



SUPPLEMENTARY DOCUMENTS

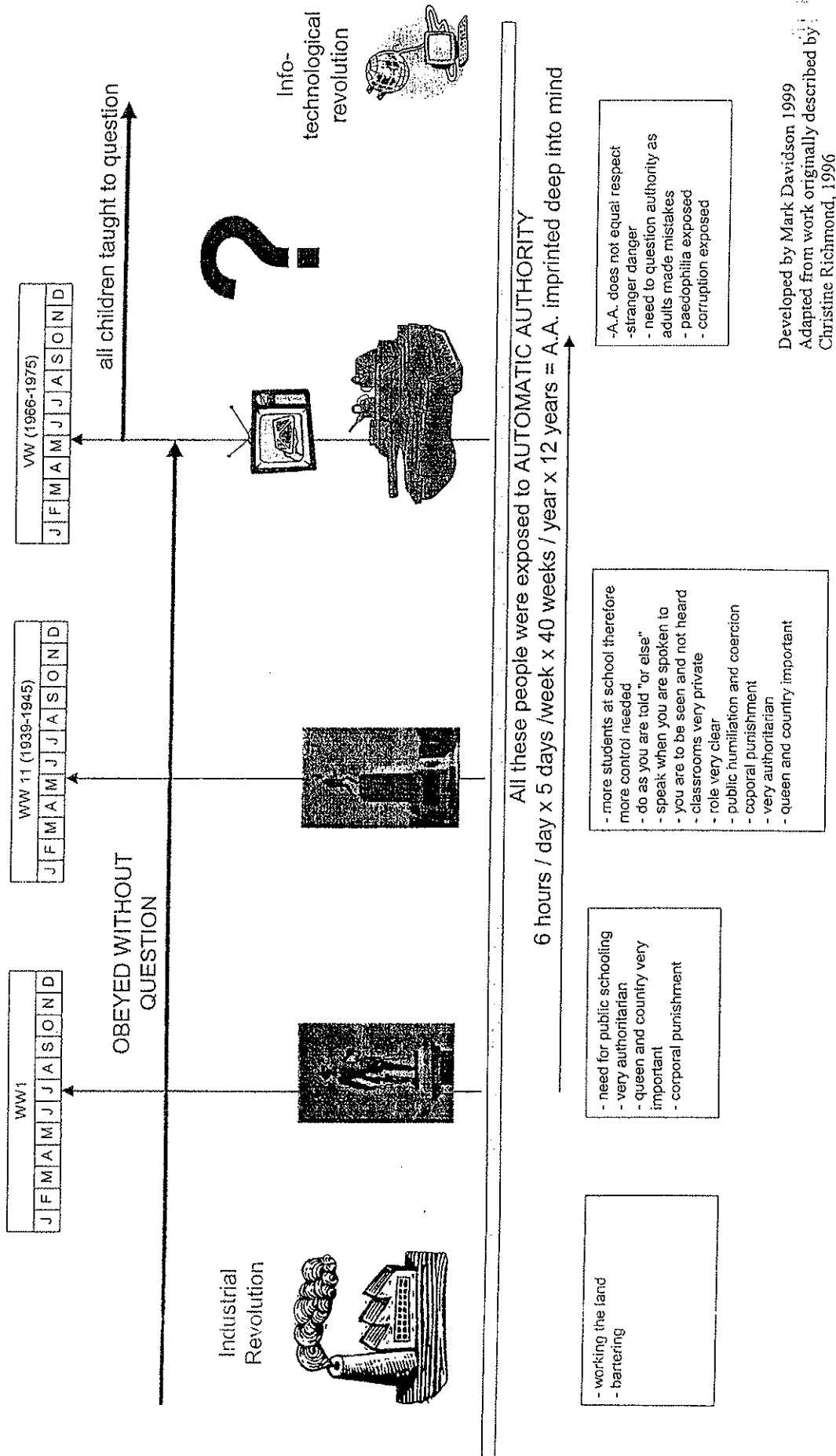
TO

THE ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT BOOKLET

By
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A MODEL OF AUTOMATIC AUTHORITY

