

Useful Behaviour Management Strategies

Three level response guidance

Level One - Positive Behaviour Management Strategies:

- Positive reinforcement – noticing and praising positive behaviour
- Simple brief 'encouraging' instructions – finishing with please and thank you
- Take up time – issue an instruction and allow the student time to act on the instruction before taking further action – (give a time limit) Eg: I would like you to get out your math's folder, grab a ruler and sit down at your desk. I will be over there in 5 minutes to help you get started on your work.

- Use of simple choice – being explicit about the reward or consequence. Eg: If you can finish three of the six questions before break, after break you can have 10 minutes on the computer. OR Before you throw that book, I want you to be aware that you will get a red card. That will be your second for the week and you will not be able to attend this week's excursion. Maybe you could take time out instead?

- Modelling – Model the respect, consideration, tone of voice etc.....that you would like to see.

- Be Fair – assurances to students that problems will be resolved fairly
- Tactical ignoring – of some unwanted behaviours. Eg: Discuss with the student as part of a behaviour plan a few specific behaviours to concentrate on. Relay feedback on those and ignore some of the others.

- Non verbal instructions – Redirections to return to seat / stop talking etc WITHOUT TOUCHING STUDENT

- Use Humour
- Time out – as part of an agreed strategy – with time limits
- Allowing students to have some power in the classroom - decision making
- Solution focused thinking – remind students of when they did something well and how much they enjoyed that experience

Level Two – De-escalation techniques:

- Volume of voice – Lowering your voice in some cases or matching the volume in some cases
- Tone of voice – assertive, clear and direct – short instructions
- Broken record – Eg: When you stop shouting at me, then I will listen to you
- Remove emotion from the story. Eg: Can you tell me what happened, just the facts, removing all emotion? We can talk about how you felt after I'm clear with what happened.
- Use "I" statements to own what you are saying Eg: I find your behaviour right now offensive.
- Offer a choice (only two)
- State the consequences explicitly
- Diversion / redirecting
- Pattern interrupt, break the cycle of the response the young person is expecting!
- Observing and recognizing the individual's signs of anger
- Removing the audience – take other students out of the class room, instead of getting into an argument making the student leave the room.

Level 3 – Dealing with more serious incidents of verbal / physical aggression:

Follow organizational safety protocols

- Observe changes in body language and monitor these in your head
- Give calm, clear instructions
- Positive encouragement to make the right choice / calm down
- Be very aware of the student's personal space
- Approach the student from the side where possible
- Do not make physical contact with the student
- Lower the volume of your voice, even whisper
- Remove the rest of the group