

BEHAVIOUR MANAGEMENT



Teacher Aide
Professional Development 2013

Agenda

- Welcomes and introductions
- Warm Up Activity
- DVD – Discipline/Brainstorm
- General Behaviour Management

- Morning Tea

- Your Behaviour Management Toolbox
- Group Scenarios/Sharing
- Think - Pair - Share

- If time permits – Open Sharing Forum
- Evaluation



How do you feel about your
Behaviour Management?



In constant rescue mode?



Is it an up hill battle?



Feeling all alone?



Living the dream –
I'm in total control!!

Summer Heights High ... Take on Discipline



General Behaviour Management Information

The RTLB Process

- Referral Received
- RTLB gathers data
- In consultation with child's family, teacher, SENCO a behavior plan is constructed
- For severe cases of ongoing violent and aggressive behaviours the school or RTLB will refer to the Ministry GSE (Grouped Special Education)

Individual Behaviour Management Plan

Student: Kelly Watson Setting: Classroom Date: Term 1 2013	
Positive behaviour to build up <ul style="list-style-type: none"> • Co-operate with teacher instructions/direction • Complete 2-3 sentences in writing 	Problem behaviour to be managed <ul style="list-style-type: none"> • Avoidance and non-compliance • Dependence/avoidance during writing
Environmental changes/strategies to prevent problem behaviour <ul style="list-style-type: none"> • Engage Kelly in helpful tasks and responsibilities • Be explicit about activities and expectations – pre-warn about change • Quick run around track after sitting for a period of time • 2nd in line – when walking around the school • Calm, clear redirection or distraction down at his level • TA to work with a small group with whiteboard in writing, including Kelly • Kelly to sit next to adult 	
Strategies to build positive behaviours <ul style="list-style-type: none"> • Verbal/non verbal praise • Reward on task behaviour • Reassuring taps/eye contact • Don't address her negative behaviour with whole class comments – praise those doing the right thing • "Be one of the first to the mat Kelly, if you're last you're late" – reward if one of the first • Reward positive behaviour with praise and/or computer time – use Kelly reward system or similar 	Strategies to manage problem behaviours <ul style="list-style-type: none"> • Plan writing with picture plan, key words, set small expectation to begin with, increase as on task behaviour improves, possibly use <u>iPad</u> to write or use wider-lined paper • Provide helpful jobs to do • Quick run around the tree, <u>etc.</u> • Complete work in break time • Move to cool off spot in class or out to another class (complete work) • removal to DP/AP (complete work)
Comments/barriers <ul style="list-style-type: none"> • Keep verbal comments/instructions to a minimum • Eye-check • Communicate behaviour plan to relievers and other teachers in team 	





Thermometer

Behaviour Management Plan

Student:	Teacher:						
<p>Recovery Goes subdued likes to work alone likes to read</p>	<p>Repair & Rebuild talk to _____ if quietly and calmly Down on his level 1 statement New steps Allow opportunity for apology</p>						
<p>Acting Out Argues and will not quit Defiant and non-compliant Name call and threats to others raises voice and shouts throws objects around room kicks furniture hits other students leaves room yelling and screaming</p>	<p>Intervention Issue at one side Don't try to argue or reason Cool off spot in class Send to supporting staff member to be in quiet spot until de-escalation (team member of _____)</p>						
<p>Agitated Sees or hears Yelling out Stomping feet</p>	<p>Direction Cool off spot in class (if minutes with timer) Reminder of appropriate behaviour Focus attention for self-managing feedback behaviour and/or activity Encourage self-responsibility (taking himself to cool off spot)</p>						
<p>Unsettled Making noise legs in seat falling around on the mat Does not concentrate on work Complains about others not helping</p>	<p>Supportive Close proximity to adult teacher Verbal/non-verbal support feedback behaviour Remind about incentives Praise for right actions Encourage effort Ignore minor behaviours</p>						
<p>Calm likes to help Comes on with work Interacts positively with others likes to cooperate Produces successful work Share ideas following instructions promptly</p>	<p>Positive Reinforcement encouragement Praise Reward with _____ reward system or similar Reward time - computer emphasising praising taps or smiles winks</p>						
<p>Possible Triggers</p> <table border="0"> <tr> <td>repeating tasks</td> <td>receiving remarks and put-downs from other students</td> <td>high-demand and tasks</td> </tr> <tr> <td>facing corrections</td> <td>when given consequences for his behaviour</td> <td>excessive noise</td> </tr> </table>		repeating tasks	receiving remarks and put-downs from other students	high-demand and tasks	facing corrections	when given consequences for his behaviour	excessive noise
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facing corrections	when given consequences for his behaviour	excessive noise					



