empowering **independent** education

POSITIVE PRACTICES FOR CLASSROOM MANAGEMENT

Classroom Practices Handbook

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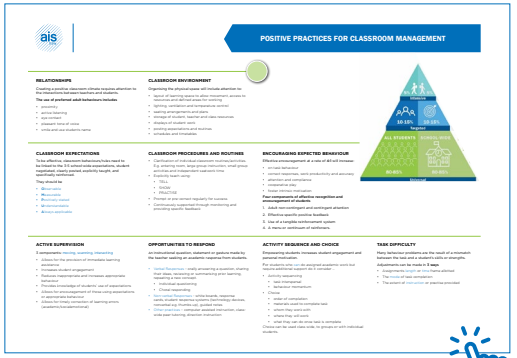

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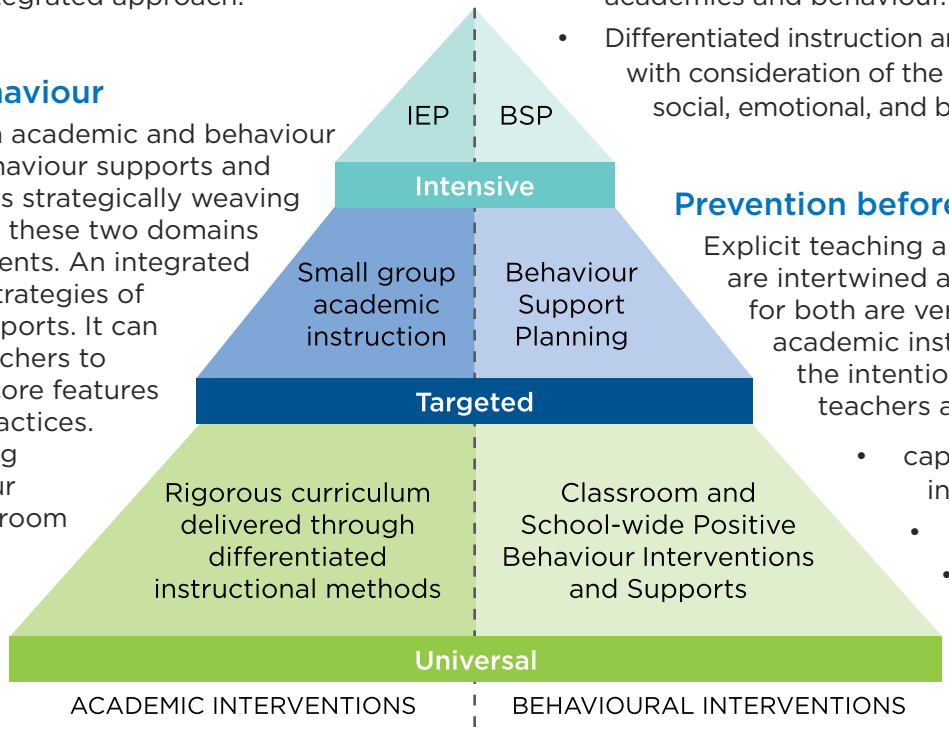
Introduction

Teachers have a responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, teachers are also concerned with students' behavioural and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behaviour practices to support students in an integrated approach.

Integrating Academics and Behaviour

There is a strong relationship between academic and behaviour skills. Integration of academic and behaviour supports and practices within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behaviour supports. It can be more efficient and effective for teachers to incorporate both academics and the core features of effective and positive classroom practices. There are many advantages to weaving together both academic and behaviour practices for students within the classroom setting. These include:

- Quality instruction reduces the likelihood of students engaging in problem behaviour
- Implementation of positive proactive practices leads to increased academic engagement time and enhanced academic outcomes
- Both effective academic and behaviour practices share elements of quality instruction



Core Features of Integration

Core features of effective integration of academic and behaviour support include:

- Effective design and delivery of instruction for teaching both academics and behaviour.
- Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioural needs.

Prevention before Intervention

Explicit teaching and good classroom management are intertwined and the techniques of pedagogy for both are very similar. When high-quality academic instruction is implemented alongside the intentional use of behavioural instruction teachers are able to:

- capitalise on maximising teacher instruction
- increase student engagement
- minimise behaviour interruptions and disruptions.

At the start of every year, teachers have the opportunity to create an effective learning environment. The culture and climate that emerges in each classroom in the first few weeks can persist for the rest of the year. The fundamental features teachers typically apply within their repertoire of skills to establish the classroom climate include building positive relationships,

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acknowledging and supporting students, providing and getting feedback, and supporting those students who need assistance.

To sustain the classroom culture, facilitate continuous learning and maintain a well-managed classroom, practices that are compatible, effective and efficient are more likely to be consistently implemented. When considering the practices to promote appropriate student behaviour and establish effective classroom management, the emphasis is “prevention” before “intervention”.

There is strong evidence and widespread consensus that classroom management requires both *preventive* and *responsive* practices.

Preventative practices are essential in building the foundation for a well-managed classroom that promotes student engagement (time students are engaged) and teacher instruction (time teachers are delivering instruction).

Responsive strategies are also necessary and are used to support students to re-engage in learning, remind students of expected behaviour and assist students to acquire a skill deficit or develop fluency to perform an expected behaviour.

It is the quality and consistency of the use of preventative practices that will influence the effectiveness and impact of the responsive strategies.

Prevention is the key to building the foundation for creating a classroom management system. This classroom management system creates the organisational structure of how the classroom will operate and function to promote positive behaviour.

The related term of behaviour management refers to the strategies used to respond to inappropriate behaviour by guiding, teaching and correcting student behaviour towards the expected, appropriate behaviour.

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Suggestions for use of the Handbook and Resources

This interactive handbook provides a compilation of the most prevalent evidenced-based practices aligned with a proactive and preventative approach to effective classroom management. A range of resources are available to support professional learning to promote a school-wide approach for proactive classroom management which focuses on reflecting on teaching practice.

The resources include the following:

- Video Snippets
- Spotlights
- Observation and Reflection Tools
- Resources for implementation

Teachers implement the classroom practices to promote collective consistency across all year groups and classes aiming to:

- increase student learning and engagement
- increase teacher instructional time and
- simultaneously decrease classroom disruptions and distractions.

Reflecting on teaching practice:

Reflecting on teaching practice through whole school situational learning will support teachers to reflect on their use of the classroom practices for classroom management as part of a continual reflection and improvement journey. The reflection process has two key purposes:

1. Assist teachers to reflect on, receive feedback and make modifications to practices promoting consistency and effectiveness of classroom management to improve student behaviour.
2. Provide data to guide decision-making to support professional learning on positive practices for classroom management.

A step by step guide for getting started:

1. The Instructional Coach (or staff members in similar roles) introduces the focus area for professional learning as Positive Practices for Classroom Management.
2. A timeline and sequence is identified for presenting each Classroom Practice (it is recommended a focus of at least 2 weeks per practice).
3. According to the timeline and sequence each practice is introduced, described and examples demonstrated. Model how and how not to use the

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classroom practice in various contexts (provide examples and non-examples, ask colleagues to share their own examples). This introduction session is concise and explicit and completed within 10-15mins.

4. At the completion of the introduction session teachers watch the corresponding Video Snippet. Video Snippets range in duration from 8 minutes to 12 minutes. Allow sufficient time for teachers to watch the relevant video.
5. Each Video Snippet has a corresponding Spotlight. Each Spotlight is an overview of the practice.
6. Establish a system for peer observation and gathering data to inform feedback about use of the classroom practice across each classroom and year group. Professional Learning Communities could be established and within those groups, staff members may be supported in their approach to classroom management and the implementation of preventative practices.
7. Allow time and support for teachers to plan to use the classroom practice and identify their preferred peer to work with and mutually agree on observing each other. This Peer-to-Peer Coaching approach (Jarvis, R., Dempsey, K., Gutierrez, G., Lewis, D., Rouleau, K., & Stone, B. 2017) encourages teachers to work together and support each other. The aim is to build a shared purpose building on current strengths whilst reflecting, refining skills and learning.
8. Complete observations and share feedback in a planned and coordinated organisational structure.
9. Have an open discussion with the staff on what would be the best approach for using the Observation Reflection Tools and the data gathered. Determine how the data will be summarised and shared. It is recommended that aggregate data is reviewed and analysed and presented at the next whole staff meeting before introducing the next Classroom Practice focus.

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Planning for Reflection

Key steps to consider and agree on prior to undertaking observations: TEACHERS

1. Identify the areas of your practice that you would like to be the focus of the reflection and observation.
2. Provide any relevant information that would aid the Observer (e.g. lesson plan, teaching objectives, contextual information).
3. Observer will focus on specific examples of the practice and observable behaviours related to the practice.
4. Teacher and Observer determine how and when feedback will be given.
5. Teacher and Observer agree on confidentiality and how will observations and feedback be discussed.
6. Observations can be conducted in real time during the actual lesson and the Reflection Tool completed by the Observer during the lesson or shortly after.
7. Or the lesson could be video recorded and subsequently reviewed by the Observer and the Reflection Tool completed.
8. You can also use the recording for your own self-reflection at the completion of the lesson by watching the recording, completing the Reflection Tool and sharing with your Observer.

