Managing Minor Behaviour

Read and reflect on each of the inappropriate behaviours below displayed.

1. Which of the strategies would be the best to use for each scenario?

2. Why?

Scenarios

*• Christina is calling out whilst the teacher is talking.*

*• Harrison takes the ball and runs away during a game at lunchtime. He had difficulty playing ball games fairly at recess.*

*• Leah is digging in her bag during an independent seatwork assignment.*

*• After re-directing Joseph for being off-task, he is again turned around, trying to get Marc’s attention.*

*• Sanjeet has his mobile phone out during class. The teacher has already spoken to him about this several times.*

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| **Technique** | **Explanation** | **Example** |
| Proximity | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength and helps the student to control his impulses by her proximity. | When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behaviour in line, brief positive feedback will help to maintain the desired behaviour, “Thanks, Alan for showing respect with your attention.” |
| Signal or  Non-verbal Cue | Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group. | When Sarah begins to talk to her neighbour, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.  The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of her expectations for independent work time. |
| Ignore/ Attend/ Praise | This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided. | Michael is off-task during independent work time. The teacher briefly ignores Michael and specifically praises a student nearby who is on task, “Good work, James. You are working away on your assignment.” When Michael begins to get back to work, the teacher then, immediately, praises him: “Thanks, Michael for being on task; you’ll be sure to get your work done.” |

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| **Strategy** | **Explanation** | **Example** |
| Re-direct | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific re-statement of the school-wide or non-classroom behaviour or classroom rule/ procedure. A redirect emphasises the “what” of the behaviour instead of the “why.” | “Jason, please begin your writing assignment now, thank you.”  (Later) “Nice job, Jason, you have begun your work.” |
| Re-teach | Re-teaching builds on the re-direct above and re-teaches the specific behaviour or routine. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach, show and give the student the immediate opportunity to practise demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow. | “Jason, you need to be responsible by being on task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.” |
| Provide Choice | Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives - the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice and when the student chooses wisely, provide praise. | “Jason, you are asked to get on-task and begin working or you can finish this task later today during our special activity.”  or  “Jason, you can get organised and work here at your seat, or you can work in the quiet area.” |
| Student Conference | This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, reasons for the desired behaviour are explored and a plan made to ensure the behaviour is used in the future. A student conference might include practise. | “Jason, several times today I have reminded you about being on task. When you are given an assignment, you need to…. When you do that you can quickly get done what you have to do and move on to things you enjoy more. Tell me what you will do when given an assignment. Let’s practise…How can I help you to do that if you get stuck?” (Then) “Can I get a commitment from you to do that?” |