Behaviour for Learning

Fareham&Gosport **PrimarySCITT**
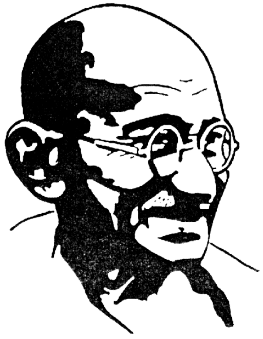
An introduction to developing your professional skills in effective behaviour and classroom management strategies

03rd September 2019

Gandhi said

"That in order to see a change in the world, we must first change ourselves."

If you want to see a change in your classroom and the students you teach, you must change .

Session aims

To understand:

- Behaviour management is an emotional issue.

- That 'You establish what you establish.'

- Why setting clear rules and routines is paramount.

- How the influences of the environment affect behaviours.

- Specific behavioural concerns associated with a range of SEN.

Behaviour traits (Kahler, 1975)

Traits of behaviour are the ways in which we tend to act when we are under pressure, or in situations which we cannot perhaps control.

This may vary in different social settings, but in general it describes how we are likely to behave, react or respond to any given circumstance.

It is often referred to as our 'default' behaviour setting.

Kahlers (1975) Traits or drivers of behaviour

Please people

Try hard

Hurry up

Be perfect

Be strong

http://changingminds.org/explanations/motivation/kahler_drivers/kahlers_drivers.htm
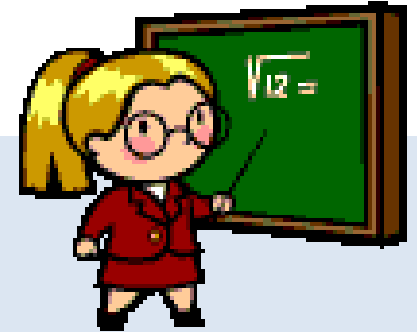
Task – Behaviour Traits

- What is your main behaviour trait or 'default' behaviour?

- How might this effect your expectations in the classroom?

- How would you manage the different behaviour traits of all of the children in your class?

- What are the pro's and con's of your trait?

- How will you overcome the con's?

Why don't students do what you want them to?

1. They don't know what to do.
2. They don't know how to do it.
3. They don't know why they should do it.
4. They aren't suited or matched to the task.
5. There isn't any incentive or consequence.
6. There isn't any relevant feedback.
7. They get more attention by not doing it.

Teacher Styles

As with parenting, the art is getting the balance; not over-used or generated from real anger – thus de-sensitising children or under-used and ineffectual.

In both of these cases the boundaries are hit constantly as there is uncertainty as to where the boundaries are.

What happens to teachers who can never sound cross and similarly, teachers who allow genuine anger to build up?

'**You establish what you establish**'

This refers to the establishment phase with a new class.

Right from the start anything you allow becomes established.

Anything you challenge is established as unacceptable

How do you get a class or an individual behaviour into perspective, so that you can maintain a positive atmosphere?

The most annoying behaviours!

The classic is noise level and off task talking.

If you do not challenge pupils who talk while others talk, you establish that it is OK;
It is no good getting bothered about it later………. Deal with it at the time.

Similarly with noise level, if you ask for 'silence' and then accept a general hub-bub, then your message is "silence means general hub-bub"

Rules and Routines

Planning for Behaviour - Investing time in setting up routines

TASK

• Individually list your routines for the classroom

• Your expectations in terms of noise level

• Your givens

Remember there are many different settings to the school day, eg registration, practical lessons, reading, unstructured provision

Use Positive Language

Consider take-up time

Mindset and Negativity
Negative phrases

- The class is awful
- The group never work sensibly
- This pupil is unable to behave
- Everyone is being too noisy
- Will you stop talking!
- He is always being naughty
- Stop turning around
- Stop fiddling with your pen
- You are always late from break
- Hello "flopsy - dopsy" /mate /princess

40 POSITIVE THINGS TO SAY TO CHILDREN

1. Have fun
2. Do your best
3. Excellent
4. Don't give up
5. You can do it
6. Great effort
7. Keep going
8. I believe in you
9. That was fantastic
10. Thank you
11. You worked hard today
12. That was brilliant
13. Well done
14. You can keep learning
15. Believe in yourself
16. Never give up
17. Keep working hard
18. I am proud of you
19. Good work
20. Great job
21. Superb
22. I could see you worked hard
23. You will improve with hard work
24. That was impressive
25. Thank you for helping
26. Don't be afraid to make mistakes
27. Learn from mistakes
28. Work together
29. Help each other
30. Don't be afraid to take risks
31. I liked your creativity today
32. Be creative
33. I knew you could do it
34. Persevere
35. I can see you have learnt from that
36. You will figure this out
37. You are on the right track
38. Embrace challenges
39. You are capable
40. You can make a difference

@BelievePHQ

1. **Win Win (aka 'being the grown up')**

2. **Modelling the behaviour you expect, this also includes not wanting the last word,**

3. **The traits or drivers of <u>your</u> behaviour, can affect your classroom management .**

The learning environment

The Learning Environment

https://www.youtube.com/watch?v=1B1Bhzd6XrM

- Where do you position yourself when you teach?
- What is behind you?
- Change the arrangement of the room according to the learning activity.
- Sound lighting and smell can all have a positive impact on the learning environment.
- The physical environment can significantly decrease student off task behaviour.

