



Managing Challenging Behaviour

The emphasis of today's training is very much on you, the tutors, (being the experts in the classroom) having the expertise and sharing your experiences and practices, rather than telling you how to manage behaviour.

We should emphasise that everyone will find their best way of managing challenging behaviour and often it is a case of finding what works for you and making use of lots of 'tools' rather than the belief that there is a simple answer or that one solution will suit all staff.



Better for you, better for Manchester



Managing Challenging Behaviour



Welcome!

Monday, 04 July 2011

Who we are:

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Aims and Objectives

- To take stock of current personal skills in relation to behaviour management
- To explore effective methods of supporting student participation
- To examine methods of dealing with conflict
- To explore barriers to learning and the reasons why learners may exhibit challenging behaviours

Aims and Objectives continued

- To identify tools to enable effective management of challenging behaviour
- We will have a 10-15 minute comfort break (depending on time)
- We aim to finish at 12pm

Exercise 1

Spot the deliberate errors

There is *no easy answer* to managing challenging behaviour successfully, but there are a number of 'tools' that you can use which will give you the optimum likelihood of delivering a successful session.



Exercise 1



Spot the deliberate errors



Exercise 1 continued



How did you feel?



There is *no easy answer* to managing challenging behaviour successfully, but there are a number of 'tools' that you can use which will give you the optimum likelihood of delivering a successful session.



- ☒ Excellent
- ☐ Very good
- ☐ Good
- ☐ Average
- ☐ Poor

Exercise 2

Self Assessment

- Rate your current position



Exercise 3



A Toolbox For Managing Behaviour part 1



Exercise 4



Barriers to Learning



Barriers to Learning

What do you know about the learners?

- Dyslexia/Dyscalculia
- Dyspraxia
- ADHD
- Poor educational experiences
- Poverty
- Disability
- Motivation
- Childcare
- Peers
- Work commitments
- Fear of failure
- Self esteem
- Location
- Time issues
- Lack of parental support
- Literacy/numeracy issues
- Drugs/Alcohol
- Criminal record
- Family commitments
- Family expectations
- Abuse
- They may associate you with 'nasty' influence
- Lack of social/language skills

Exercise 5



Managing Conflict Situations



Exploring the Eight Core Principles

1. Plan For Good Behaviour
2. Separate The (inappropriate) Behaviour From The Learner
3. Use The Language Of Choice
4. Focus On Primary Behaviours
5. Actively Build Trust And Support
6. Model The Behaviour You Wish To See
7. Follow Up The Issues That Count
8. Reconnect And Repair Relationships

Exploring the Eight Core Principles

Take your principal and explore it with the following questions:

1. What does this principle mean to you?
2. What do you understand about this principle?
3. How do you or how will you show it's use consistently in your work?
4. Why would you bother to develop this principle?
5. Why would it allow you to be more effective?

Many Thanks!

Any Questions?



Rate Yourself

Teacher Behaviour	Often	Sometimes	Never
Arrives on time for class			
Work prepared and photocopied			
ILP SMART targets shared with students			
Rules explicit and explained			
Sanctions agreed and well publicised			
Sense of humour			
Greets learners			
Engages learners at the start of the session			
Cheerful Disposition			
Knows all the learners first names			



EIGHT CORE PRINCIPLES

Take each principle in turn and explore it with the following questions:

1. What does this principle mean to you?
2. What do you understand about this principle?
3. How do you or how will you show its use consistently in your work?
4. Why would you bother to develop this principle?
5. Why would it allow you to be more effective?

1. Plan for good behaviour

Planning for good behaviour balances two crucial elements **prevention** and **reduction**.

The most effective behaviour management actively limits the opportunities for, or likelihood of inappropriate behaviour occurring. However, when it does (as it will) occur, reducing friction or potential conflict is crucial. To do this effectively you need to deliberately choose a strategy from your toolkit rather than react in an unplanned or emotionally-driven way.

Prevention:

Because preventative strategies will support you in your effectiveness, it is valuable to develop your own 'resource bank' of ideas.

Suggestion: Make 3 headings on a piece of paper, adding as many strategies as you can in each column. Keep the lists to hand and refer to them when needed. Headings could be Curriculum (*learning styles*), Organisation (*Seating plans*) and Inter-personal (*Meeting and greeting*).

Reduction:

Positive behaviour management requires that emotional 'heat' is reduced quickly and effectively. This obviously applies to you too!

Recognise the choices you have available, remain rational in your thinking and respond in a planned way by drawing on skills from your toolkit. Give only the bare minimum of attention possible to the learner who misbehaves. You can do this by directing them to the behaviour you want rather than what you wish them to stop doing. Notice how the learner is redirected towards success rather than focusing on the mistake.

2. Separate the (inappropriate) behaviour from the learner

In addressing inappropriate behaviour you should always make it clear that it is the behaviour and not the person that you are critical of.

Remember:

- What they do is not the same as who they are
- Labelling the person as 'bad' often confirms a poor self-image.
- Young people live up (or down) to the image you hold of them.
- Young people need hope to change their behaviour.

The language of choice makes it easier to uphold this principle. Treating errors as a poor choice:

- Limits the mistake to one context only
- Implies that success is possible (better choice) next time

Appropriate behaviour, however, should always be associated with the person. When young people make good choices about their behaviour, your feedback should carry the message, '*you're the kind of person who.....*'

Example:

'The way you've tackled this course work has really demonstrated your commitment, Steve. That's impressive.'