The Cool-Down Spot

-  1. Set the timer.
-  2. Think about what you did and what you can do better next time.
-  3. You may draw a picture or write about what you will do better next time.
-  4. Come and join the class when you are done thinking.

Morning Tea



Tool Box of Ideas

Distractions/Diversion

Adaptation of Work

Tick Chart

Restorative Chat

Visuals

Time Away

When I Feel Angry...
Communication Cards

Communication
& Non Verbal



Language of Behaviour



C = CARE

Close Proximity, Eye - Contact,

Calm, Respectful, Listening

A = ACKNOWLEDGE

I can see you are upset right now.

You are feeling angry at the moment. I will give you some time on your own.

R = REDIRECT





Reengage student in learning activity, once they are calm.

Time Away vs Time Out

Think of it as.....

- * prevention rather than punishment
- * looking for the student's triggers and helping them to avoid them
- * time away can be a quiet (ish) corner of the classroom or a walk outside
- * time out will usually be in a designated area...often out of the room
- * the areas should be separate to avoid confusion for the student.

Tick Charts

Tick Chart				
	Sit up 	Thumb on the line 	Read the story 	Beat the clock! 
Date				Total
Date				Total
Date				Total
Date				Total

	1	2	3	4	5	6	7	8	9	10
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

	Monday	Tuesday	Wednesday	Thursday
Task 1				
Task 2				
Task 3				
Task 4				

You're on track!

Monday 8.50-10.10
Monday 10.35-11.35
Monday 11.45-12.45
Monday 1.25-3pm



Tuesday 8.50-10.10
Tuesday 10.35-11.35
Tuesday 11.45-12.45
Tuesday 1.25-3pm

Wednesday 8.50-10.10	Wednesday 10.35-11.35	Wednesday 11.45-12.45	Wednesday 1.25-3pm
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Thursday 8.50-10.10	Thursday 10.35-11.35	Thursday 11.45-12.45	Thursday 1.35-3pm
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Friday 8.50-10.10	Friday 10.35-11.35	Friday 11.45-12.45	Friday 1.25-3pm
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STUDENT FORM 10

NAME _____ DATE _____

Rate yourself

Colour the blocks to give yourself a score for today.

I tried my best.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I listened politely to others.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I showed respect for property.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I showed respect for other people's opinions.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I accepted responsibility for my actions.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I was kind to others.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I waited my turn.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

I was honest and truthful.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Assessment PROGRAMMING 6

TIME SAMPLES

Student name _____ date _____

Specific behaviour:

Monday	Tuesday	Wednesday	Thursday	Friday
Recess				
Lunch				

My Progress Chart

NAME _____ LEARNING GOAL _____

CLASS _____ BEHAVIOUR GOAL _____

WEEK BEGINNING _____

FILL IN YOUR CLASS TIMES

	MON	TUES	WED	THUR	FRI
CLASS TIMES					
INTERVAL					
LUNCH					
TOTAL					

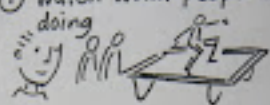
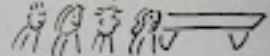
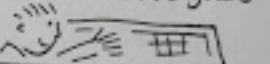


WHEN YOU FEEL ANGRY...