Off task behaviours

- **Which behaviours need to be addressed?**

https://www.youtube.com/watch?v=wvQcBjlfSI8

Poker Chips – Richard Lavoie

Behaviour and Special Educational Needs

SEN includes, but is not limited to:

- **MLD** – *Moderate Learning Difficulties*

- **ASD** – *Autistic Spectrum Disorder (ASC)*

- **PDA** – *Pathological Demand Avoidance*

- **SEMH** – *Social, Emotional and Mental Health*

MLD

"Children with MLD may appear immature and find it difficult to mix with their regular peer group, many are vulnerable and may experience bullying as a result. Often they are needy with an over-reliance on adult help and support" (Good Schools Guide, 2016)

Children with MLD will display some or all of the following needs:

- Difficulty understanding basic concepts.
- Problems acquiring basic skills in reading, writing and numeracy.
- A lack of logic and poor problem solving skills.
- An inability to generalise learning and apply it to new situations.
- Limited and/or immature social, emotional and communication skills.
- Poor fine and gross motor skills.
- Difficulty with personal organisation.
- Poor long and short memory.
- Speech and language delay.
- Emotional and behavioural difficulties.
- Low self-esteem and lack of confidence.
- Sensory impairment.

ASD

"ASD is a lifelong developmental disability that affects the way a person communicates and relates to the people and world around them." **(Autism Education Trust)**

Students with ASD may experience difficulties with:

- Social Interaction
- Communication
- Rigidity of thought or imagination
- Hyper or hypo sensitivity

This can lead to students struggling with understanding their peers and/or staff, listening to a teacher talk without the use of visuals, concentration, imaginative tasks, sensory overload, knowing what comes next and changes to routine, exams and relationships with peers.

PDA

"People with Pathological Demand Avoidance (PDA) will avoid demands made by others, due to their high anxiety levels when they feel that they are not in control."

(PDA Society)

The main features of PDA are:

- Obsessively resisting ordinary demands
- Appearing sociable on the surface but lacking depth in their understanding
- Excessive mood swings, often switching suddenly
- Comfortable in role play and pretending
- Language delay
- Obsessive behaviour, often focused on people rather than things.

For students with PDA they are likely to struggle with the high demands required of them at school. This may result in prolonged tantrums and violent outbursts, as well as less dramatic avoidance strategies like distraction, giving excuses etc. It may appear the student is choosing not to engage when in fact their heightened level of anxiety, feelings of being out of control and avoidance are too difficult for them to overcome on their own.

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SEMH

Many people, when they hear that a pupil has 'behavioural difficulties' instantly think that the pupil is disruptive. In fact, SEMH and disruptive behaviour are not the same thing:
• Disruptive behaviour is commonly exhibited by pupils with no SEMH
• Pupils with SEMH do not always exhibit disruptive behaviour.

Children who suffer from **SEM**H struggle to overcome trust issues which makes forming relationships with peers and adults incredibly hard.
The nature of **SEMH** means that those who suffer from it face barriers in their educational and social development.

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The Basics
Promoting a positive learning environment

1. Organised Classrooms
2. High Expectations
3. Positive Language
4. Positive Role Model
5. Clear Boundaries and Consistency
6. Structured Lessons
7. Develop the teacher Pupil Relationship
8. Be aware of the student's interests as a motivator
9. Language

Visual Resources

The use of visual resources can be particularly successful with students with ASD. It promotes predictability, reduces anxiety, aids communication and reduces confusion and ambiguity.

Lesson Schedules

Visual Timetables

Reward Charts

Social Stories

Behaviour Prompt Cards

Sanction Charts

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Sensory Needs

Taking into account students sensory needs and putting strategies in place accordingly can promote a calmer and more productive learning environment for them.

- Reduce sensory distractions
(Think about sight, smell, touch)

- Carefully planned seating arrangements

- Wherever possible ensure classrooms are tidy and un-cluttered with clear/minimal displays.

- Where possible allow access to necessary sensory aids such as, headphones to drown our distracting noise, doodling book, sensory toy etc.