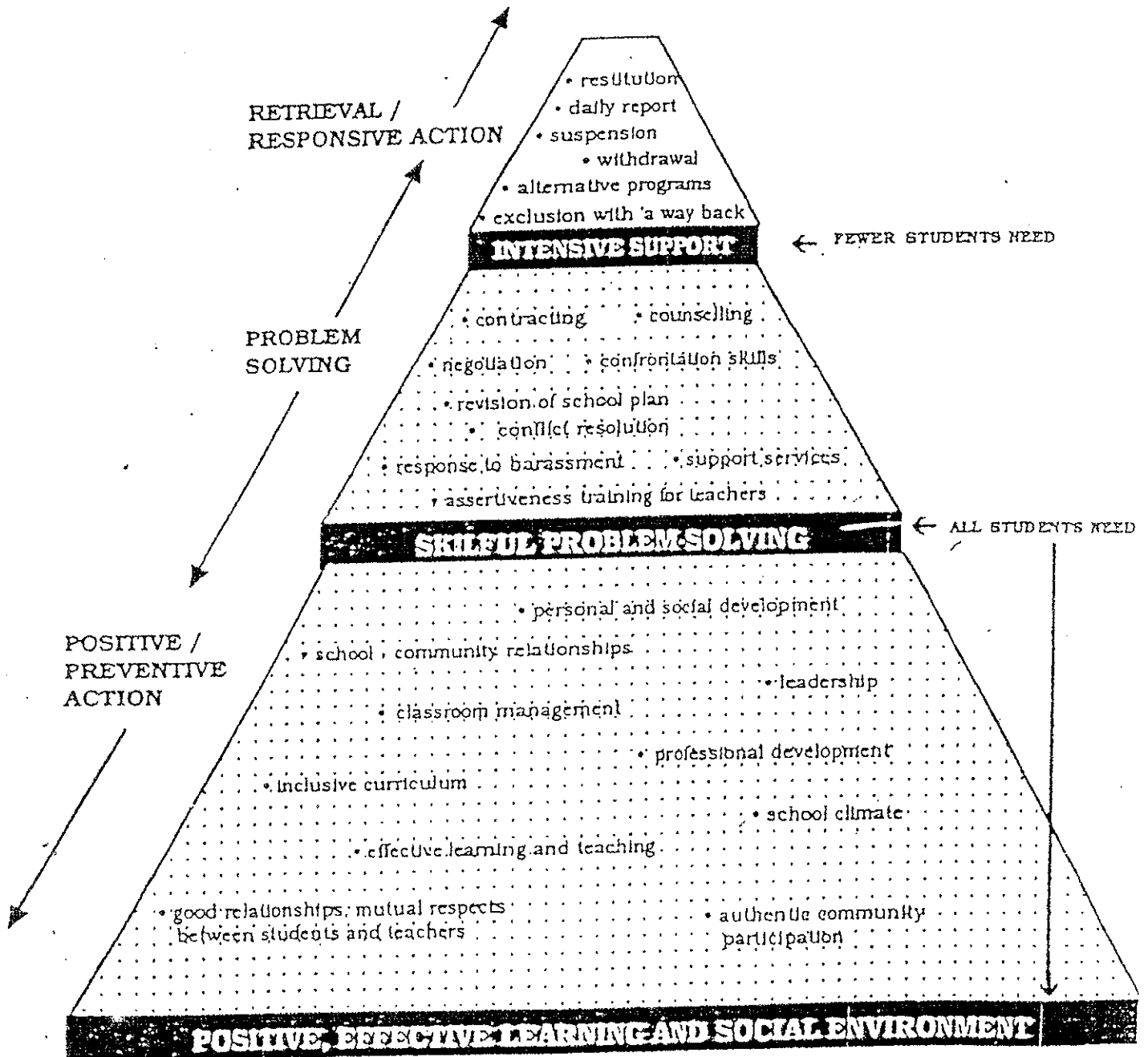


Developed by Mark Davidson 1999
Adapted from work originally described by Christine Richmond, 1996

THE SUPPORTIVE SCHOOL ENVIRONMENT A MODEL

Schools need to address all three levels to develop positive behaviour in students

The activities and skills suggested are not exhaustive. Some would be appropriate at all levels. They are listed to prompt creative thinking. Skillful problem solving is an integral element at all levels.