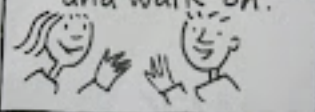
- * TAKE DEEP BREATHS AND COUNT TO 10**
- * THINK ABOUT WHY YOU ARE ANGRY**
- * THINK ABOUT WHAT YOU CAN DO OR SAY THAT WILL HELP YOU GET OVER YOUR ANGER**
- * TALK TO SOMEONE ELSE ABOUT IT**
- * ACCEPT RESPONSIBILITY FOR YOUR FEELINGS**
- * GET OVER IT**



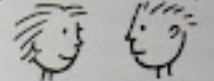
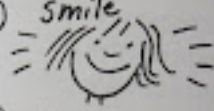
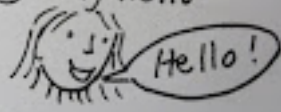
TAKING TURNS

1. Watch what people are doing

2. Walk to waiting line and stay in line

3. Wait until the person in front has had their turn and then have yours


GREETING

1. Look friendly

2. Say "Hello."

3. Wait for a reply and walk on.


MEETING SOMEONE

1. Look at the person

2. Smile

3. Say hello


Communication cards

WHEN SOMEONE TEASES YOU

1. Walk away

2. Find a nice person to talk to

3. Tell them what happened

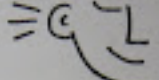
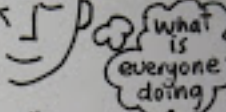
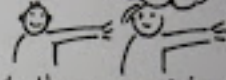
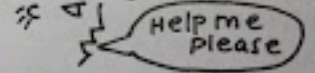

FEELING ANGRY

1. Walk away to a quiet place


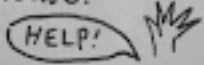
2. Think about nice things

3. Tell someone when you feel better


FOLLOWING DIRECTION

1. Listen

2. Think

3. Copy
do what others are doing

4. Ask if you don't know


ASKING FOR HELP

1. Try by yourself first.

2. Say "Help me please."



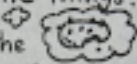
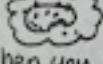
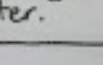
ASKING FOR HELP

- ① Try hard first

- ② Look around for someone to help


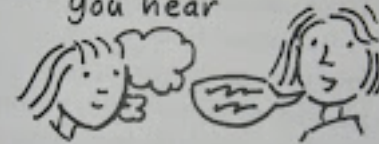
- ③ Say "Help me please"


FEELING ANXIOUS

1. Say to yourself, "I'll feel better soon."

2. Find a quiet place to go.

3. Think about your favourite things.

4. Join the others when you feel better.




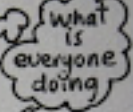
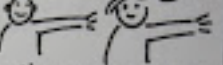
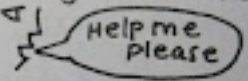
LISTENING

- ① Look at the speaker


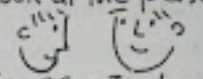
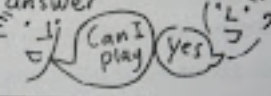
- ② Try to keep still

- ③ Think about what you hear


...more communication cards



FOLLOWING DIRECTION

- ① Listen 
- ② Think  
- ③ Copy  do what others are doing
- ④ Ask if you don't know


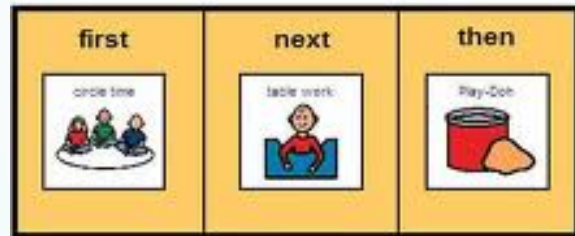
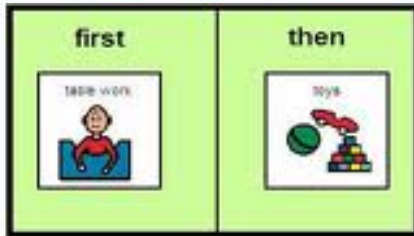
ASKING TO PLAY

- ① Walk to the person

- ② Look at the person

- ③ Say "Can I play" and wait for the answer


DEALING WITH LOSING

1. Think, "I didn't win this time. That is OK."

2. "I'll try again next time."

