

Core intervention strategies in the classroom

<i>Start</i>	<i>Stop</i>
<p>Non-confrontational body language Side supportive stance, sit down, walk & talk, invitation to come into student's interpersonal space</p>	<p>Aggressive, confrontational body language. 'Eye- balling', standing over, stepping into students space, yelling, talking over the top, pointing</p>
<p>Making negative behaviour 'invisible'. Focus on the 'silent majority' <i>Great to see most of you are..... "Thanks for your patience with the noise. I can see some of you are sick of the calling out".</i></p> <p>'Vote with your feet'- walk away from negative behaviour UNLESS it is serious</p> <p>Ignore the behaviour until it impacts on the learning environment or</p>	<p>Rewarding negative behaviour Advertising the negative behaviour Public comment, name on board, standing students out in the corridor, sending to a senior teacher, students outside the office, announcement over the loud speaker</p> <p>Over-engagement: Investing the most time and energy on dealing with the negative behaviours. Dealing with the issue during class time. Allowing students to hold the group up for too long before exit. Moving students closer to the teacher, working with them 1:1 to control their work & behaviour</p>
<p>Effective fair exit:</p> <p>Minimal engagement: 'corner of the eye' cold shoulder. Brief reminders, no more than 2-3 sentences.</p> <p>At the point when behaviour can no longer be ignored, brief reminders & quick exit (usually 12-15 mins)</p> <p>Use of 'feeder' rooms rather than senior teachers</p> <p>Increase in severity of sanctions for repeated behaviour</p>	<p style="text-align: center;">Ineffective Exits</p> <p>Inconsistency</p> <p>Allowing too much lee-way before reminding</p> <p>Not exiting students: to prove teacher power, at the expense of the 'silent majority's right to learn</p> <p>to show that you can 'control' the group</p> <p>not catering for repeated behaviour, there is no change in consequence from the first of 21st time the student has misbehaved</p>

Beyond "Telling Off" -Effective Discipline Interventions

<p>Follow up yourself Asking and listening <i>1. Why do you think I'm talking to you?</i> <i>Tell me what happened</i> <i>2. What happened when you did that?</i></p> <p>Feedback from 'victims'</p>	<p>No follow up with the teacher concerned</p> <p>Telling off and arguing</p> <p>No voice for the 'victims' of the behaviour</p>
<p>Active Accountability <i>3. How can this get fixed up? (input from any 'victims' of the behaviour)</i> <i>4. What can you do to make sure this doesn't happen/What can you do instead?</i></p> <p>Students need to 'own' their behaviour. They should be actively involved in 'restoring' or making good' the situation they have created. This may include calling parents re work refusal, working at the school to pay back a debt</p>	<p>Passive Punishment</p> <p>Unrelated consequences such as: detention, picking up papers, writing lines, cleaning up rooms</p>
<p>Sharing concern & giving compassionate feedback <i>5. What will happen if this goes on?</i> <i>What would other students say is a fair thing?</i> Outline of consequences/sanctions should behaviour continue <i>"I'm worried about you not doing your work. I wonder how you'll feel if you get further behind"</i> <i>Some of the others say they don't want you in their group, and I don't want that to happen to you.</i></p>	<p>Threatening & Bluffing Not following through with consequences <i>"You'd better get working or else you won't be going to camp!"</i></p> <p>Protecting students from the truth</p>

Notes