3. Use the Language of Choice

Exercising choice is one of the most powerful motivational forces human beings experience. When you act as if your learners choose their own behaviour you become strongly empowered and so do they.

Much of the tension and conflict occurring in schools and colleges results from power struggles between the learner and the adult. This is not simply an adolescent phenomenon, although it appears more widely at that time.

Managing behaviour has three phases:

1. Giving learners choices about their behaviour within fair rules.
2. Influencing them to make appropriate choices.
3. Applying the consequences of their choices (rewards and sanctions).

At first the language of choice may seem awkward. Practice and personalise it until it flows naturally.

Consider the profound difference between these two instructions:

'Wayne, if you don't stop talking I'll move you over here on your own'.

'Wayne, if you choose to keep talking while I'm teaching, you'll be choosing to sit here on your own. Make a better choice now. Thanks.'

The first says, 'If you don't do what I want now, I'll make you do this'. It is a direct threat and a challenge many children cannot resist meeting.

The second says, 'You are responsible for your behaviour. I want you to make this choice because it protects the basic right to teach but if you don't, then you will have chosen this sanction'. It offers a limited range of choices but crucially gives the child the chance to move to more successful behaviour.

4. Focus on primary behaviours

Primary behaviours are those which require intervention by you because they impede the classroom agenda.

Many young people when corrected will engage in **secondary behaviours**. These are ways of diverting attention from the mistake they've made and allow them to 'de-stress' and feel better.

When you react to secondary behaviours you are 'buying-in' to the diversion and losing sight of why you spoke to the young person in the first place. You also run the risk of being 'wound up'!

There are two types of secondary behaviour, non-verbal and verbal.

Non-verbal:

These are the sighs, pouts, hair-tossing, moans, eyebrow raises etc that young people do when being corrected.

Effective skills:

- Completely ignore the body language. After a while it stops!
- Move the young person away from an audience if needed.
- Take up a relaxed posture (it will help you stay calm).
- Reaffirm your message calmly, clearly and assertively
- Ask them to choose better behaviour.
- Set them back on task.

Verbal:

These are the 'justifications' given for the behaviour or alternative diversionary tactics:

'I was only talking about work' (sigh)

'They're doing it too' (why pick on me?)

'Other teachers let us sit with our friends' (we like them)

Effective skill: *'maybe.....and.....'*

- Validate their perception of events: *'Maybe....' And I still need you to.....'*

'Maybe you were and I still need you to face this way and listen. Thanks.'
'Maybe they are and I still need you to put your pen down. Thanks.'

You will need to practice hard to be able to say '*maybe....and*' rather than '*maybe....but*'. However, this is a very powerful strategy.

- It defuses conflict by seeming to agree with the young person.
- The use of '*and*' makes the redirection feel OK to comply with
- It minimises the potential for you getting into arguments.
- It allows you to move on and regain the momentum of the lesson.

Remember:

- Use a matter-of-fact tone of voice.
- Make the statement flow seamlessly
- Use 'compliance time' immediately afterwards.
- Whatever follows the '*and*' is what you want them to do.

5. Actively build trust and support

All mutually supportive relationships are built on trust.

It would be a mistake to assume that simply being pleasant and friendly with young people wins their trust. You have to demonstrate over time your trustworthiness to earn the trust of your class(es).

There are many ways you can do this:

- Setting and reinforcing clear boundaries
- Being consistent in your approach and expectations.
- Keeping your promises (to keep them safe, help them to learn, maintain respect, etc)
- Being sensitive to individuals
- Paying attention to detail (remembering names, greeting them in and beyond the classroom, lending pens, etc)

Rapport is the way in which you connect to another person. Being connected to a young person is the only way in which you can influence them effectively.

You can build rapport by:

- Positive non-verbal signals such as smiles, nods and thumbs up.
- Using a high ratio of praise and positive comments.
- Showing that you listen to concerns and viewpoints.
- Giving lots of evidence-based praise.

6. Model the behaviour you wish to see

Although this may seem obvious, it is worth reinforcing that your behaviour is the most significant influence in the classroom.

Young people are in the process of acquiring the social skills to make successful choices about their behaviour. They need you as a role model.

You do not have to be perfect in your behaviour. Being a normal human being who makes mistakes (and apologises for them) is in itself a powerful model.

What is important is how well you model the correct behaviour the *majority* of the time.

The worst accusation a young person can make when being corrected is *'Well you do it!'*



7. Follow up the issues that count

You have to make decisions as to what counts.

The intention of this principle is to guide you away from the notion of 'manic vigilance' whereby you try to spot every infringement and deal with it. You will quickly become exhausted and also create a very stressful climate in your class.

The crucial thing is that you make deliberate choices in your leadership of the class:

- What can you ignore and for how long?
- When is the best moment to deal with this?
- What is the least intrusive skill that gets things back on track?

8. Reconnect and repair relationships

You can only influence learner's behaviour when you have some connection to them. Applying a necessary sanction as a result of their behaviour choice may create some tension or resentment.

You should seek to reconnect positively to a learner as soon as possible after correcting them. Certainly, you should always have a positive chat *before* they leave the class even if it's just to smile and say '*goodbye*'.

Reconnecting to a learner usually doesn't require anything more than a simple skill.

You can achieve this non-verbally or verbally, e.g.:

- Smiling as you look over at them or '*how are you getting on?*' '*Do you need help?*'

Remember this skill connects directly into modelling good behaviour. You are the adult in this relationship and are paid to teach your learners appropriate skills and behaviours.