Expectations

Two major research findings related to teachers' interactions with more challenging students

Teachers, when dealing with more challenging students appear to be Increasing their use of 'Coercive and Legitimate Power

Teachers, when dealing with more challenging students, appear to be decreasing slightly (or at best failing to increase) their use of Referent and Reward Power

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Classroom Rules (Rights and Responsibilities)

In this classroom

1. **Students and the teacher have the right to do as much work as possible**

Therefore

•Students must bring (encourage others to bring) all their own equipment

•Students should listen (encourage others to listen) when classmates are speaking

•Students should be (encourage others to be) on time

• • •

Summary

- When teachers use 'coercive' discipline techniques (Punishment [without a good relationship] and Aggression) students do not become more responsible.

- When teachers use more 'inclusive' techniques (Discussion, Recognition, Involvement & Hinting) students become more responsible

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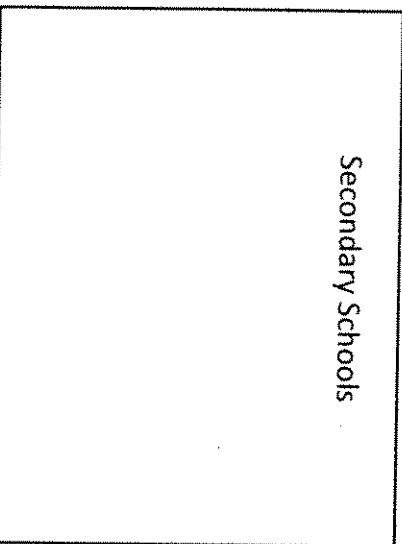Classroom Rules (Rights and Responsibilities)

In this classroom

1. **Students and the teacher have the right to feel comfortable and safe in the classroom**

Therefore

•Students should pass (encourage others to pass) all objects hand to hand

•Students should speak (encourage others to speak) to each other politely

•Students should keep (encourage others to keep) their hands to themselves

• • •

Secondary Schools

I do the right thing
I take personal responsibility

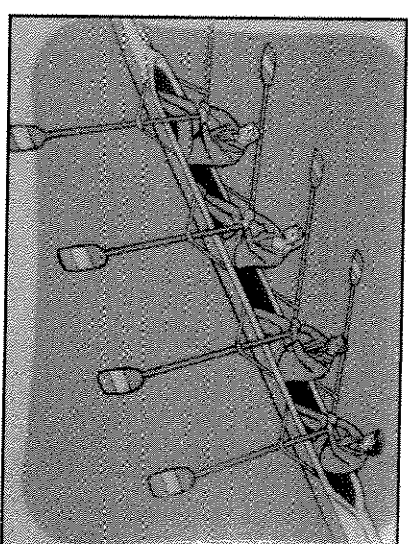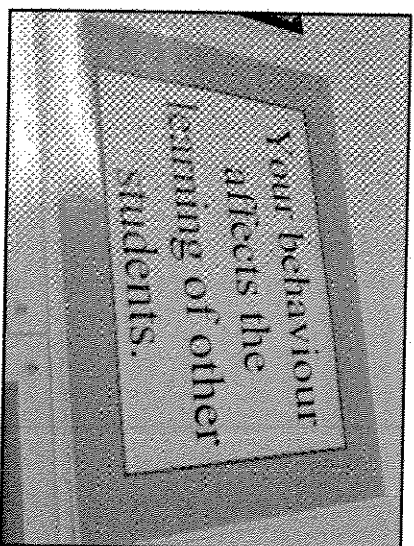I encourage others to do the right thing
I have a communal responsibility

Students and teachers have the right to do as much work as possible.

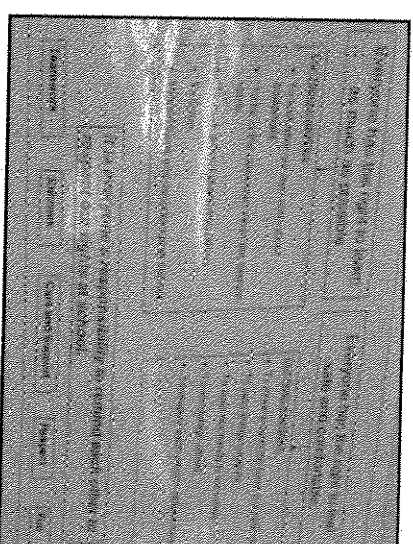Students and teachers have the right to feel comfortable and safe in school

Primary Schools

Your behaviour affects the learning of other students.

