ADLER

More than two sentences encourages their misbehaviour by giving them attention
Say ‘we’ bring it back to the class as a whole
Be unemotional
If it doesn’t work, stop doing it!
Recognise the motivations of your students’ behaviour
DREKIOUS: Attack sin not the sinner Put attention on when kids are on task rather than off task
Body language is powerful in sending messages. EYE CONTACT
You need to acknowledge what your students are hungry for, give it in a way that suits you and suits them
Don’t engage when talking to a student about their negative behaviour
AWAYS REMIND KIDS THAT IT IS EFFECTING THE WHOLE GRADE
LABEL THE BEHAVIOUR NOT THE STUDENT
Don’t say “I like”
"I am worried about your choice not to expand your learning." Don’t hover and continue it
THIS IS MY WORKPLACE, IM ENTITLED TO BE RESPECTED

KIDS GO BEFORE THE SUBJECT
Resilience, optimism and self-esteem
*On your watch*
In the first 6 weeks teach your kids to learn how to learn! Help them be self-directed learners
They need independence and living skills
The first 4-6 weeks is where you establish the tone of your classroom.
MASLOW
KALMA/KARMA CLASSROOMS
PAT JEWEL
What does my kid need?
Saturate your classroom in positive attention → Positive attention and power removes the need for negative attention and power
DREKIOUS
Healthy one-to one relationships with children to help them become independent
Code of co-operation
We help our group to learn by:
  • Putting our hands up to speak
  • Staying in our seats

Work out simple ‘time-effective ways’ of providing alternative curriculum for students
who are finding the core activities too challenging.

Work out what you are prepared to do for the students and what you expect them to
do for themselves. –My job/your job. Remind students of your faith in their
competence and capability of doing things for themselves.

Utilise your connections. Buddy systems: organise an exit support plan, ideally with
collegues informally.

DON’T CONFUSE DOING FOR WITH HELPING
The ‘positive’, encouraging and complimenting rather than correcting and criticising
(3:1)
Use ‘real’ rewards –intrinsic motivators –pride, belongingness and avoid bribes and
approval addictive phrases
Use positive power words –in charge, in control, smart choice, strong idea, the ‘boss’
of
‘meet and greet’ at the door: Great way to ease and acknowledge parents
Treat classroom like a theatre not a drop off zone
‘work the room’
Target the normally misbehaving student and aim to ‘catch them being ‘good”

Promoting negative behaviour advertises the crap
Become resilient and focus on the 90% of the kids that are doing the right thing
Avoid individual phrases – advertise positive behaviour
Always support the kids effected by the behaviour with your proximity
  “the group need a break from..”

WE OUR US (the power of the group)
Advocate for the rights of the others being
ALFHIE KOHN : extrinsic rewards diminish intrinsic reward
Sharing and acknowledging behaviour “the group will appreciate.”
Recognise not ‘well done’ for every day expectations

‘you should be proud of yourself’ explain why
The best rewards are natural and logical consequences

I DON’T YOU THE TIME, YOU EARN IT

U is in ENCOURAGEMENT, I is in PRAISE

Find out what your kids are interested in and their strengths
“hang on a minute, we’ve started”
Keep the flow of the beginning of the day
Keep 1m distance
‘smart start’
Traffic light system (green-what you can do, orange-what you might need help, red-what you can’t do)

Use humour but not sarcasm
Time tickets –ticket to remind me that I need to give you time, next lesson etc

Any reward that you give one child must be given to all
Low key comments –be a private commentator not a public one

Get sticky notes with lines on it –Write little notes to the kids! “you should be pretty proud… I’ve noticed…."

Use assertive body language –side supportive stance: wont get provoked or intimidated
Use language of choice, rather than the language of control “your choice is to _____ or ______”
Share concern rather than threaten – “I’m worried about…”
Avoid “DARE ME!” statements ‘don’t and no’ – ask in stead of tell, yes, when, then “yes, when your…”

Be instructional with your discipline. Explain implied expectation

Establish protocols of getting help in the classroom, and make yourself the LAST person to see

Recognise the impact of anxiety and agitation in students who will not readily connect with you. Allow for individual learning spaces, invitation to enter student’s space

*Pygmalion effect*

See 3 before me (they are allowed to show and tell but not do for you)

Coaches (choose 7 coaches for each subject “see a coach before you see me”

Hands off helping

If you have groups or four or less, more effective

Pair work is good – find someone who else is stuck and work through it together

Make things available to everyone so kids don’t stand out

**AFTER EXITING STUDENTS**

ALWAYS follow up with any students you have exited from the yard or the class yourself.

ALWAYS giving the students feedback on what the behaviour is doing to others.

ACTIVE ACCOUNTABILITY make consequences natural and logical, not punishment oriented. You need to fix where you can, what you’ve damaged.

Always seek wise council

If you can do the hard work with the hard students then everyone else pulls their head in.

Don’t let things go through the keeper.

GLEN PIERCLE: ability groupings.