Challenging Behaviour
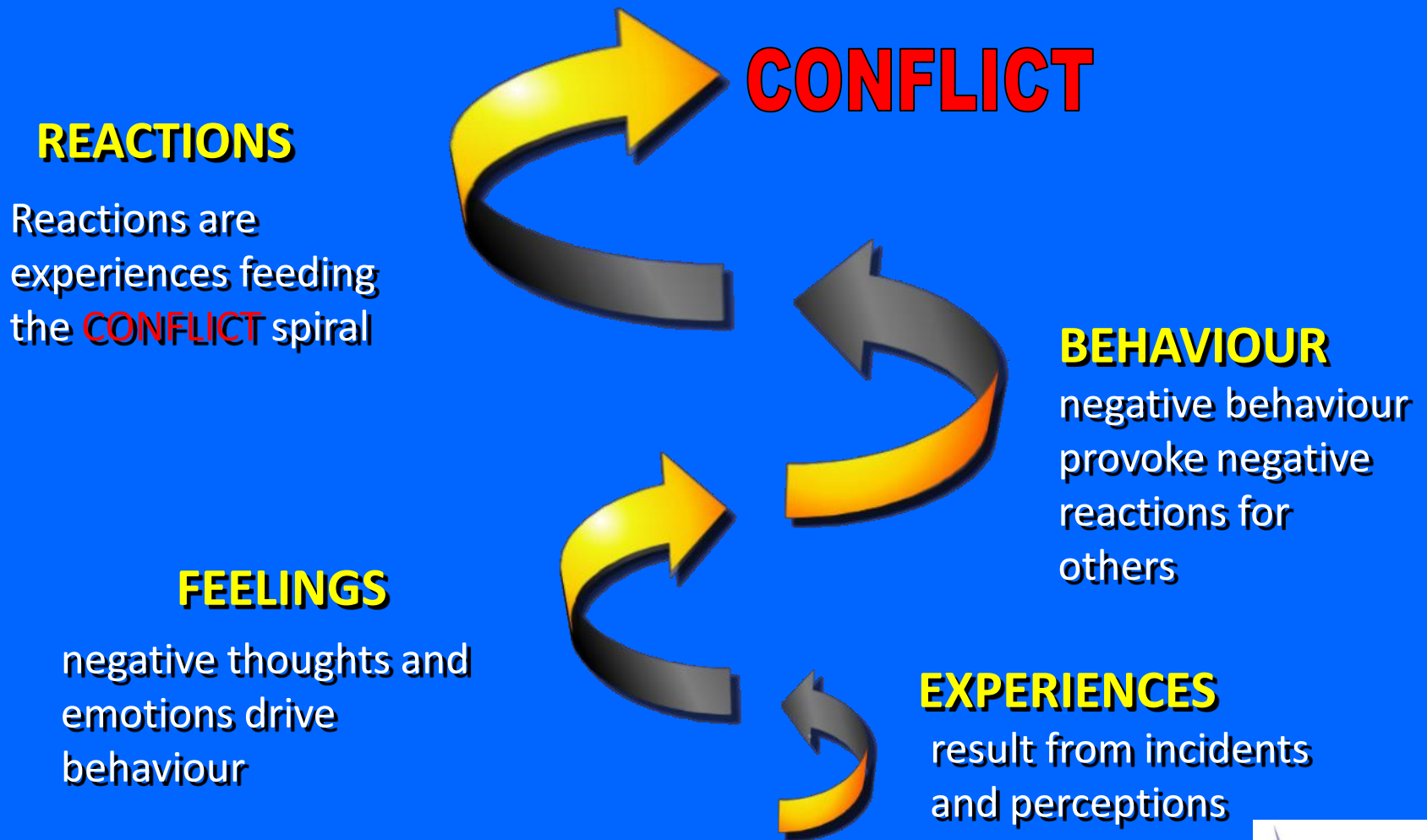# Managing Conflict and De-escalation Techniques

Sometimes there are situations with students where conflicts can arise.

Discussion Task:
Imagine a student in your class is refusing to complete any work, refusing to follow your instructions, and is becoming increasingly disruptive, behaving inappropriately towards other students or staff. You have asked them several times, and given several warnings, you have tried using the usual behaviour management strategies but it doesn't work, you feel like you're entering into a battle of wills!

What do you do?

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Conflict Spiral

REACTIONS

Reactions are experiences feeding the CONFLICT spiral

CONFLICT

BEHAVIOUR

negative behaviour provoke negative reactions for others

FEELINGS

negative thoughts and emotions drive behaviour

EXPERIENCES

result from incidents and perceptions

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C

Communication

- Be aware of your stance, posture, gestures, facial expression and Intonation
- Have a script, e.g. 'talk and I will listen', 'I can see that you are unhappy', etc
- Use humour if appropriate

A

Awareness and Assessment

- Intervene early, only ignore as a specific strategy
- Refer to IEP targets and rewards
- Anticipate what might happen next

L

Listening

- Give take-up time and space, do not stand over expecting immediate response
- Offer choices, do not try to 'win' argument
- Provide a way out with dignity

M

Making Safe

- Offer clear choices and state desired behaviour
- Make environment safe and move others away if necessary
- Discuss incident only once pupil is calm and consider a change of face

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Summary

1. What are the skills and strategies required for successful behaviour management?

2. What practical strategies can I use tomorrow in my lessons that will work?

3. What would be in your behaviour management toolkit?

Reflective Behaviour Management…

"…It's the careful deliberate consideration of what makes classrooms work and what supports deep learning, both for teachers and learners "
Tim Oats

Evaluation

WWW

EBI

TEACHER

I've come to a frightening conclusion that I am the **decisive element** in the classroom. It's my personal approach that **creates the climate**. It's my daily mood that makes the weather. As a teacher, **I possess a tremendous power** to make a child's life miserable or joyous. I can be a tool of torture or an **instrument of inspiration**. I can humiliate or heal. In all situations, **it is my response** that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

— Haim G. Ginott