3. "I'll do something else now."


VISUALS





I will put my hand up
and wait until I am
asked to speak

Put hand up and wait to ask a question	My Count (For every 5 circled)					What Happens
	1	2	3	4	5	I will get ...
	6	7	8	9	10	
	11	12	13	14	15	

Adapting Work

QUANTITY – reduce the number of tasks a student is required to do

TIME – Adapt the time allocated for completion of an activity

LEVEL OF SUPPORT – Increase the amount of support for a student

INPUT – Adapt the way you give the message/instruction across to students

DIFFICULTY - Adapt the rules on how a learner may approach the work

OUTPUT – Adapt how the student can respond to instruction

PARTICIPATION – Adapt the extent to which a learner is actively involved in

ALTERNATE GOALS – Adapt the outcome expectations while using the same materials

SUBSTITUTE CURRICULUM – Provide different instruction and materials to meet a learners individual goals

The Restorative Chat

To the wrong doer	To the victim	When stuck
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who do you think has been affected by what you did? 	<ul style="list-style-type: none"> • What did you think when it happened? • What have you thought about since? • How has it affected you? • What's been the worst of it? • What's needed to make things right? 	<ul style="list-style-type: none"> • Was it the right or wrong thing to do? • Was it fair or unfair? • What exactly are you sorry for? • You didn't answer my question.
<ul style="list-style-type: none"> • What do you need to do to make things right? • How can we make sure this doesn't happen again? • What can I do to help you? 	<ul style="list-style-type: none"> • How can we make sure this doesn't happen again? • How would you like me to follow up with you? 	

DISTRACTION

Strategies:

- Point out something interesting
- Start a simple game
- Introduce a new activity
- Change the scene: move the angle of their chair, desk, have them move next to another child
- Change the topic of conversation
- When you see things deteriorate: give a choice. “I can see this game is making you frustrated. What about reading your book quietly?”
- Work on the computer
- Helping another student, completing a message

Scenarios

- In your groups discuss the scenario
- From the tool box choose an appropriate Behaviour management tool to address the situation



- Justify your choice and share with the rest of us

Scenarios

Scenario 1:

You have recently started working with a five-year old boy, Tom, in the last week. He has general difficulty staying on-task. He is finding the work difficult. You have recently noticed that he laughs at other student's misfortune-when the teacher is not in earshot. This is causing you concern.

What strategies will you use?

Scenario 2:

The bell for morning tea has just rung. You are walking over to the staffroom when you see an 8year-old female student-Rosie-push another girl-Holly-over. You notice there are no adults around. You query Rosie on why she did this. She claims she was called 'goggle face'.

What strategies will you use?

Scenarios

Scenario 3:

You are working with an 11 year old girl, Jasmine, who has major anger issues. As part of your normal routine, you try and engage her in the learning task after lunch, but she seems very angry and upset. You notice her clenched fists and grinding teeth. You are aware that Jasmine is having ongoing issues at home.

What strategies will you use?

Scenario 4:

You are working with a 13 year-old boy, Brad, who is easily distracted. Getting him on-task can take some time. You have just settled him into his Mathematics class when another student behind you, Johnny, throws a paper dart near you both. (Johnny always likes to 'wind' Brad up).

What strategies will you use?

Think Pair Share

With a partner...

- Discuss a behavioural issue you have experienced or experiencing
- Brainstorm which tools you think may be successful and suitable to try



Sharing Forum



Evaluation Forms

Please complete an evaluation form and leave on the table



Thank you for your time and support