Personal Plan: Note down what you will do:

Which aspect of your teaching practice relating to Classroom Management would you like to receive feedback on? .....

.....

Who will you seek feedback from?.....

Will it be a:

- Direct Observation (by a nominated peer) of you in the classroom during a specific time and lesson? ☐
- A video recording of you (completed by a nominated peer) in the classroom during a specific time and lesson? ☐
- Self-video recording on own device? ☐

How will the feedback be delivered to you?

- Nominated observer watches the video, completes Reflection Tool and provides feedback for you to discuss and share. ☐
- Watch the video with your nominated Observer and use the Self Reflection tool to review and reflect together on aspects of the practice and implementation? ☐
- Watch the video, complete Self Reflection tool and share with Observer. ☐

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Relationships

Relationships and classroom community are built through discussion, through getting to know one another, and by valuing each person in the classroom. Relationship-building will allow the establishment of a sustained and long term positive environment.

Creating a positive classroom climate requires attention to the interactions between teachers and students.

Supportive relationships between students and their teachers is both valuable and necessary. Student-teacher relationships are multi-faceted and the benefits are many.

The quality of student-teacher relationships contribute to student wellbeing, engagement, academic achievement and peer relationships.

It is imperative that teachers create an environment in which students feel safe, respected, and valued and that they have a sense of belonging. A school environment that creates a positive atmosphere and promotes conditions where students and teachers can focus on learning allows students to thrive.

The use of preferred adult behaviours includes:

- proximity
- active listening
- eye contact
- pleasant tone of voice
- smile and use student names

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Toongabbie Christian College

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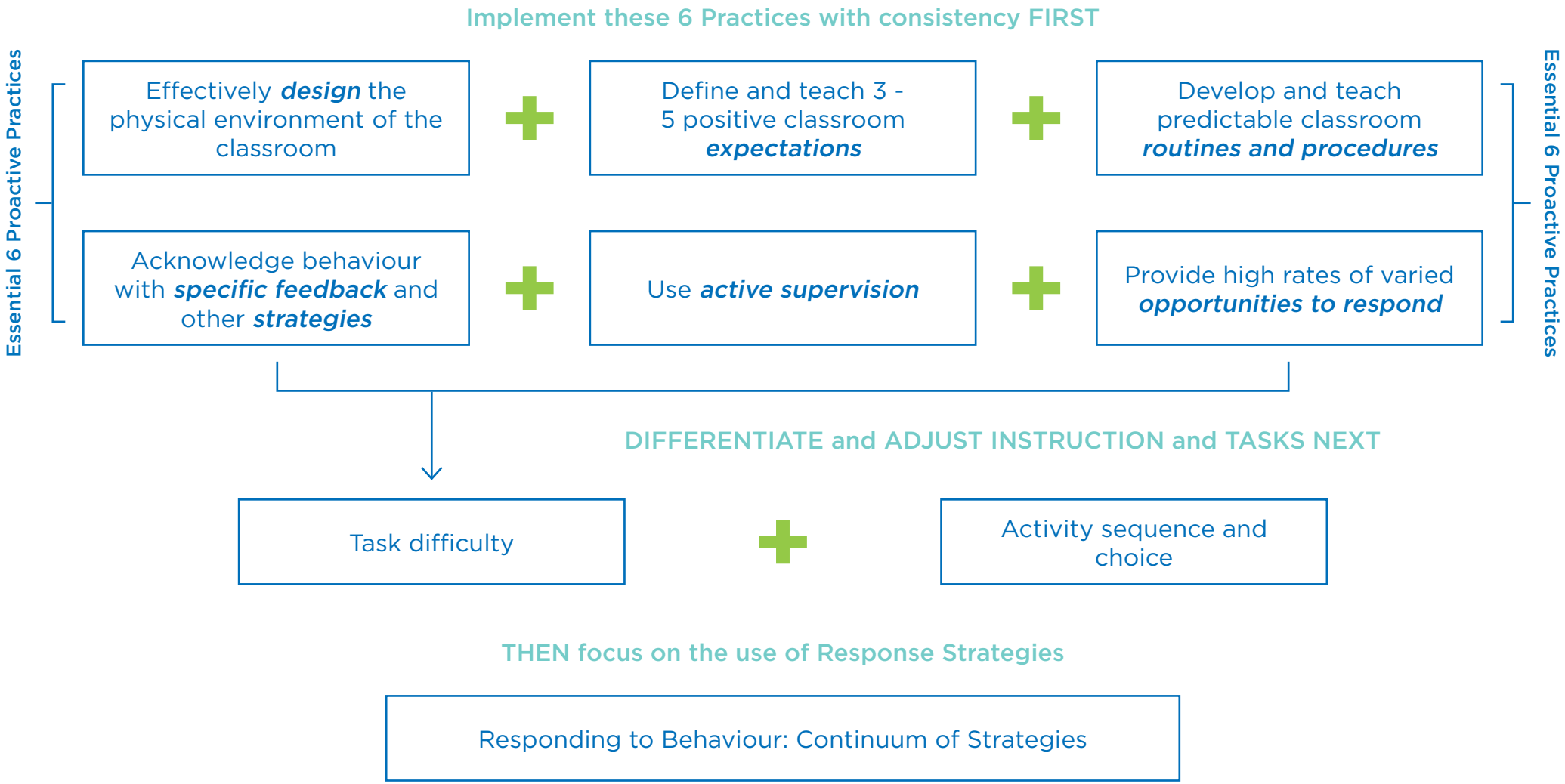
Positive Practices for Classroom Management



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Classroom Environment

Organising the physical space will include attention to:

- layout of learning space to allow movement, access to resources and defined areas for working
- seating arrangements and plans
- lighting, ventilation and temperature control
- storage of student, teacher and class resources
- displays of student work
- posting expectations and routines
- schedules and timetables

Classroom Seating Layout

There is no single classroom seating arrangement that promotes positive behavioural and academic outcomes for all tasks. The available research however indicates that the nature of the task or activity, interactive versus independent, should be taken into account to determine the most relevant configuration.

To the extent possible designating time for setting up the classroom to make use of dynamic and flexible desk arrangement will provide the environment to increase engagement and participation.

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

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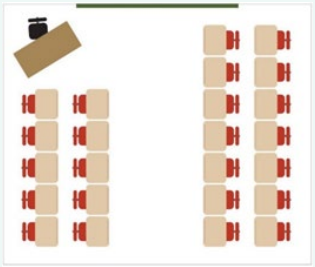
Classroom Seating Layouts

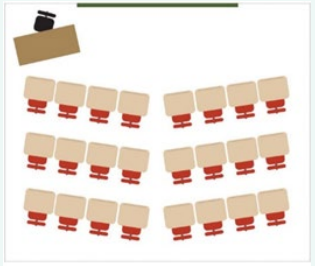
DESKS in ROWS

Evidence shows that students display higher levels of engaged behaviour during individual tasks when they are seated in rows.

Rows are beneficial for:

- Teacher centred instruction
- Independent student learning
- Suitable for all class sizes
- Enables teacher scanning
- Facilitates whole group instruction
- Facilitates direct attention
- Works well for assessments
- Assists non-verbal correction
- Restricts student-student eye contact
- Inhibits off-task student interactions





Pros:

- Encourages individual work
- Minimises disruptions and cheating
- Effective for test taking, instruction and presentations
- Easier to supervise

Cons:

- Limited student discussion and group work
- Students can loose focus
- Uneven distribution of interaction amongst the class
- Difficult for teachers to move from student to student

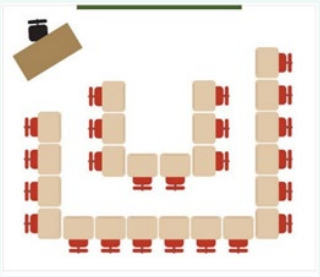
DESKS IN U-SHAPE

U-shapes can promote positive behaviour by providing:

- Increased opportunities for student-to-student interactions
- Opportunities to quickly form groups

Single or double U shape arrangements are essentially halfway between rows and groups, and have some of the advantages of each.

Students are able to more easily interact with those nearest to them or turn around and face students behind them for group work.



Desks in U-Shape are beneficial for:

- Teacher centred and learner centred activities/lessons
- Large group format
- Suitable for medium sized and small classrooms

Pros:

- Easy to interact with entire class
- Encourages participation and discussion
- Builds connection between teacher and students
- Large central area for demonstrations and presentations

Cons:

- Not as suitable for small group work
- May be overwhelming for some students
- May to difficult to engage in discussion with larger classes

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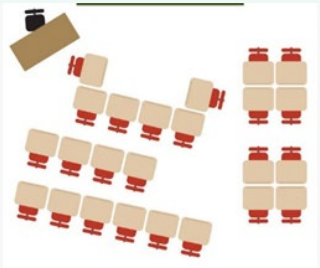
Classroom Seating Layouts

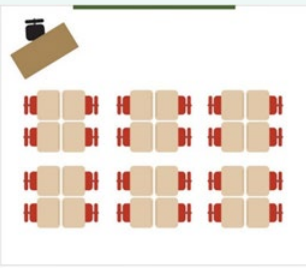
DESK IN GROUPS OR CLUSTERS

Groups of tables can assist the promotion of positive behaviour by allowing a varied range of instructional strategies and promoting student interaction and collaboration.