It is everyone's responsibility to remind others to respect our right to learn and to feel safe and comfortable

Grade 5/6

Rights and Responsibilities
of the Batcave

Students and teachers have the right to feel comfortable and safe in the Classroom

Therefore its responsibilities are:

I will show the school values (encourage others to show school values) by being friendly and supporting others.

I will warm productively (encourage others to learn productively) at all times so others can concentrate.

I will be considerate (encourage other to be considerate) so others can take risks when trying new things.

Grade 5/6

Rights and Responsibilities
of the Batcave

Students and teachers have the right to do as much learning as possible

Therefore its responsibilities are:

I will be organised (encourage others to be organised) by bringing equipment to class.

I will cooperate (encourage others to cooperate) while working in a team.

I will be focused (encourage others to be focused) while we are on our task.

I will show a non threatening (encourage non threatening) attitude and behaviour during small group activities.

1/2 Level

Grade 3/4

Grade 6/5

Grade 12

RIGHTS AND RESPONSIBILITIES

COMMUNITY KIDS

Everyone has the right to learn without distraction
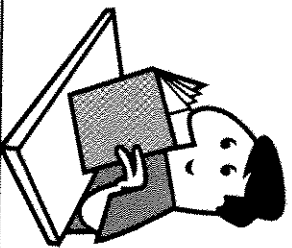


Everyone has the right to feel comfortable & safe.
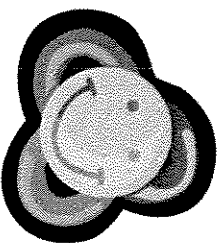
Responsibility

- Behaves appropriately because of fear of punishments
- Behaves appropriately because of desire for rewards
- Behaves appropriately because of desire for approval
- Behaves appropriately because it's the right thing to do (Personal Responsibility)
- Encourages others to behaves appropriately because of desire for rewards
- Encourages others to behaves appropriately because of desire for approval
- Encourages others to behaves appropriately because it's the right thing to do (Communal Responsibility)

RESPONSIBLE KIDS

Are we there yet?

Communal Responsibility

What are you doing right now?
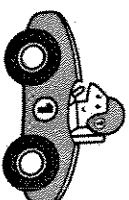
Is it appropriate?
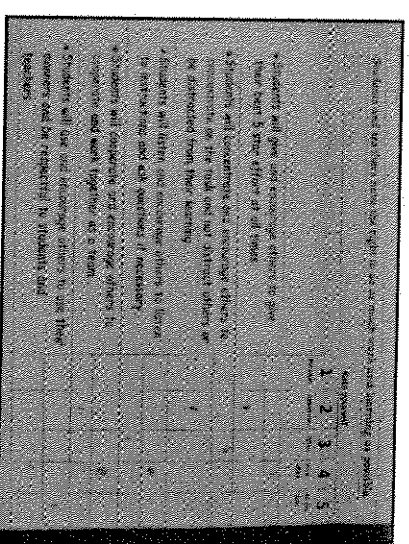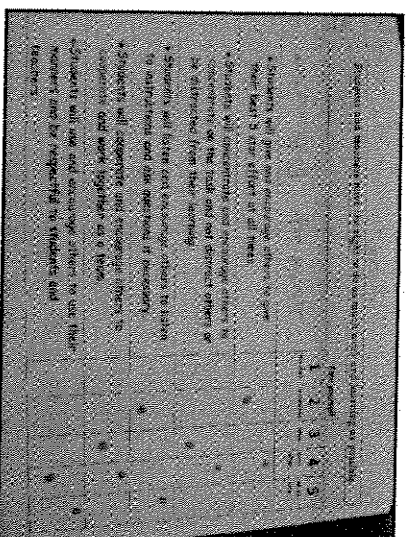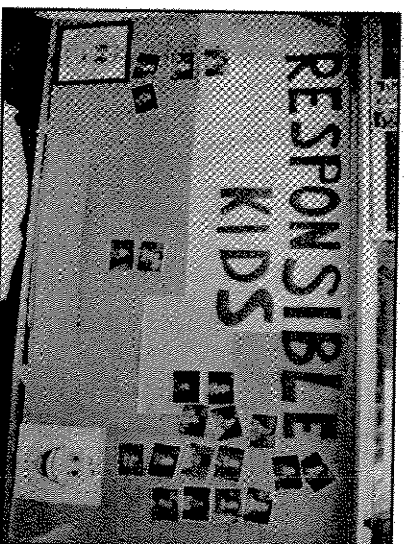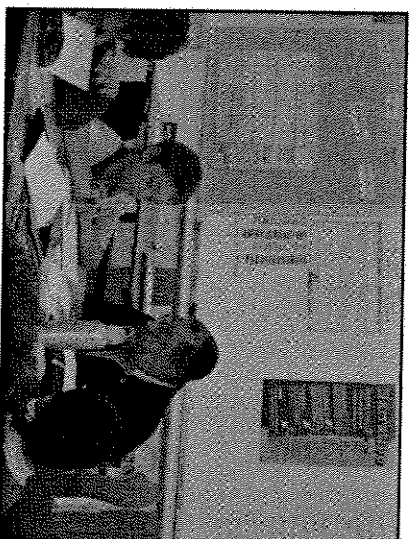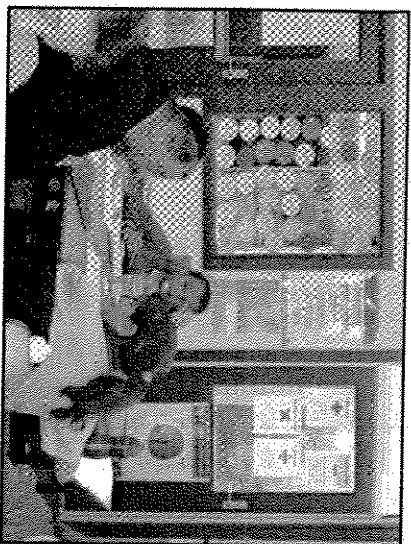
Reasons for behaving well

