

Starting to think about Behaviour

Dr Kate Carr-Fanning



Overview of today session



**A little about me and the module
'Inclusive Pedagogy and Psychology'**



**Some things to start thinking about in
terms of behaviour**

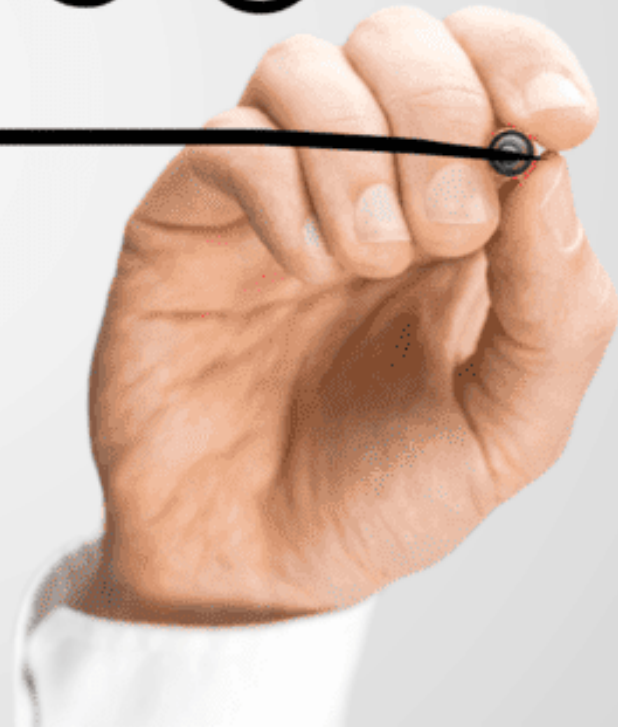
Positive Behaviour Support

- Getting started – structure, boundaries, and expectations
- Relationships and communication
- Planning for positive behaviours

Visit gosocrative.com and enter room
name S5S6Y45CG



IT'S **NOT**
ABOUT YOU



I feel
overwhelmed

I'm hungry

Something is going
on at home

I'm tired

I'm sad

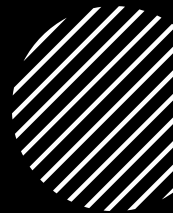
All Behaviour is Communication

I'm scared

I had a fight with
my friend



Positive Behaviour Support



What is Positive Behaviour Support?

Principles:

- All behavior is learned from the environment
- Consequences shape behavior -> reduce (punishment) or increase (reward)
- What's better reward or punishment?

Positive reinforcement

- Effects receiver and observer
- Verbal praise – be specific and descriptive
- Kerns and Clement (2007) 4:1 positive: negative ratio

What ways have you seen positive reinforcement work?

	Respect Others		Solve Problems Responsibly		Manage Yourself
1.	Say nice things or nothing	1.	Be fair and share	1.	Staying in seat
2.	Look at the teacher during instructions	2.	Consider others' feelings	2.	Talking only when it is OK
3.	Be a good listener	3.	Think of ways everybody can feel good in the end	3.	Following directions first time
4.	Have safe hands and feet	4.	Stay friends	4.	Ask teacher's permission first

Some things to get you started ...

- Set a few clear boundaries and expectations.
- Behavioural contracting.
- Consistency is better than escalation.
- Manage yourself / Model the behavior you want to encourage: be respectful, thoughtful, attentive, fair.

Watch this clip



NOTE THE POSITIVE WAYS HE MANAGES
HIS CLASSROOM / BEHAVIOUR AND
DISCUSS WITH WHOEVER IS NEXT TO YOU.