Groups or clusters are beneficial for:

- Enabling more varied instructional strategies to be implemented
- Meeting students' basic needs for belonging and social interaction
- Small groups and predominantly learner centred activities
- All class sizes





Pros:

- Encourages interaction of all students
- Conducive to students sharing their ideas
- Promotes cooperation and team work
- Flexibility to strategically form groups
- Suitable for small spaces

Cons:

- Increased noise level and distractions
- Decreased productivity
- Less individual accountability
- Harder to assess student's level of understanding

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Classroom Expectations

To be effective, classroom behaviours or rules should be linked to the 3-5 school-wide expectations and values, clearly displayed, explicitly taught, and specifically reinforced.

They should be:

- **O**bservable
- **M**easurable
- **P**ositively stated
- **U**nderstandable
- **A**lways applicable

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

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Classroom Expectations

Regardless of the age and year group, it is important students understand what the expected behaviour is, as this creates the classroom culture and a productive learning environment is established. Classroom expectations define what teachers expect for a successful student. They assist with creating a vision of valued behaviours and attitudes.

When determining classroom rules and expectations of behaviour these factors should be considered.

- Clearly stated and unambiguous: If rules are broadly written they are difficult to implement and difficult for students to follow. It is recommended the expectations are also shared with the wider school community, including parents and carers.
- Few in number: If there are too many rules, students will be confused and overwhelmed and have difficulty remembering and following them. More time and effort may be required to remind and monitor students, rather than proactively solving and preventing the issues from arising.
- Enforceable: This means rules and expectations of behaviour are reasonable and can be followed through.
- Negotiated with students and teachers: Involving students as class rules are created is an excellent strategy for long-term success. Include students in the discussion when determining rules, seek their input and rationale for rules identified. This instils a sense of ownership for the students which will make it more likely that they follow and value them. Students can help demonstrate expected behaviour and have meaningful conversations about why rules are important.
- Explicitly taught and referred to: Teaching is imperative and so are reminders. It is also necessary to monitor, provide feedback and review.
- Positively stated: Rules and expectations of behaviour tell students WHAT to do, rather than NOT what to do.
- To enhance the effectiveness of classroom rules, there are some rules that should be followed. To enhance the effectiveness it is recommend the OMPUA guidelines are applied.

This is an acronym as follows:

A is for Always applicable. Rules should be written so that staff can apply them across classes, activities and environments.

O is for Observable. Classroom rules need to be written in observable terms. Observable means, “I can see it”

M is for Measurable. Classroom rules need to be written in measurable terms. Measurable means, “I can count it”

P is for Positively stated. Classroom rules should be positively stated. When positively stating rules, the aim is to tell students WHAT TO DO, rather than telling them NOT what to do.

U is for Understandable. Rules are stated so students clearly understand what is meant. If rules are broad and ambiguous, they are difficult to implement and difficult for students to follow.

Rules should also be worded appropriately considering the vocabulary used to be consistent with students’ age, grade and ability.

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OMPUA	Definition	Description	Example	Non-Example
Observable	Behaviour we can see a student do or hear them say.	I can see it or hear it.	Raise your hand to ask a question.	Don't call out.
Measurable	Behaviour that we can count when it occurs.	I can count the behaviour when I see it or hear it.	Bring the required equipment.	Be prepared.
Positively Stated	What students do instead of the problem behaviour.	I tell students what to DO, rather than what NOT TO DO.	Use a quiet voice.	Don't shout in class.
Understandable	Written so all students, staff and parents are clear and consistent about the behaviours for each rule.	The vocabulary is age appropriate for year group.	Hands and feet to self.	Maintain personal space. *(This is open to interpretation and younger students may not have a concept of personal space)*
Always Applicable	Staff can apply across classes, activities and environments.	Consistent application and relevance.	Stay in assigned area or group.	Remain seated at all times. *(This would not be applicable when students are required to move and work on certain activities or tasks)*

Teach behaviour like academics are taught

- **Introduce the expectation or rule during a neutral time and include a rationale**
- **Model what the expectation looks like and discuss nonexamples (create behaviour lesson plans)**
- **Practice with the students and provide specific feedback**
- **Acknowledge students who demonstrate the expected behaviour**
- **Pre-correct, remind and review as often as necessary**

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A guide for getting started with establishing class expectations and rules:

The following information outlines how classroom rules and expectations can be developed and put in place effectively.

1. Decide on what you consider to be acceptable or unacceptable for the classroom and anticipate what students need to know and do in the classroom, both academically and socially, before the school year begins.

   Plan for the first days of school based on your expectations. For example, if students' prompt attendance is needed to maximise instructional time, then plan for corresponding classroom rules and procedures by responding to questions such as:
   - What time will class begin?
   - How will I be prepared to begin class promptly?
   - How will I present my expectations of promptness to students?
2. Consider how your students may differ in their understanding and perspective of what is considered acceptable or not acceptable and how this will influence the class expectations.
3. Share your expectations and explain why you think they are important for the class.
4. Create an opportunity for students to discuss these expectations in small groups.
5. Ask students to provide additional expectations and create their own expectations that they believe are relevant.
6. Start with an invitation and use prompts to facilitate the discussion based on the age of your students.

For example:

Secondary Students

"What does a productive learning environment look like in our class?" or

"I would like to begin developing our classroom community together by creating a safe and productive learning space we will all enjoy. Would you be willing to help develop some classroom norms to make that possible?"

Primary Students

"What are ways we can show respect in our class?"

"Why is it important to be respectful in our class? What does it look like?"

"How do you show you are being responsible?"

Idea:

Create classroom expectations using butcher's paper and station rotations. In groups, students rotate from station to station and, after reading the heading on each sheet of paper, contribute ideas and add them to the page.

This can also be implemented by using a thinking map and sticky notes, or a creating a web chart.

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Select rules and expectations that are able to be sustained and are positively stated (e.g., “Walk in the hallways” rather than “Don’t run”). Once the rules are agreed to implement the following steps:

- Begin modelling and discussing the class rules at the beginning of the school year or new term.
- Explain to students the purpose and rationale for classroom rules and expectations.
- Identify positive examples of class rules in action and provide role-play opportunities for each.
- Tell, show, practice, and support new rules as necessary to support effective classroom management.
- Consistently respond to student behaviour regarding the established classroom rules and use reminders (pre-corrects)*

*Pre-corrects include verbal reminders, visual prompts, behavioural rehearsals or demonstrations of how to follow the rule that is presented in or before the setting where the behaviour is expected.

Examples of Expectations: It is helpful when creating expectations that they start with a VERB:

1. Bring a charged device (iPad, Computer, etc.).
2. Be in your seat, ready to learn, when the bell rings.
3. Check your work and the assignment directions.
4. Listen while others are speaking.
5. Use your planner to stay organised.
6. Stay focused during lessons and work time.
7. Ask questions when unsure.
8. Keep your belongings in your locker.
9. Talk at appropriate times and use appropriate voices.
10. Walk on the left.
11. Wear a mask.
12. Put rubbish in bin.
13. Wear hat outside.

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Classroom Rules Example

Problem Behaviour in Your Classroom	Replacement Behaviours (What you want students to do instead?)
1. Students talk out during discussions.	1. Raise hand to talk during discussions.
2. Students don't hand in complete work.	2. Hand in complete work.
3. Students are late.	3. Be on time to class, in seat ready to start when bell rings.
4. Students don't have their stuff.	4. Bring all materials and equipment to class.
5. Students push each other when lining up.	5. Walk and keep hands & feet to self.

Schoolwide Expectations	Classroom Rules (From the replacement behaviours above)	Observable?	Measureable?	Positive?	Understandble?	Applicable?
Safe	1. Walk	x	x	x	x	x
	2. Keep hands to self	x	x	x	x	x
	3. Keep feet to self	x	x	x	x	x
Respectful	1. Raise hand to talk during discussions	x	x	x	x	x
	2. Wait for teacher to call on you	x	x	x	x	x
Responsible	1. Hand in complete work	x	x	x	x	x
	2. Be on time to class	x	x	x	x	x
	3. Bring all materials and equipment to class.	x	x	x	x	x

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Classroom Procedures and Routines

When students are able to follow routines consistently with minimal adult prompting and instruction, the classroom runs smoothly. If routines require the teacher to prompt and guide students through the steps of the routine, valuable instructional time will be interrupted.

- Clarification of individual classroom routines/activities. E.g. entering room, large group instruction, small group activities and independent seatwork time
- Explicitly teach using:
  - » TELL, SHOW, PRACTISE
- Prompt or pre-correct regularly for success
- Continuously supported through monitoring and providing specific feedback

Procedures and Routines are beneficial because they...

- Help to simplify a complex environment and inform students exactly what to expect, what is expected of them, and what is acceptable behaviour.
- Allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students.
- Help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur.
- Free the teacher to focus on more effective instruction and on the unexpected events that come up throughout the school.
- Provide opportunity for students to learn greater responsibility and more self-management.
- Positively reinforce interpersonal communication and social skills in routines that require interaction between teacher and student and student to student.

