

Essential Skills for Classroom Management

TEACHER FLIP BOOK

Original ideas from Emerald SS crew and St Francis Xavier crew
ESCManised by Tammy Berry and Mark Davidson ..Dec 2007..



REMEMBER

- Stay calm, use a **firm voice** and **maintain consistency**
- Use **peripheral vision**
- **Selectively attend** - follow up with post lesson discussion
- Avoid being sucked into **secondary behaviour**
- Say **"thanks"** after verbal redirection and turn away
- **Follow through** with consequences

ESCM Skill 1: ESTABLISHING EXPECTATIONS

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently



- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model



- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

ESCM Skill 2: INSTRUCTION GIVING



- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and Scan (Skill 3)



- Give 1-2 Descriptive Encouragers (Skill 6)
- Start instruction with a verb
- Use calm, firm, friendly, measured tone
- Make instructions short and clear (5-7 min)
- Use visual cues to assist

- Ensure expectations are clear (Skill 1)
- End the instruction with "Thanks..."



- If necessary, move toward student/s not ready
- If still necessary, when in close proximity, repeat instruction
- If necessary follow through with choice and apply consequences

ESCM Skill 3: WAITING AND SCANNING

- Gives students time to process the instruction/direction

- Wait for 5-10 seconds after you have given an



instruction (this varies according to the needs of the children)

- Stand still and face the group to encourage a period of quiet focus



- Use this short time to think ahead and calm yourself
- Scan the group and link with a 'Descriptive Encourager' or 'Redirection' as necessary

(eg... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)

ESCM Skill 4: CUEING WITH PARALLEL

ACKNOWLEDGEMENT

- Scan group regularly... student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task



Verbal Language...

- Descriptive encourager: "Daniel, I can see you writing"
- Praise: "Well done Melissa"

Non-Verbal Language...

- Smiling
- Finger signing
- Close proximity
- Touching of students' materials
- Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work



ESCM Skill 5: BODY LANGUAGE ENCOURAGING

- Triple 'P' - Praise, Prompt and Push Off
- Touch work of on-task students



- Smile
- Eye contact
- Nod, Thumbs Up

- Hand signals / Sign Language

- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)



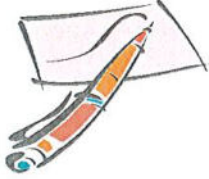
- Hats off
- Sit in chair properly
- Come here
- Turn around
- Quiet etc...

ESCM Skill 6: DESCRIPTIVE ENCOURAGING

- Describe the positive behaviours you see or hear
e.g. "Steven has started work"; "This group is on task"



- Use privately to individual students
- Use a respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours



ESCM Skill 7: ***Selective Attending***

*Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.
Be ready to use a descriptive encourager, or if necessary give choice/warning*

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time

- Praise-Prompt-Push Off
- Prompt-Pause-Push Off



ESCM Skill 8: REDIRECTING TO THE LEARNING

(not the behaviour)

Non-Verbal:

- Non-Verbal redirection (eye contact, head/hand movement, smile etc)
- Proximity
- Pause in talk
- Non-verbal directional action

Verbal

- Verbal redirection (curriculum refocus)
- Oral redirections include:

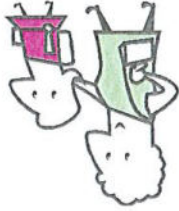
- * Individual close talk
- * Questioning to redirect (Where should you be? /What should you be doing?)
- * Humour
- * Redirection given
- * Oral directional phrase



Remember the impact of body language, tone of voice, proximity and facial expression.

Be calm, clear, firm and positive in tone.

ESCM Skill 9: GIVING A CHOICE



- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
- *"Your choices are or"*
- Walk away and scan back intermittently

- Allow time for choice to be made
- FOLLOW THROUGH (Skill 10) with consequence if choice not made
- Post lesson discussion might be effective



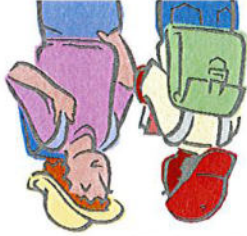
ESCM Skill 10: FOLLOWING THROUGH

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)



DEBRIEFING / DEFUSING

- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma
(seek professional assistance if necessary)
- A supportive school environment will
provide for debriefing
- Time spent on debriefing is an effective use of time
- Get those involved to write what happened



THINGS TO AVOID



- Confrontation
- Sarcasm
- Putdowns
- Unfinished business - it's the *certainty* of the consequence being applied and NOT the *severity*

- Invading personal space
- Showing emotional arousal
- Getting into a power struggle
- Making choices sound like threats



GAINING ATTENTION

For individuals:

- Cue with parallel acknowledgement
- Call student's name
- Gain eye contact
- Move to student
- Eye or head movement to close student who is listening to pass on message



For Whole class or Group:

• *Verbal Cues*

- Chant/sing "1,2,3..." they respond "eyes on me"
- Directional phrase eg. Stop, look, listen
- Counting down

• *Non-verbal cue*

- Turn off lights
- Play music
- Bell
- Clap pattern
- Hand in the air
- Pause and stand in "direction giving spot"



RE-ENTRY AFTER TIME OUT

Re-entry is a CRUCIAL process to changing behaviour

- Before a student re-joins the class again they must be able to articulate what they did, what they should have done, what they agree to do if they re-enter and importantly what will happen if they choose the same behaviour.

Re-entry Questions:

- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do instead next time?
- What should happen if this behaviour occurs again?



- Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group
- At no time should a student re-enter a class without this process