- "If you don't you get into trouble"
- "You get points"
- "They tell your parents"
- "The teachers like you"
- "You'll have more friends"
- "I'll learn more, get a good job and have a good life"
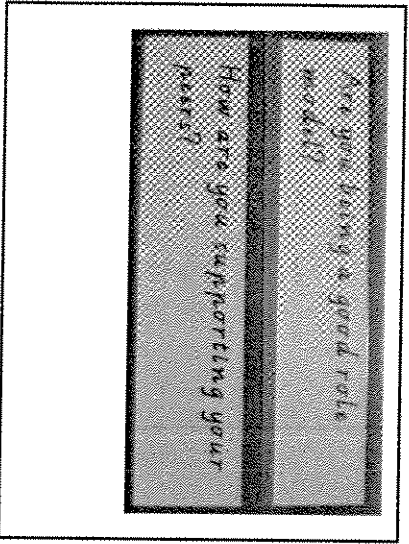- "It's not right, I'm a good girl"
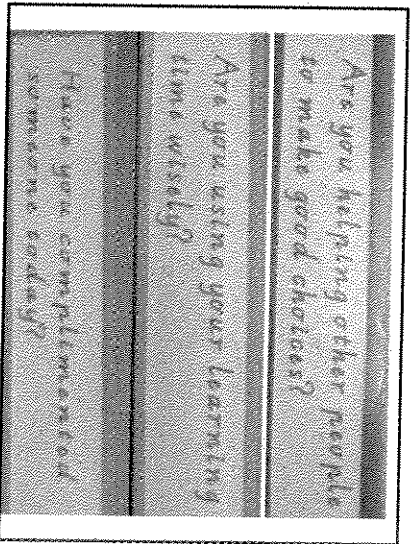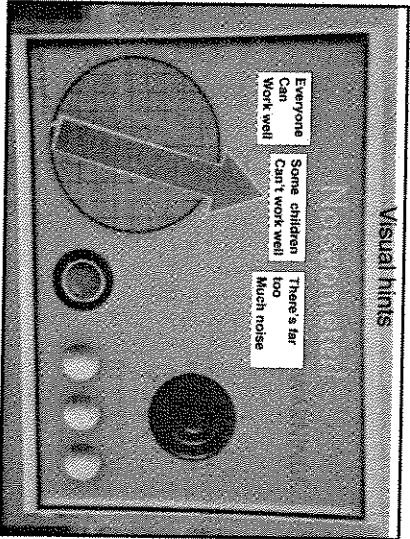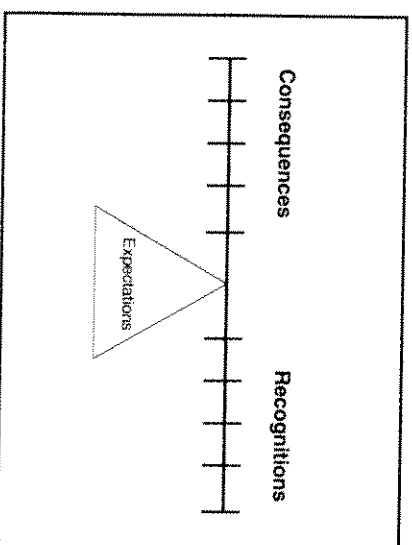- "It's not fair, others have to learn"