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

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Classrooms can become disorderly during times of transitions, changes of activity, and when shifting attention between tasks and instructions. Students can become restless and distracted, disruptive behaviour may increase and teachers may need to raise their voice, repeat instructions and wait for students to begin the next lesson or activity. Routines are the anchor for establishing a positively managed classroom as students know what to do, how to do it, where to go, what to bring, how to respond and what happens when.

- When routines and procedures are clearly articulated, taught and reviewed, expected behaviour is more likely to occur.
- When routines are successfully taught, they become habits. A habit is the way one tends to act in a particular situation.

Steps for Teaching Routines:

1. **Aligned with class expectations and rules**

   To identify procedures and routines, first consider the class expectations and rules.

2. **Broken into small steps**

   Routines are explicit and broken into small steps using age-appropriate language or visual supports. In addition, routines are displayed as a visual reminder.

3. **Taught and practiced**

   Routines and procedures are taught and rehearsed until they are automated, and then periodically revisited throughout the year.

4. **Acknowledged and reinforced**

   Acknowledge students when they follow the procedures and routines.

   Giving positive feedback that is specific will help increase the likelihood that students will comply with the procedures in the future.

   Ideally positive feedback should be more frequent during the acquisition stage of learning the procedures.

5. **Used throughout the day**

   Procedures and routines are best taught when they are most meaningful to students that is, at the beginning of and during the activities to which they apply.

   Teaching and practicing routines for problematic areas or times during the day is effective for managing such times and assists with alleviating or perpetuating these patterns of behaviour.

6. **Positively stated and presented visually.**

   Using the following tips will assist with ensuring routines are smooth, and efficient;

   - Remind students when activities will begin and when they will end.
   - Provide specific instructions when switching from one activity to the next.
   - Use a visual schedule and refer to it frequently to show what is happening when.
   - Use signals for transitions. Examples include: gestures, a chime, music, clapping pattern, verbal countdown.
   - Begin with teaching the most important procedures; entering the class, transitions, and dismissing the class.

   Providing “pre-corrects” is also recommended.

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Tip:

A pre-correct is a reminder of the procedure which occurs right before students are expected to use it in an upcoming activity or task.

Make routines routine! What routines do I need in my class?

There are probably many universal procedures and routines associated with everyday school life, the question is what routines do I need in my class?

Ask these 2 questions:

1. What behaviour do I want to see? (For example: more efficient entry to class, improved transitions between activities, more attention to verbal instructions and following through).

   Once the behaviour is identified create and teach routines to focus on that behaviour.
2. What problem behaviour do I want to solve? Squabbling, calling out, disruption, lateness, low homework completion? If so create and teach routines.

Two examples of classroom routines and the steps to complete the procedures associated with each routine.

Independent Seatwork (Routine)

When given the instruction to begin, get all materials out and begin within 5 seconds.

Continue working until done.

Visit quietly with a neighbor if you need help; all conversation is related to work.

Raise your hand if you need help or to get permission to leave your seat.

Lining Up to Exit the Classroom (Routine)

At the signal, put materials away and clear your desk.

When your row is called, push in your chair and move quietly, walking to the doorway.

Line up facing the door, keeping one space between each person.

Keep hands and feet to self.

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Guidelines for establishing Classroom Routines:

- Identify recurring and predictable classroom procedures that occur within the context of day to day activities, events, and school happenings.
- These may be grouped as instructional, administrative, or interactive.
  - » **Instructional:** For example: getting student attention for instruction, responding during instructional tasks, completing work product, engaging in teacher-led lessons, engaging in group work.
  - » **Administrative:** For example: arriving to class, storing equipment, retrieving equipment, packing away, transitions between activities, dismissal, roll call, seating arrangements, getting a drink of water, using the bathroom.
  - » **Interactive:** For example: class discussions, group activities, playground, lunch, recess, asking a question, seeking the teacher's attention, table discussions.
- Align with class rules
- Broken into small steps
  - » **Teach and practice:** Rehearsed until they are automated, and then periodically revisited throughout the year. They are best taught when they are most meaningful to students that is, at the beginning of and during the activities to which they apply.
- Use throughout the day
- Acknowledge and reinforce.

• Entering the classroom • Getting materials • Changing groups and/or activities • Handing out equipment • Collecting equipment • Asking a question • Going to the library • Going to the office • Belongings • What to do during assemblies	• How to behave when there are classroom visitors • What to do during assemblies • Where, when, and how to submit homework • Returning classroom supplies to their places • Finishing an activity early • When the bell rings for end of outdoor play • Use of device	• Handling classroom equipment (i.e. scissors) • Getting ready for lunch, recess, or breaks • Transitioning to the next class • How to safely use a computer • Use of headphones • Storage of personal belongings

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Encouraging Expected Behaviour

Effective encouragement at a rate of **4:1** will increase:

- on task behaviour
- correct responses, work productivity and accuracy
- attention and compliance
- cooperative interactions
- foster intrinsic motivation

Four components of effective recognition and encouragement of students:

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

Photo Courtesy of Lutheran School Wagga Wagga

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Encouraging expected behaviour is crucial to help students learn the desired expectations and shift the focus from addressing inappropriate behaviour to responding with specific positive feedback for expected social behaviour. Teacher attention has a powerful influence on the behaviour of individuals and small and whole groups of students. Teacher attention helps create a positive and safe learning environment.

There are two types of adult attention and both have a positive impact on interactions between teachers and students and both influence positive relationships and positive behaviour.

Non-contingent attention is attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations.
Non-contingent attention provides students with role models of positive social interactions.

Non-contingent adult attention such as smiles, greetings, and community building activities are examples of antecedents that help establish positive relationships between students and staff and set the stage for students to display the desired academic and behavioural expectations. They also create the relationships that will help students accept correction when it is needed.

Contingent attention is provided based upon student performance of an identified expectation or behaviour. The attention is contingent upon the student performing a specific desirable behaviour.

Most teachers agree it is important to provide contingent attention for students' academic work. Without this specific feedback students would not be able to discern the "right" answer from the "wrong" answer. The use of contingent attention when students show an appropriate expected behaviour is just as important and necessary.

Together, both types of attention create a positive school climate and build rapport and relationships, and help students learn social behavioural expectations.

Preferred Adult Behaviours

Related to teacher attention is the student-teacher relationship and preferred adult behaviours. There is a growing body of research that indicates academic achievement and students' behaviour are both influenced by the quality of teacher-student relationship. Adult behaviours that build relationship include:

1. Communicating privately, in close proximity with the student
2. Listening
3. Eye contact
4. Pleasant voice tone
5. Smiles
6. Use of students' names

These behaviours express warmth, care and concern for students while also communicating respect. They increase student affect (the likelihood that they will say they like school or their teacher), compliance (the likelihood that they will do as asked) and enhance learning. Not only do these adult behaviours impact relationships, but they also set the stage for effectively interacting with students and delivering genuine feedback. Wong & Wong (2005) describes these teachers as "intentionally inviting." Their professional attitude depicts their view of students as able, valuable and responsible.

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Specific Positive Feedback

The preferred adult behaviours and non-contingent attention are not sufficient to change and sustain behaviour, contingent attention or specific positive feedback is essential. With specific positive feedback you are recognising attainment of specified performance criteria, effort or successes at tasks that are difficult for the student. To ensure continued use, specific positive feedback is essential. General praise or commonly used phrases such as "good work," though important for a pleasant classroom, are inadequate for building and sustaining desired behaviour. Students need clear, specific feedback on their use of the schoolwide values and any other behaviours such as acts of kindness, compassion, helpfulness and general positive citizenship that are extended reflections of your classroom rules and expectations.

Effective specific positive feedback has 3 key features:

1. Specifically describes the behaviour
2. Provides reasons or rationales
3. Can include a positive consequence

Considerations when using specific positive feedback:

Contingently
Since students "earn" specific positive feedback and consequences, it is provided only when they have demonstrated the desired behaviour.

Immediately
Specific positive feedback is best when it follows closely to the behaviour so that students can connect what they did with the feedback they are receiving. The younger the student, the more important this is.

Frequently when trying to build a new behaviour
When students are learning new skills, provide feedback on a continuous schedule. This means that every time the student displays the desired behaviour, they receive specific positive feedback.

Unpredictably or Intermittently to maintain behaviour
Once the skill or behaviour has been learned, you can shift to use of general praise and occasional use of specific positive feedback. This intermittent use of specific positive feedback helps to maintain the behaviour. We must be careful not to omit all specific positive feedback as students may not sustain the skills that they have learned.

Benefits of Specific Positive Feedback

- Helps adults and students focus on positive social behaviours and actions
- It is the most powerful behaviour change tool teachers have in their repertoire
- Increases the likelihood students will use the recognised behaviours and skills in the future
- Decreases inappropriate behaviour and therefore, reduces the need for correction
- Enhances self-esteem and helps build internal locus of control (i.e., self-regulation)

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Examples of Specific Positive Feedback

"Maria, you stopped and took some time to think about your decision and then walked away from Sam. That wasn't easy, but it can help to avoid an argument."

"Hey Akido, thanks for throwing your rubbish away. That shows cooperation and respect for our school."

"Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."

"Lena, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."

"I noticed you have been getting to class on time, Alisha. That shows respect for your teachers and shows you are taking your classwork seriously."