[BILL ROGERS VIDEO 4 - BING VIDEO](#)

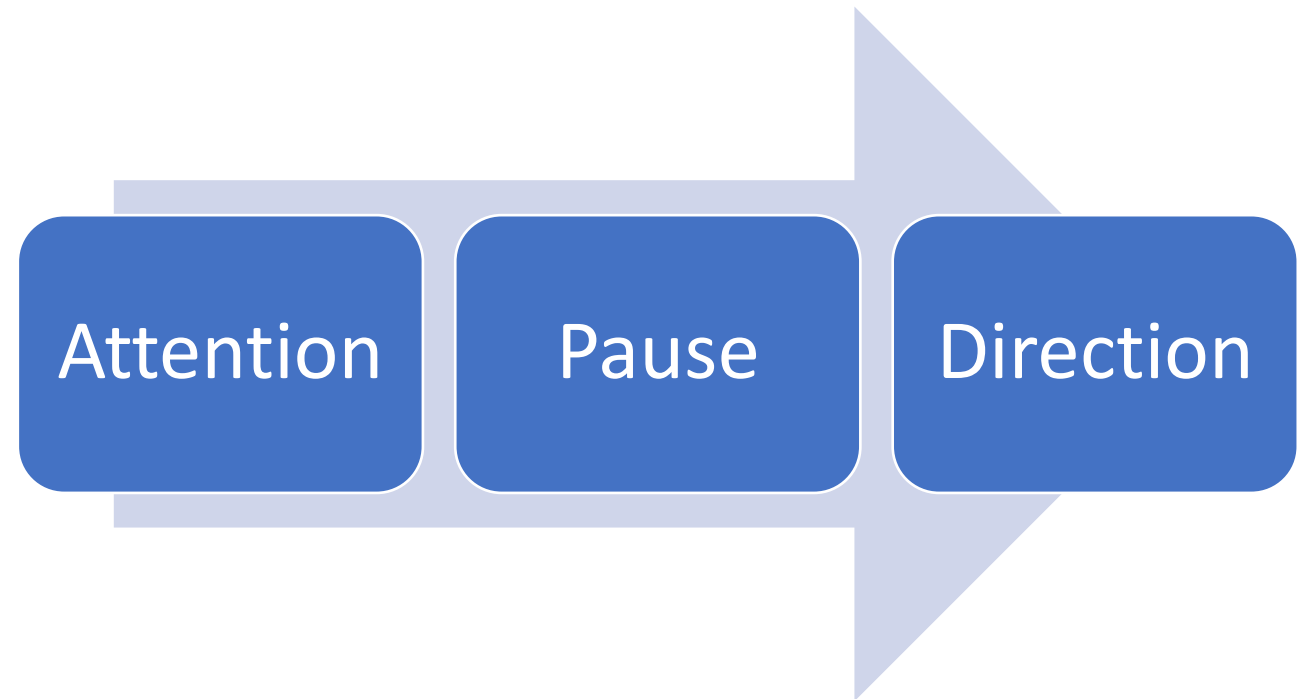
It's all about communication

Don't

- Ask questions
- Say what you don't want

Do

- Keep it positive
- Use directional language
- Use the tactical pause



Let's have a go

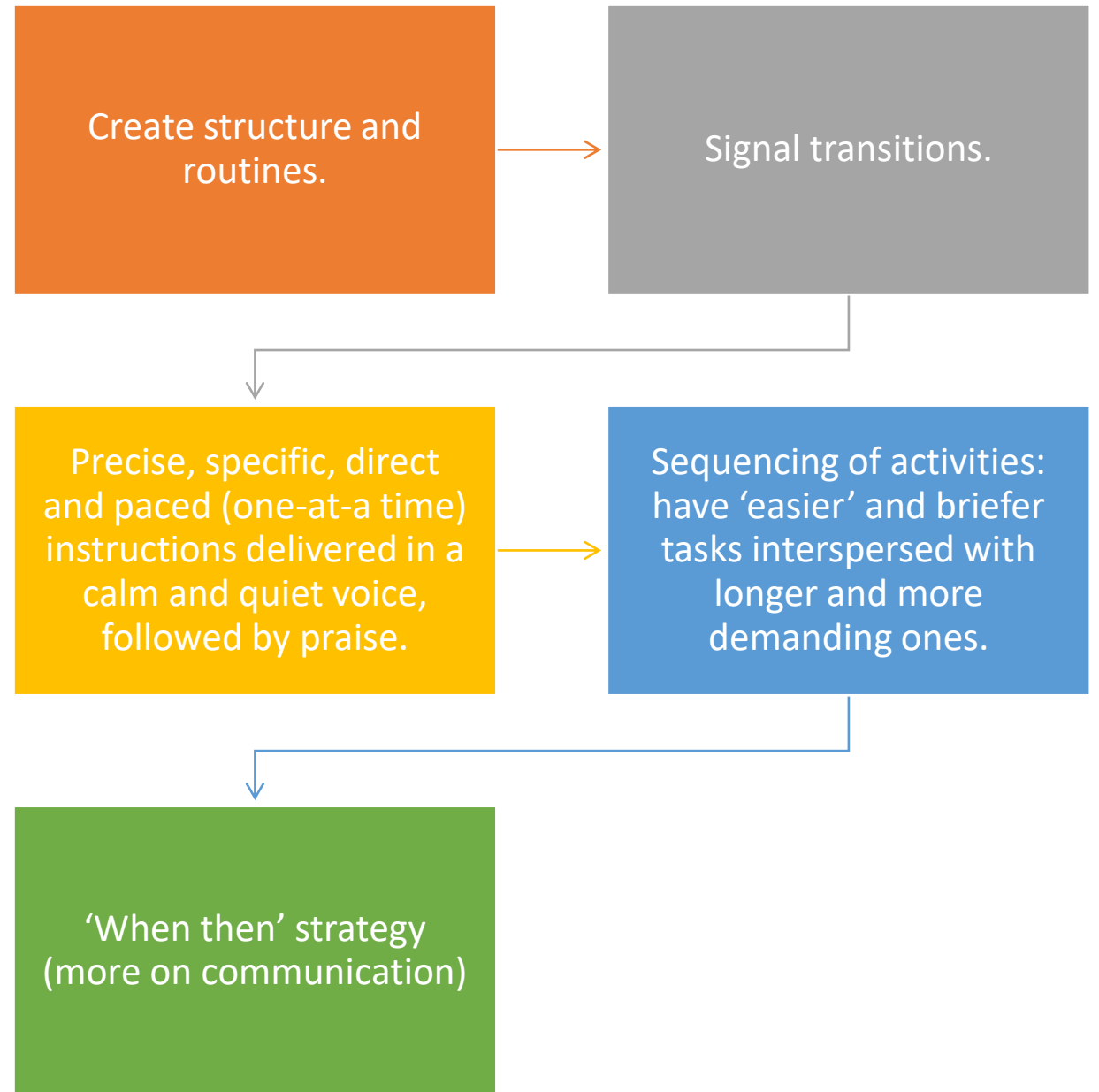
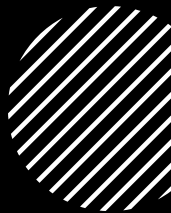
...

In class, Jessica takes a phone call, moves to the back of the room, and when you actively direct her to turn it off and take her seat she says 'it's about a job' and goes back to her phone conversations.

- What do you do?
- Get into groups. You have 10 minutes to discuss the above scenario, and as you do:
 - Identify appropriate strategies for dealing with the scenario
 - Be ready to explain a few of the strategies
 - Locate relevant policies or resources on appropriate / relevant website (e.g., NCSE, NBSS).
 - www.sess.ie
 - www.ncse.ie
 - www.nbss.ie



Planning for positive behaviour





Respectful Leader

The Role of the Teacher

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim. G. Ginnett (1993) Teacher and Child

Take Home Message

- Develop your relationships with your students
- Create as much structure, boundaries, and clear expectations as you can (and do it calmly and positively)
 - Starting lessons / transitions are key
 - Communication is key