Letting all students know that classroom rules are there to protect their rights

U=Tried the strategy and use it on a regular basis	81%
S=Tried the strategy, it worked but I have stopped using it now	0%
DW=Tried strategy, it didn't work so I have stopped using it	14%
DT=Didn't try strategy	5%

"Reminding the student that they rules are there to serve them, helps them to respect them"

"Asking misbehaving students if they have the right to disturb their friends is very powerful"

"Because it is rational, reasonable, logical and fair"

Slide 1

Before Control [A-children]

Reality tests
Personal & Communal Responsibility

- Describing situations
- Stating feelings
- Restatement of expectations
- Questions

Slide 2

Are you doing a good role model?

How are you supporting your peers?

Slide 3

Visual hints

Everyone
Can
Work well

Some children
Can't work well

There's far
too
Much noise

Slide 4

What are you doing?

What should you be doing?

Slide 5

Please
Raise Your
Hand!

Slide 6

Are you helping other people to make good choices?

Are you using your learning time wisely?

Are you completing your work and today?

Consequences   Recognitions

Expectations

The ratio of recognition of appropriate behaviour to criticism of inappropriate behaviour

- is 7:1 when dealing with Academic behaviour

- is 1:6 when dealing with Social behaviour

Talking to the "good" students

1. Some kids aren't yet as old/mature /responsible/reasonably behaved as others.

2. These kids have to make a greater effort to behave "normally/responsibly". It will take them a little longer to get there.

3. It's the effort that's being recognised, not the behaviour. Everybody is obliged to respect rights.

4. If you are less mature than I thought you were, tell me what I need to offer you as a bribe for you to be responsible/fair.

Continue to recognise verbally the students who don't need to be bribed because they are so mature, etc. Minimise rewards as soon as possible.

Recognitions

Acknowledging appropriate Social behaviour :

- Non-verbal praise – smile or nod
- Very specific verbal recognition (praise/encouragement)
- Communication to "other"
- Provision of special privileges
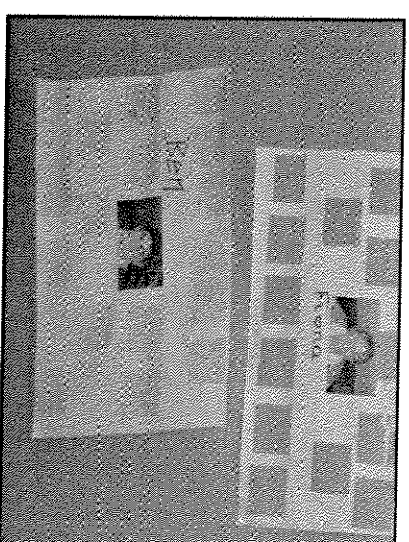- Material rewards
- Time/Choice
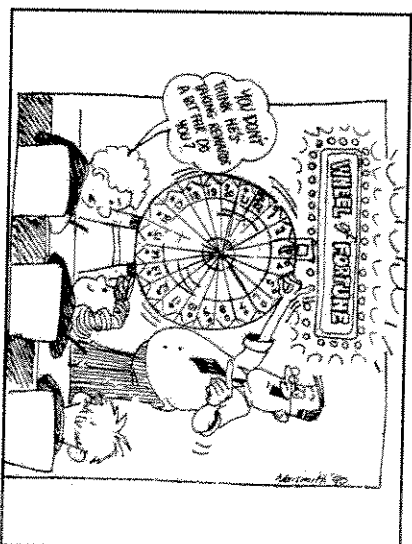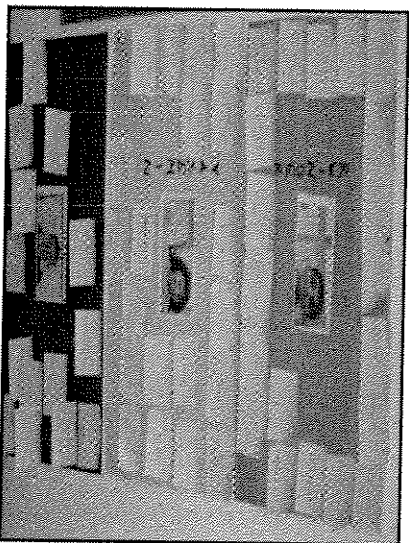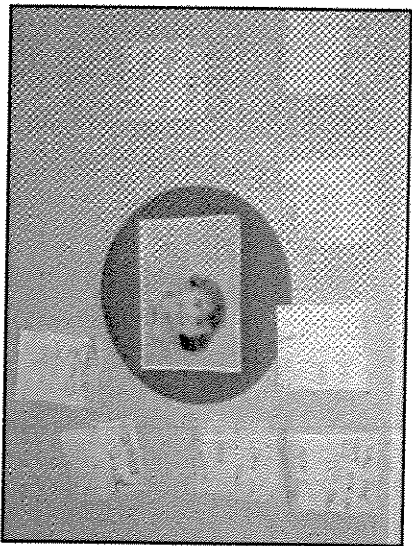
Recognising the appropriate behaviour of more challenging students