"Jackson, you asked Abdul to play the computer game with you. That shows caring, and when you include others, they will be more likely to include you."

"Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."

4:1 RATIO

Another important point in building positive schoolwide and classroom environments is to ensure that appropriate behaviour receives much more attention (at a higher ratio) than inappropriate behaviour. We want students to experience predominantly positive interactions across all school settings to support their sense of connectedness and competency to increase their demonstration of desired behaviours. This is not always a day-by-day occurrence in schools and tapering to non-existent after that.

Teacher Interactions

An average ratio of 4:1 teacher interactions is recommended;

four responses to desired (positive) student behaviour to one response from the teacher to student misbehaviour (negative).

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Active Supervision

Active supervision is a simple, low intensity proactive classroom management strategy. It involves circulating among students, scanning the setting, cuing students to appropriate behaviour, anticipating problematic situations, and providing positive reinforcement for desired behaviours.

3 components: **moving, scanning, interacting**

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/social emotional)

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

Photo Courtesy of Tweed Valley Adventist College

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Active Supervision involves both proactive and reactive components to support appropriate behaviour and discourage inappropriate behaviour. This practice can be applied in classrooms and other school environments that are identified as potentially challenging.

We know that when adults are present and actively supervising, student behaviour is better. A teacher's physical presence itself tends to reduce the occurrence of inappropriate behaviour.

Additionally, monitoring students will assist to determine if students are meeting class expectations. Having clearly defined expectations and teaching them has limited impact without consistently upholding those expectations through supervision paired with acknowledgement and correction.

Active Supervision provides an opportunity to establish positive relationships through adult attention. Adult attention is one of the most powerful ways to impact positive student affect, increase responsiveness and meet student needs for attention. As a result an overall improvement in the quality of instructional time can be achieved.

Actively supervising students during independent and group work is an effective way to promote on-task behaviour in the classroom and prevent the occurrence of problem behaviours. It is also a way to increase positive contact with the students and interactions which is beneficial for student engagement. Deliberate and active supervision provides opportunities to focus on and reinforce desired behaviour while having a planned, measured response to discourage inappropriate behaviour.

Active Supervision incorporates several preventative practices which facilitates purposeful interaction to create opportunities for instruction and feedback while potentially reducing the likelihood of inappropriate behaviour.

Active Supervision is aligned with other class practices including the lay out of the classroom and school environment, teaching expectations and routines and encouraging expected behaviour.

Active supervision consists of three major components:

1. Move around. Avoid standing in one place and remain visible to students.
2. Look around (scan). Regularly scan the environment, looking for examples of both appropriate and inappropriate behaviour.
3. Interact with students. Provide greetings, gestures, and comments while avoiding lengthy conversations with individual students as this could interfere with overall situational awareness (Colvin et al., 1997).

MOVE

Continuous movement and proximity with all students makes the teacher's presence known and heightens students' attention to tasks and the expected behaviours.

Movement should be unpredictable so students are unsure of when the teacher will be in proximity. It should also include moving close to disruptive students as needed and more frequent contacts with possible targeted problem areas.

Continually circulating allows teachers to be near students to demonstrate your interest in them, assist with learning tasks by answering questions, build relationships, and provide feedback– both positive and corrective.

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SCAN

While moving and circulating, visually sweep all areas of the room as well as looking at the nearest students. This visual scanning allows teachers to watch for instances of appropriate and inappropriate behaviour. By promoting a high-level situational awareness, active supervision allows teachers to respond to students effectively and in a timely manner. It will also help you to identify students who may need your assistance.

INTERACT

Just as moving and scanning work together, frequently interacting with students will create a positive climate and increase the likelihood that students will accept feedback when needed.

When interacting frequently with students the use of proximity, signals, and non-verbal cues, should also be used.

Active Supervision and Pre-Correction

When moving, scanning and interacting teachers are able to facilitate interactions with all students in the class or other school environments.

Combining all 3 elements of active supervision in addition to the use of PRE-CORRECTION will enhance the implementation.

Precorrection is an additional component frequently incorporated into active supervision which includes:

- Succinct and explicit Instructions
- Reminders of expectations
- Modelling of expectations
- Role-playing of expectations

These occur before entering a situation where specific behaviours are expected.

Examples:

Playground, lunch time, and other unstructured settings are the times where some students may have challenges with engaging in expected behaviour. One way to significantly reduce problem behaviours in unstructured settings is to increase ***active supervision***.

This would entail Scanning, Moving and Interacting.

Scan: Position yourself in the playground so that you are seen by students and you can scan across the space and see students in various locations. As you scan make eye contact with students, provide assistance, provide reminders, and acknowledge with positive statements.

Move constantly and provide particular attention to problem areas, activities, or students who may have difficulties adhering to the expectations of behaviour.

Interact as you move and circulate by making opportunities to converse with students, greet them, use their name (especially if they are not in your class and you do not typically interact with them otherwise), and ask them about their interests and activities you are aware of that they participate in at school. Make these interactions conversational and meaningful.

In the Classroom:

While students work in groups or independently, circulate around the classroom observing the expected behaviours you identified at the commencement of the lesson or activity. As students display the appropriate behaviours, acknowledge them by providing specific positive feedback or use other forms of feedback including gestures and proximity (smile, thumbs up, nod) and use of affirming statements and praise.

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Actively and Continuously Supervise

Move

- Obvious
- Positive
- Unpredictable

Interact

- Remind / pre-correct
- Positively acknowledge
- Use names

Scan

- Head up
- Make eye contact
- Body position

Active Supervision (Colvin, Sugai, Good, Lee, 1997)

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Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an academic response from students.

- **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
  - » Individual questioning
  - » Choral responding
- **Non-verbal Responses** - whiteboards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- **Other practices** – computer assisted instruction, classwide peer tutoring, direction instruction

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

Photo Courtesy of Kincoppal-Rose Bay School

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Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who **can** do assigned academic work but require additional support do it consider:

- Activity sequencing
  - » task interspersal
  - » behaviour momentum
- Choice
  - » order of completion
  - » materials used to complete task
  - » whom they work with
  - » where they will work
  - » what they can do once task is complete

Choice can be used class wide, with groups or with individual students.

For students who experience barriers to completing work tasks and/or difficulties sustaining attention, being organised or adhering to class expectations, activity sequencing and choice strategies may be helpful.

- **Activity Sequencing:** Altering the way in which instructional tasks, activities or requests are ordered
- **Choice:** Providing options in activities such as the type, materials, who, where and when they occur.

Useful Resources:

- Spotlight

Photo Courtesy of Penrith Christian School

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Activity sequencing: Task interspersal

Task interspersal is a simple strategy of interspersing academic tasks that have already been mastered with a few new concepts.

Research suggests:

- Students are more likely to engage in a task if it does not require significant effort
- Error rates are higher during the acquisition stages of learning
- Interspersing easier tasks among more difficult tasks and using simple instructions to proceed more difficult instructions have demonstrated increased student willingness to do the task
- Students prefer assignments with a mix of already mastered tasks with new tasks
- Interspersing tasks that have already been mastered within the assignment can promote greater confidence and motivation to both begin and finish the activity

Activity sequencing: Behaviour momentum

Behaviour momentum is a similar strategy that uses the momentum of easier tasks to build motivation to complete more challenging tasks.

This strategy is used to build confidence with students who may not otherwise attempt a more difficult activity. Can be used with individual students, small groups or the entire class.

How to use behaviour momentum:

1. Identify behaviours that have a higher probability of completion
2. Then precede with less difficult requests by giving three or more requests the student can readily do.

After successful completion:

1. Reinforce the student
2. Then present the task that is known to have a lower probability of being completed.
3. Again, reinforce the student.
4. Gradually reduce the number of easier requests.

Choice:

Provide options in activities such as the type, materials, who, where and when they occur.

Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing inappropriate behaviour and increasing engagement.

Benefits of providing choice

- Feasible and easy intervention to implement
- Effective for class, group or individual students
- Does not require significant modification to existing instruction

Strategies for offering choice

Choice might include:

- Type of activity or mode of the task such as written, oral, project
- Order or sequence of tasks to be completed
- Type of materials to be used
- Who to work with (for example group, pairs, individual)
- Place to work
- Completed work product

Steps for using choice in the classroom

1. Create a menu of choices you would be willing to provide to students
2. Look through your choice menu before planning each lesson
3. Decide what types of choice are appropriate for the lesson and where they fit best in the lesson
4. Provide choices as planned while teaching the lesson
5. Solicit student feedback and input

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Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in **3 ways**:

- Assignments length or time frame allotted
- The mode of task completion
- The extent of instruction or practise provided

Task difficulty relates to work assignments that exceed the student's skill level or present barriers to accessing the task or activity.

Providing appropriately adjusted tasks decreases inappropriate behaviour and increases opportunities for academic success.

Work assignments that are too difficult for students or require them to use skill sets that are challenging for them, commonly result in inappropriate behaviour.

Providing tasks at the correct level of difficulty increases and promotes on-task behaviour, task completion, task comprehension and appropriate class-wide behaviour.

