

## Authoritative Slightly Less Relaxed Vigilance

### Corrective Behaviour Management

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow these guidelines.

- Continue to reiterate clearly the behaviour(s) that you are expecting in this lesson episode.
- Positively acknowledge in a relaxed way those who are clearly showing the expected behaviour(s).
- Appropriately support by non-verbal actions e.g. a held up open hand (not pointing) and keep a metre's distance.
- Calm, clear, matter of fact tone.
- If possible deliver the message privately by speaking quietly or taking the student aside.
- Keep your focus on the primary misbehaviour and do not allow the student to move you on to side issues and to get you into public arguments.

#### **Strategy One:** I - Messages

**Key word** "I want"

**Example** "I want you to look this way now thanks"

#### **Strategy Two:** Expectation

**Key word** "Thanks"

**Explanation** Use language and tone of expectation that you will be obeyed. "Thanks" communicates expectation rather than "Please" which is a request.

**Example** "Maybe you were, but I want you to go back to your seat now, thanks." – then move away as this reinforces your expectation of compliance.

#### **Strategy Three:** Broken record

**Explanation** State clearly what you want and if the student argues back continue to calmly focus on the initial request. The more upset the student becomes the calmer you must be to diffuse the student's anger. The broken record should be repeated a maximum of three times. If the student continues to argue move through the strategies.

**Example** "I want you to return to your seat and complete your work. ... I want you to return to your seat, thanks."

#### **Strategy Four:** Tune In

**Key words** "Maybe...but..." "Good but..." "You're right but..."

**Explanation** You tune in to or acknowledge that you have heard the side issue raised by the student, but you have retained your focus on the primary behaviour.

**Example** "Back to your seat thanks". "I was discussing my work." "Maybe you were, but I want you to go back to your seat now thanks."

**Example** "You can't make me move." "You're right, but I want you to go back to your seat now, thanks."

**Strategy Five: Rule reminders****Key words** "You know our rule about..."**Explanation** The teacher refers to established class rules to remind students about acceptable behaviour. The word 'our' is used to reinforce that the rule was agreed upon and is not worded as a question so there is no opportunity for debate.**Example** "You know our rule about listening to others. Use it now, thanks."**Strategy Six: Limited choices****Key word** "Or"**Explanation** Limited choices avoid confrontation by providing the student with some control. If there is some argument then the broken record is used. There should be no threat or sarcasm.**Example** "I want you to put the iPod in your bag or in the purple box." "Do you want to go back to your desk or sit at this one by me?"**Strategy Seven: Direct questions****Key words** "What" followed by... "You are" followed by... "what are you supposed to be doing?"**Example** "What are you doing?" "Nothing" "You are out of your seat talking to ... What are you supposed to be doing?"**Explanation** Use the broken record with the second question if the student attempts to bring in side issues.**Strategy Eight: Chosen consequences****Key words** "If you choose...You will be choosing ...."**Explanation** This emphasises that the consequences are the student's choice and effectively acts as a last warning.**Example** "If you choose to leave your seat again then you will be choosing to be put in another seat / stay back after class"

These strategies will be used several times throughout the lesson but all should be used before a student receives a mini interview, and or a consequence.

When a student is sent to withdrawal it will be because they are disrupting others' learning. As they will also miss their own learning they will need to catch up. This can be achieved by going to catch up class. Before this applies it needs to be ascertained that the learning is set at the correct level for the student.