, I saw many people making trips to the book box to change their books, telling me they were not making wise choices about the books they wanted to read. Make sure in silent reading you choose a book that you can read."

A Post Lesson Discussion occurs where a teacher will indicate to a student, during the course of a lesson that the student will need to stay behind at the lesson's end.

NB This can be for positive talk as well as discussion re inappropriate behaviour.

Defusing

To provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through

Why is defusing an effective student management method?

1. It helps prevent an escalation of the original problem.
2. It helps people calm down and get perspective on the problem.
- 3.

How to follow through:

1. Do it as soon as possible after a potentially traumatic event, but it's never too late.
2. The difference between 'telling the story' which is beneficial and 'rehearsing the trauma' which is not is crucial. If the listener, ostensibly defusing, says things like "you shouldn't have to put up with things like that" or "you poor thing, that's dreadful", the process can change from a helpful one, to one where the person feels more and more victimised as they rehearse the trauma with their scandalised audience.

Defusing (helpful process)

1. Asking what happened.
2. Asking where, what, who, how, when.
3. Reassuring that the person survived and reflecting how they did.

Rehearsing (unhelpful process)

1. Telling what happened. Telling a similar story that happened to you.
2. Asking why questions.
3. Commiserating and maintaining a scandalised position.

Defusing continued

3. Help young children defuse by asking them to draw a picture of the event and hold it up to share with the class.
4. Use a round-robin class meeting with older students. Each has an opportunity to say what happened in turn, or say "pass". It is helpful for the teacher to take his/her turn without using the opportunity to give the sanitised version of what happened. It is useful for all the people involved in the incident to have this opportunity.

NB Re Assisting Colleagues

Introduce the 'Colleague Safety Valve' if a colleague is in crisis and you can help, don't ignore their cries, knock on the door, "excuse me Mr. Davidson, I need 2 or 3 students for a moment" or "Mr Davidson, there's a call for you at the office, I'll take your class. Make sure to defuse later.

NOTE: If you choose not to debrief as part of your crisis management plan, be prepared for the following problems.

- (1) Caregivers may become so concerned about a situation; they may inadvertently help their child rehearse the trauma of the event.
- (2) Teachers who have not had an opportunity to talk about serious events can become increasingly stressed over time. The trauma can interfere with their management confidence and poise.

DEFUSING AFTER A CRISIS

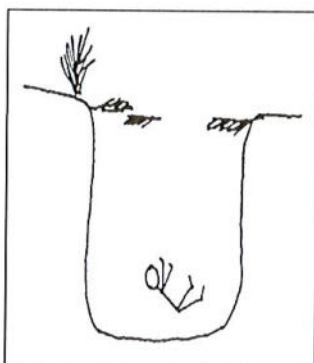
DEFUSE (HELPFUL)

1. Ask what happened.
2. Ask what, when, where and how, not why.
3. Reassure the person that they survived as best as possible in that situation.
4. Then reflect on what they did and how they would do differently next time.

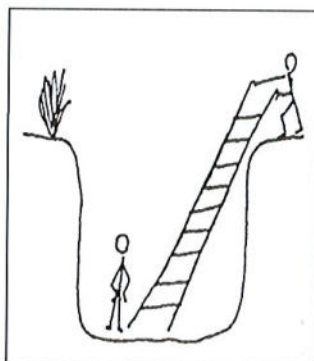
REHEARSAL (UNHELPFUL)

1. Ask what happened then tell a similar story that happened to you.
2. Ask "why" questions.
3. Commiserate and maintain a scandalised position.

Falling into a bear trap...



Defusion



Rehearsal