Useful Resources:

- Spotlight

Photo Courtesy of Calrossy Anglican School

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Types of adjustments

1. Content, what students learn
2. Process, how students learn
3. Product, how students demonstrate what they have learned
4. Environment, the surroundings in which students learn

Will the student be able to complete the work if adjustments (of content/ process/product or learning environment) are provided?

Content, for example using texts or novels at more than one reading level

Process, for example develop activities that target auditory, visual and kinesthetic learners

Product, for example students to express what they have learned in varied ways

Learning environment, for example areas to work quietly without distraction and areas that invite collaboration.

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Responding to Behaviour

A continuum of responses provides students help in regulating emotions and provides teachers the opportunity to relate to the students' needs.

Provide supportive corrective feedback to address behavioural errors. Keep the focus on learning, while maintaining a classroom that is physically and emotionally safe for all.

Respond calmly, quickly and respectively.

Consequences are related and reasonable.

Useful Resources:

- Video Snippet
- Spotlight
- Observation and Reflection Tool

Photo Courtesy of
Oxford Falls Grammar School

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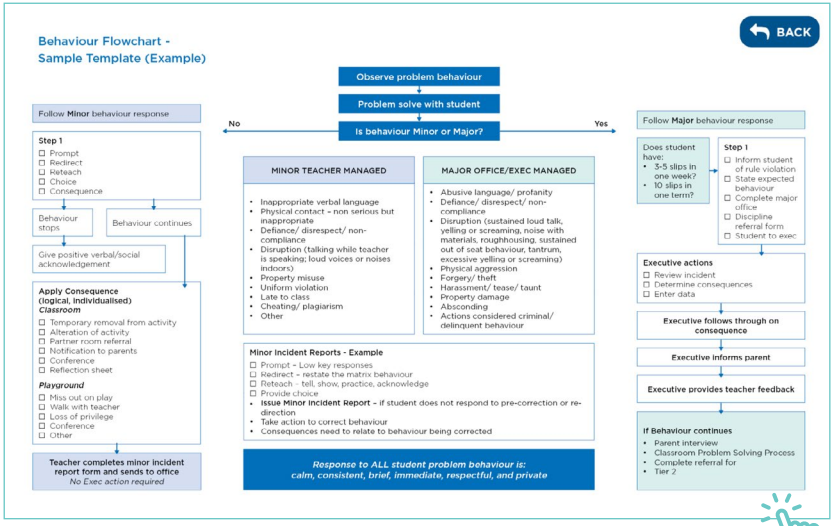
Realising the value of correcting social behaviour errors, schools will have a system in place that allows staff to efficiently and effectively respond to a range of inappropriate behaviour, from relatively minor ones such as talking out or being off-task, to chronic minor behaviours, and to more serious or major problems such as physical or verbal aggression. This continuum thinking begins with making a clear distinction between behaviours that are serious enough to warrant an office referral and those which can and should be managed by the teacher within the context of the classroom or non-classroom settings. It requires staff to have clarity on what behaviours are "teacher-managed" and which are "office managed."

To operationalise a consistent system to respond to inappropriate behaviour within the classroom and school wide, it is necessary to:

1. Agree to and know strategies to use to respond to minor or teacher-managed behaviours
2. Define what constitutes major or office- managed behaviour and what the response is
3. Develop related data gathering and collection to monitor student behaviour (minor and major).

A flowchart depicting the steps teachers are to take when inappropriate behaviour occurs provides a clear and systematic procedure. Accompanying the flowchart is a list of definitions of minor and major inappropriate behaviours. This ensures that all staff are aware of what behaviours are minor or major and how to respond accordingly.



Click to access the Behaviour Flowchart

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Responding to Behaviour: Continuum of Response Strategies

Definition:

Continuum of Response Strategies for behaviour is a menu of strategies that use instructional responses to manage minor classroom behaviour.

Error correction (EC) is a highly recommended strategy to include in the continuum. EC is an informative statement provided by a teacher or other adult following the occurrence of an inappropriate behaviour. It is contingent (occurs immediately after the undesired behaviour); specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behaviour, move on).

Rationale

- Even with the most effective, data-driven, and proactive classroom management plan, teachers will still experience student behaviour that does not meet their expectations. A continuum of strategies for responding to inappropriate behaviour is a critical feature of a comprehensive classroom management plan and will help teachers be prepared to deal with behaviours not meeting their expectations.
- Systematic correction of student academic and social behavioural errors and performance feedback have a positive effect on behaviour.
- Error corrections that are brief (i.e., 1 to 2 phrases) are more effective than longer error corrections (i.e., 2 or more phrases), and corrections that are delivered consistently are more effective to those delivered inconsistently.
- Inconsistent implementation and reminders of behavioural expectations by the class teacher can result in students being uncertain about what the expectations are and that the expectations apply to them.
- The way in which a student is spoken to can affect how the student responds. To avoid power struggles and ensure compliance from students provide directions clearly and specifically by using few words combined with an opportunity for the student to respond, i.e. wait time.
- Power struggles are more likely and disrespectful behaviour may increase when directions and/or feedback is vague, sarcastic, or overly wordy.
- Exclusion and punishment are ineffective at producing long-term reduction in problem behaviour

Steps to specific and contingent error correction are:

- Respectfully address student
- Describe inappropriate behaviour
- Describe expected behaviour/rule
- Link to expectation on matrix
- Redirect back to appropriate behaviour

Tips for Implementation

- Be consistent and respond to inappropriate behaviour each time they occur
- Respond using a calm and respectful tone and demeanour
- Be specific and brief in what you want student to do instead - refer to your posted classroom rules and procedures
- Increase active supervision
- Increase pre-corrects
- Respond privately
- Refocus the class if needed

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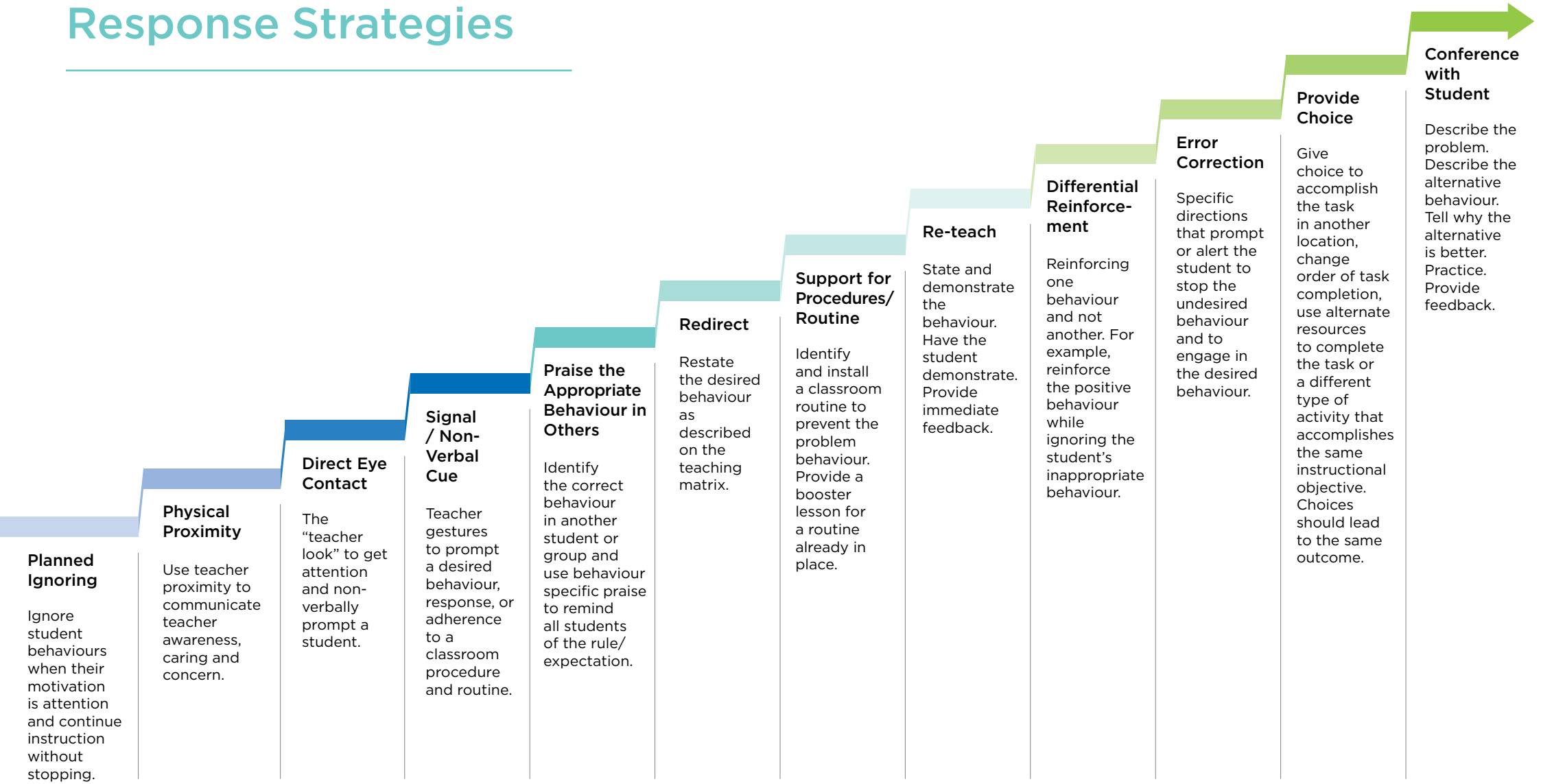
Continuum of Response Strategies



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Responding to Problem Behaviour in the Classroom

A continuum of strategies that use instructional responses to manage minor classroom problem behavioural errors.