U=Tried the strategy and use it on a regular basis   79%
S=Tried the strategy, it worked but I have stopped using it now   14%
DW=Tried strategy, it didn't work so I have stopped using it   3%
DT=Didn't try strategy   4%

"although this can sometimes be difficult I try it as often as I can as it produces effort by those students and harmony in class"

"good to get them on side.... lets student feel they are being treated respectfully and fairly"

"helps them reflect on their negative habits, it's a start to reprogram negative self talk with more positive"

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1. **Nominate the student**
   • David!.....
   • You with the axel.....

2. **Indicate the inappropriate behaviour**
   • Your constant talking.....
   • Your moving around the room.....

3. **Indicate why the behaviour is inappropriate**
   • Is preventing others from learning.....
   • Is disrupting the work of these three students.....

4. **Indicate appropriate behaviour**
   • Therefore please be quiet!
   • Therefore please sit here where you won't be tempted!

Only being critical of the misbehaviour, not the student

U=Tried the strategy and use it on a regular basis   93%
S=Tried the strategy, it worked but I have stopped using it now   4%
DW=Tried strategy, it didn't work so I have stopped using it   0%
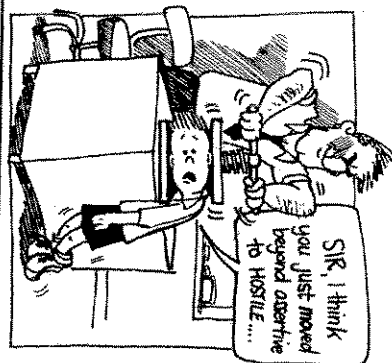DT=Didn't try strategy   3%

"it seems to result in having calmer and more productive conversations with students"

"so students can see how modifying behaviour can occur rather than personalise issue "

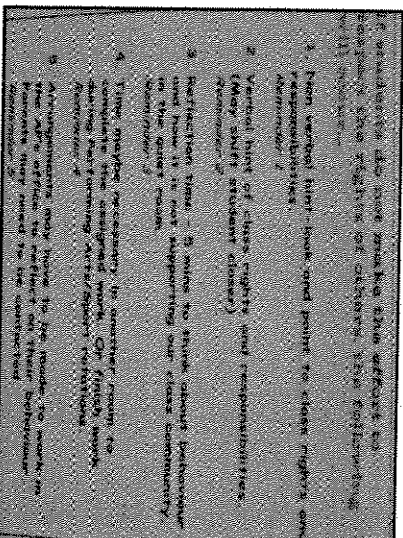"important in maintaining student relationships with me",

Assertive body language

- Open stance
- Leaning forward
- Eye contact

Pause

1 sec after nomination

3 seconds after explanation

SIR, I think you just moved beyond assertive to HOSTILE .....

Types of negative consequences

- Separating a student from friends in a class
- Isolating the student for a short time outside the class
- Removal of privileges (free time, excursion)
- Detention
- Sending student to a YLC
- Informing parents - pre-arranged punishment
- Temporary suspension

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1. David, ...you're talking. It's disturbing others. They have a right to work. Please be quiet !

2. I understand but please be quiet.

3. You have a choice. Either you sit quietly or ....

4. I don't intend to force you. However if you won't sit quietly then ......

Grade 5/6

Rights and Responsibilities of the Batcave

Using a series of increasingly severe consequences for misbehaviour

U=Tried the strategy and use it on a regular basis   80%

S=Tried the strategy, it worked but I have stopped using it now   10%

DW=Tried strategy, it didn't work so I have stopped using it   1%

DT=Didn't try strategy   10%

"It works well and students get better half way through exiting the process"

"They know what's coming and argue less"

"Because then students know what to expect and make a choice, it becomes a choice and not a punishment"

"The students do not like you pulling consequences out of the hat"