Strategy:	Explanation:	Example:
Proximity	The strategic placement or movement by the teacher in order to encourage positive behaviour.	Stand next to a student having difficulty and give her positive specific feedback when she follow the rules.
Signal, Nonverbal Cue	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, or clearing your throat.
Ignore, Attend, Praise	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore her and tell the student next to her how well she is being on task. When student gets on task, give her praise.
Re-direct	Brief, clear, private verbal reminder of the expected behaviour from the classroom rules.	"Please follow the directions and put your book away." Then later, praise her for following directions.
Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behaviour (have only book, pencil and paper out, start reading right away, raise hand if you need help). Students practice after you re-teach.
Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice.	"You can be respectful and work quietly at your seat or you can move to the front to work with me. You choose" Later, praise student for working quietly.
Student Conference	An individual re-teaching or problem solving opportunity.	Reteach the classroom rule(s). Have student practice. Provide feedback. Develop a plan to use the rule in the future.

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Stages of Behaviour Escalation

Behaviour Stage	Description of Stage	Area(s) of Focus for Staff	Intervention Tips	
Calm	• Student is relatively calm and cooperative	• Focus on maintaining a clear, consistent environment and building rapport with the student	• Establish 3-5 behavioural expectations • Give student feedback using the 4 to 1 ratio (4 positives for every 1 corrective/ negative)	• Teach replacements for interfering behaviours • Precorrect problem situations
Trigger	• Student experiences unresolved conflicts that trigger behaviour to escalate • May displace anger on "safe target" (aide, teacher, parent)	• Focus on prevention and redirecting the student's behaviour	• Remove/adjust the trigger (if appropriate) • Use behavioural momentum to shape	behaviour and reinforce small efforts • Remind student of rewards (if used) • Remind student to use replacement skills
Agitation	• Student is increasingly unfocused/upset • May exhibit avoidance • May challenge adult authority	• Focus on reducing student anxiety and increasing predictability in the student's environment	• Use non-confrontational non-verbal behaviour • Break down directions into smaller steps • Use "start", instead of "stop" directions	• Provide reasonable options/choices • Use "When and Then" prompting • Set clear, reasonable, and enforceable limits
Acceleration	• With conflict unresolved, this becomes student's sole focus • May become noncompliant • May be beginning to lose rational thought	• Focus on maintaining a safe environment for yourself, the student in crisis and any observers	• Use short phrases and allow processing time • Maintain calmness and detachment • Use active listening and reflection	• Restatement to clarify student's concerns and show you understand his/her feelings • Remember this is not a teachable moment
Peak	• Student is out of control and may have temporarily lost ability to think rationally • Exhibits severe behaviour (screaming, threatening, aggressive)	• Focus on crisis intervention procedures to maintain a safe environment for student in crisis, self and observers	• Isolate student by removing the audience • Call for help/ staff witness if needed	• Don't threaten consequences now; discuss when the student is more rational
De-Escalation	• Having vented, the severity of student's behaviour subsides • Drop in energy level of student after a crisis	• Focus on removing excess attention and helping student regain composure • Demonstrating cooperation with neutral requests	• Allow Cool-Down time • Make sure the student has regained control before proceeding; look for less tense	• Appearance, normal breathing, and willingness to comply with small requests
Recovery	• Students may feel shame, sorrow, fear, or regret • May not be able to verbalise feelings/ details of outburst	• Focus on debriefing/ problem solving then transitioning student back to academics	• Debrief *before* following through with consequences set earlier • Problem solve and develop a plan with the student for better future behaviour	• Document the incident/event

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Variables that can Change the Way a Student Responds

Use Statements instead of Questions

Using questions when giving directions and instructions can change the way a student responds. Instead of using questions, use direct requests.

Avoid

Question: "Would you please stop being disruptive?"

Use

Statement: "I need you to stop being disruptive and listen to me."

Volume: Firm but Fair

It is better to make a request in a quiet but firm voice than in a loud, angry voice.

Avoid

Raised voice or yelling when making a request to get a student's attention.

Use

Speak quietly and privately.

Maintain composure and emotional control.

Time makes a difference: Wait

Give the student time to comply after giving a request. During this short interval, avoid conversing with the student, restating the request, or redirecting.

Avoid

Peppering the student with a series of requests and directions.

Demanding the student respond.

Use

Wait time of 5 seconds and up to 10 seconds.

Maintain eye gaze in a calm manner and wait for student to respond.

Distance: Proximity is important

Deliver requests or directions within close proximity rather than from longer distances. Combine proximity and monitoring your movement patterns within the classroom.

Avoid

Distance: across the room, back of the room, over 3 metres away.

Not being visible to all students.

Not being able to see all student.

Use

Proximity and movement: 1 metre, one desk distance, frequent movement around the classroom.

Be visible and available. Frequent scanning and eye gazing.

Two Requests: Same Same

Give the same request or direction twice rather than re-phrasing in different ways several times.

Avoid

Giving many different requests rapidly.

"Please give me your homework, make sure you behave today, and do not disrupt the student in front of you."

Use

One request twice and pause.

Present requests in a logical sequence.

Allow wait time.

More Start Requests: Less Stop Requests

It is better to make more positively phrased requests for a student to start an appropriate behaviour. It is better to make fewer negative requests for a student to stop inappropriate behaviour.

Avoid

"Stop talking."

"Stop wasting time."

"Don't call out."

Use

"Please start your maths assignment"

"Raise your hand to give an answer."

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Resources & Templates

Photo Courtesy of
Forestville Montessori School

Classroom Environment Reflection Questions

Think about the way in which you have organised your classroom (or plan to do so).

What factors influence the "*look*" of your room?

Question	Yes/No	Action to Take
Is there easy traffic flow from desks/tables for accessing materials?		
Does the arrangement of desks, tables, chairs, etc. facilitate transitions?		
Are there designated areas for students? For staff?		
Is there clear separation between independent work areas and workgroups?		
Are there predictable seating arrangements and seating assignments?		
Are there clear boundaries between instructional and non-instructional areas?		
Are there any 'blackout' spots where students aren't visible?		
Are you able to scan all areas of the room from any/all teaching venues?		
Are instructional materials easily accessible without causing disruptions?		
Are materials labeled, color-coded, etc., for ease of distribution?		
Are there specific areas to hand in assignments/homework?		
Is there adequate space for students' personal belongings?		

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Locations Activity

BACK

Guiding Question: What does “behaviour” look like in the school?

1. Draw a diagram/map of your school in this box.
2. Identify the 3 top problem locations.
3. Identify where, what, who, when, and why on each separate template by location.

Map of our school

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Locations Activity

BACK

Area 1: .....

Where?	What?	When?	Who?	Why are they happening?

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Locations Activity

BACK

Area 2: .....

Where?	What?	When?	Who?	Why are they happening?

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Locations Activity

BACK

Area 3: .....

Where?	What?	When?	Who?	Why are they happening?

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School Wide Expectations Matrix

3-5 School Wide Expectations	Expectations	Locations: Common Areas of the School					
	1.						
	2.						
	3.						
	4.						
	5.						

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Teaching Classroom Rules - template

Class: .....

Date: .....

Step 1: Identify the expected behaviour and describe it in observable terms.

Step 2: Rationale for teaching the rule (Why is it important?)

Step 3: Identify a range of examples

Positive examples of the rule (this is what the expected behaviour looks like)	Non-examples (what not to do)

Step 4: Practice and role play activities

Model Expected Behaviour **Guide** Student through Behaviour **Test** Student

Teach 4 positive examples to 1 negative example

Step 5: Responding to behaviour in classroom & Role Play

Reinforcement for expected behaviour	**Corrective feedback** for inappropriate behaviour

**Move from continuous to intermittent reinforcement as students gain fluency

Step 6: Pre-correct expected behaviour in classroom

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Reflect and Plan: Classroom Expectations

THINK	Think of a time in your classroom that is challenging because students do not follow the classroom expectations or procedures.	
DESCRIBE	Describe the specific activity and inappropriate behaviour you see and hear.	
DESCRIBE	Describe the classroom expectation or procedure you want the students to follow.	
WRITE	Write the *Specific Positive Feedback* you will say when students follow the classroom expectation or procedure.	

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Academic & Social Problems: A Comparison of Approaches

Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	• Assume student is trying to make correct responses; error was accidental, a skill deficit. • Provide assistance (teach, model, guide, check) • Provide more practice and feedback; monitor progress. • Assume student has learned skill and will perform correctly in the future.	• Assume student is choosing to be "bad;" error was deliberate, a performance deficit. • Use consequences/punish. • Practice not required. • Assume student has "learned" lesson and will behave in the future.
Frequent	• Assume student has learned the wrong way or has inadvertently been taught the wrong way. • Diagnose problem; identify misrule or determine more effective way to teach. • Adjust teaching arrangements to support learner needs. Provide practice and feedback. • Assume student has learned skill and will perform correctly in the future.	• Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. • Provide more severe consequences; remove the student from normal context (office referral, detention, suspension) • Maintain student removal from the normal context. • Assume student has "learned" lesson and will behave in the future.

Social problems should be approached in the same manner as academic problems.

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Classroom Routines

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Insert school expectations	Classroom rules 3 or less per expectation	Classroom routines			
		Routine 1	Routine 2	Routine 3	Routine 4
E.g. *Responsible*	1. Use technology appropriately 2. Arrive on time to class 3. Keep to the left	Collect and return devices to storage cupboard.	Arrive when bell goes and line up at the class door.	Walk on the left.	Follow 1-way arrows in hallway outside the classroom.

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Developing a System to Acknowledge Expected Behaviour

The table below provides sample of how your school might develop an acknowledgement system.

Reward, acknowledgement system	Free and frequent	Intermittent	Strong and long term	School-wide	Whole class	Individual students	Parents	Teachers/ Staff
postcards or positive self-management checklists sent home	yes	yes	NA	yes	yes	yes	yes	yes
media recognition (e.g. announcement, newsletters)	NA	yes	NA	NA	NA	yes	NA	NA
good-news calls home	NA	yes	NA	NA	NA	yes	yes	NA
positive behaviour excursions/activities	yes	yes	NA	yes	yes	yes	NA	NA
vouchers obtained from local businesses (e.g. two for one movie ticket/meal)	NA	yes	NA	yes	NA	NA	yes	yes
teacher/ peer delivered tokens for following expected behaviours (e.g. caught-you being good)	yes	NA	NA	yes	yes	yes	NA	NA
special morning tea (e.g. with principal)	NA	yes	NA	NA	NA	yes	yes	yes
merit certificates (e.g. safe, respectful learner award)	yes	yes	yes	yes	NA	yes	yes	NA
class-wide, individual attendance award	NA	yes	NA	NA	yes	yes	yes	NA

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Behaviour Flowchart - Sample Template

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Observe problem behaviour

Problem solve with student

Is behaviour Minor or Major?

No

Yes

Follow **Minor** behaviour response

Step 1

If behaviour continues...

Teacher completes minor incident report form and sends to office
No Exec action required

MINOR TEACHER MANAGED

MAJOR OFFICE/EXEC MANAGED

Minor Incident Reports - Example

Response to ALL student problem behaviour is:
calm, consistent, brief, immediate, respectful, and private

Follow **Major** behaviour response

Step 1

If Behaviour continues

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Behaviour Flowchart - Sample Template (Example)

BACK

Observe problem behaviour

Problem solve with student

Is behaviour Minor or Major?

No

Yes

Follow **Minor** behaviour response

Step 1
- ☐ Prompt
- ☐ Redirect
- ☐ Reteach
- ☐ Choice
- ☐ Consequence

Behaviour stops

Give positive verbal/social acknowledgement

Behaviour continues

Apply Consequence (logical, individualised)
Classroom
- ☐ Temporary removal from activity
- ☐ Alteration of activity
- ☐ Partner room referral
- ☐ Notification to parents
- ☐ Conference
- ☐ Reflection sheet

Playground
- ☐ Miss out on play
- ☐ Walk with teacher
- ☐ Loss of privilege
- ☐ Conference
- ☐ Other

Teacher completes minor incident report form and sends to office
No Exec action required

MINOR TEACHER MANAGED

- Inappropriate verbal language
- Physical contact – non serious but inappropriate
- Defiance/ disrespect/ non-compliance
- Disruption (talking while teacher is speaking; loud voices or noises indoors)
- Property misuse
- Uniform violation
- Late to class
- Cheating/ plagiarism
- Other

MAJOR OFFICE/EXEC MANAGED

- Abusive language/ profanity
- Defiance/ disrespect/ non-compliance
- Disruption (sustained loud talk, yelling or screaming, noise with materials, roughhousing, sustained out of seat behaviour, tantrum, excessive yelling or screaming)
- Physical aggression
- Forgery/ theft
- Harassment/ tease/ taunt
- Property damage
- Absconding
- Actions considered criminal/ delinquent behaviour

Minor Incident Reports - Example
- ☐ Prompt – Low key responses
- ☐ Redirect – restate the matrix behaviour
- ☐ Reteach – tell, show, practice, acknowledge
- ☐ Provide choice
- **Issue Minor Incident Report** – if student does not respond to pre-correction or re-direction
- Take action to correct behaviour
- Consequences need to relate to behaviour being corrected

Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful, and private

Follow **Major** behaviour response

Does student have:
- 3-5 slips in one week?
- 10 slips in one term?

Step 1
- ☐ Inform student of rule violation
- ☐ State expected behaviour
- ☐ Complete Major Office Discipline Referral Form
- ☐ Student to exec

Executive actions
- ☐ Review incident
- ☐ Determine consequences
- ☐ Enter data

Executive follows through on consequence

Executive informs parent

Executive provides teacher feedback

If Behaviour continues
- Parent interview
- Classroom Problem Solving Process
- Complete referral for Tier 2

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PBIS – *MINOR* BEHAVIOURS

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Minor Problem Behaviour	Definition
Defiance/Disrespect/Non-Compliance/ Refusal to follow directions or instructions	**Definition:** Student engages in brief or low-intensity failure to respond to adult requests. **Examples:** Non-responsive, off task in classroom, eye rolling, "whatever", refusing to follow directions, ignoring, "I don't want to", "You're not the boss of me", gum chewing, talking in class, eating in class, talking back.
Disruption/Disruptive	**Definition:** Student is disturbing other students or teacher during class time. Student engages in low-intensity, but inappropriate disruption. **Examples:** Side conversations, note passing, tapping fingers or pencil, outburst, blurts out answers without raising hand, gets out of seat without permission, slamming books on desk, playing with things, whistling, humming, clowning around.
Uniform Violation	**Definition:** Student wears clothing that is near, but not within, the uniform guidelines defined by the school as stated in the student/parent handbook. **Examples:** Students come to school wearing clothing other than that identified as school attire.
Inappropriate Language	**Definition:** Low level instance of inappropriate language. Accidental slip of inappropriate language, poor choice of words used in common areas/ classroom, non-directed verbal assault, hand gestures. Implied meaning without literal verbiage. **Example:** Shut-up, Stupid head, Up yours.
Tease/Taunt	**Definition:** Student uses choice vocabulary to make fun of another student. **Example:** "You live in a cardboard box", "Your family drink water from the toilet", "I got a dojo and you didn't."
Confiscation	**Definition:** Student engages in inappropriate use of mobile phone, camera or computer. Could also be toy like items brought to school without teacher permission. **Example:** Using mobile phone to text/call without permission, trinkets or toys brought to school.
Physical Contact	**Definition:** Student engages in non-serious/non-injury unwanted physical contact. **Example:** Playful contact (chasing, rough housing, pushing in line, jumping, poking, kicking under the table).
Property Misuse	**Definition:** Student is not using tools and supplies for their intended purpose **Example:** Changing computer settings, pounding on keyboard, breaking pencils, using paper for origami, doodles, or aeroplanes without teacher permission.
Other	Student engages in any other minor problem behaviours that do not fall within the above categories.

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PBIS – *MAJOR* BEHAVIOURS

BACK

Major Problem Behaviour	Definition
Unacceptable Language/Profanity	**Definition:** Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way **Examples:** Swear words, racial slurs, and sexual comments
Fighting/Physical Aggression	**Definition:** Student engages in actions involving serious physical contact where injury may occur. A loss of temper resulting in property damage and/or intimidation of another student. **Examples:** Hitting, punching, hitting with an object, hairpulling, scratching and kicking. Throwing objects, threatening, pounding on furniture.
Overt Defiance/Disrespect	**Definition:** Student engages in refusal to follow directions, talks back, or delivers socially rude interactions. **Examples:** Blatant disregard for teacher instructions, student continues to disregard even after teacher interventions.
Harassment	**Definition:** Student delivers disrespectful message to another student **Examples:** Negative comments
Bullying	**Definition:** Student delivers disrespectful messages to another student that include threats, intimidations, obscene gestures, pictures or written notes **Examples:** Text messages, emails, negative comments based on gender, race, religion, limitations, or other personal matters.
Damage to school property Damage to property not belonging to student	**Definition:** Student destroys or defaces school property or property belonging to another student or staff members. **Examples:** Student kicks in the restroom stall door, carves into a desk/table, breaks something purposefully
Other	Stealing/theft, arson, bomb threats, smoking, vaping, drugs, alcohol.

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Selecting which Strategy to Respond to Inappropriate Behaviour

Strategies to Manage Minor Behaviour

Proximity Signal, Non-verbal Cue	Ignore / Attend / Praise / Re-direct	Re-teach Provide Choice	Student Conference

Behaviour	Which strategies would be the best to use for each scenario?	Why?
1. Fred is blurting out answers during a review of yesterday's lesson.		
2. After re-directing Jake for being off-task, he is again turned around, trying to get Marc's attention.		
3. Amy is daydreaming and looking out the window during instruction.		
4. Wilma does not have a pencil again today to complete the class activity.		
5. The class is getting loud during their paired group work activity.		

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