WHOLE SCHOOL COMMUNITY PLANNING

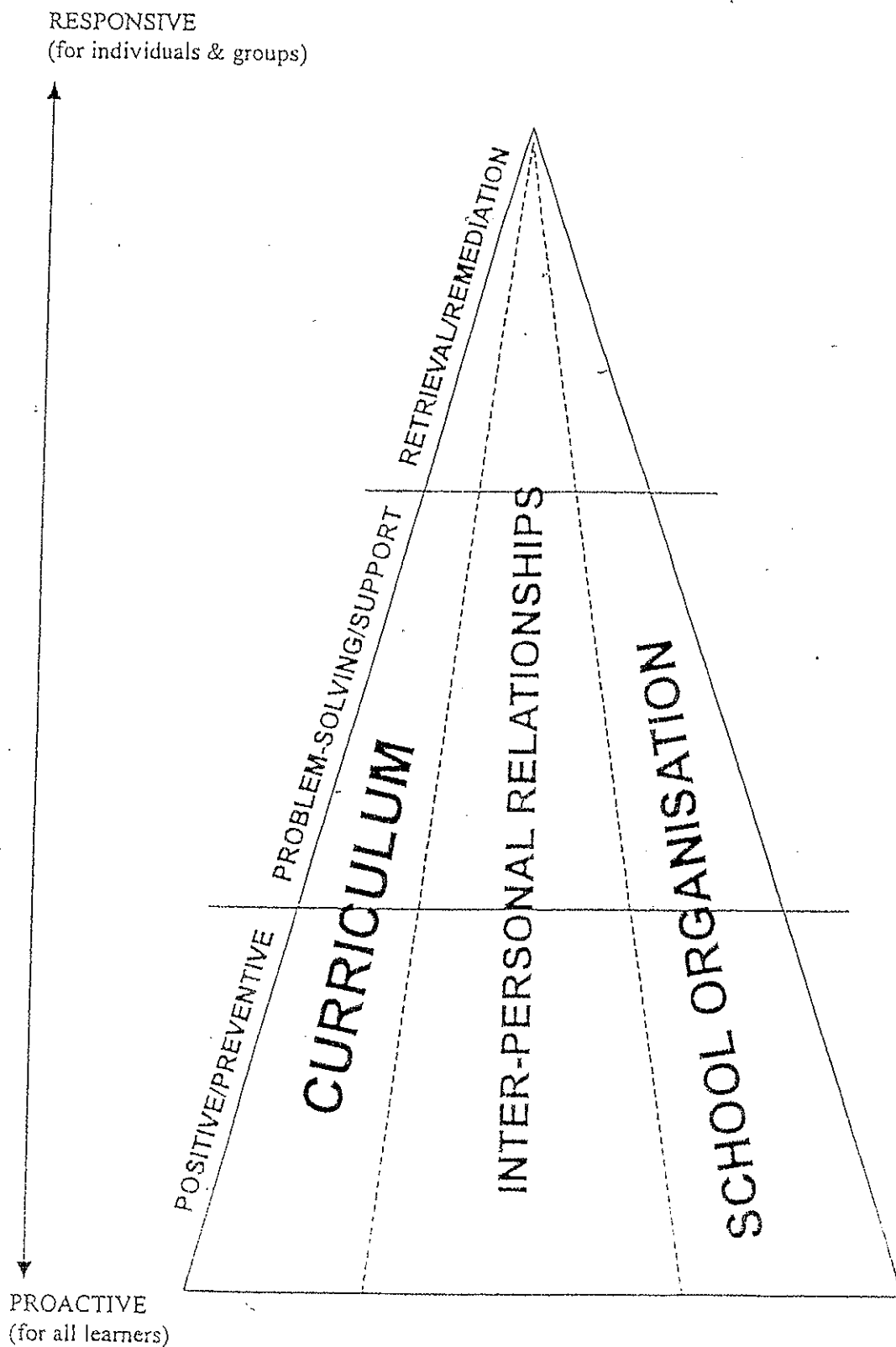
THROUGH

- Collaborative School Development Planning and Review
- Human Relationships Education

INVOLVING

- staff
- teachers
- G.O.
- support staff
- community representatives
- students
- parents
- visitors

A SUPPORTIVE SCHOOL ENVIRONMENT MODEL



LEARNING

RESPECT

SAFETY

ENVIRONMENT

RIGHTS:

- ◆ **to learn**
- ◆ **to be respected**
- ◆ **to feel safe**
- ◆ **to work in a
supportive
environment**

RESPONSIBILITIES:

- ◆ **to be prepared to learn**
- ◆ **to be respected**
- ◆ **to act safely**
- ◆ **to help create a supportive environment**

THE RULES

LEARNING

- ◆ **Have the right equipment**
- ◆ **Stay on task**

RESPECT

- ◆ **Listen to others**
- ◆ **Speak using a respectful tone**

SAFETY

- ◆ **Sit properly on chairs**
- ◆ **Keep hands and feet to self**

ENVIRONMENT

Help others when necessary

CONSEQUENCES:

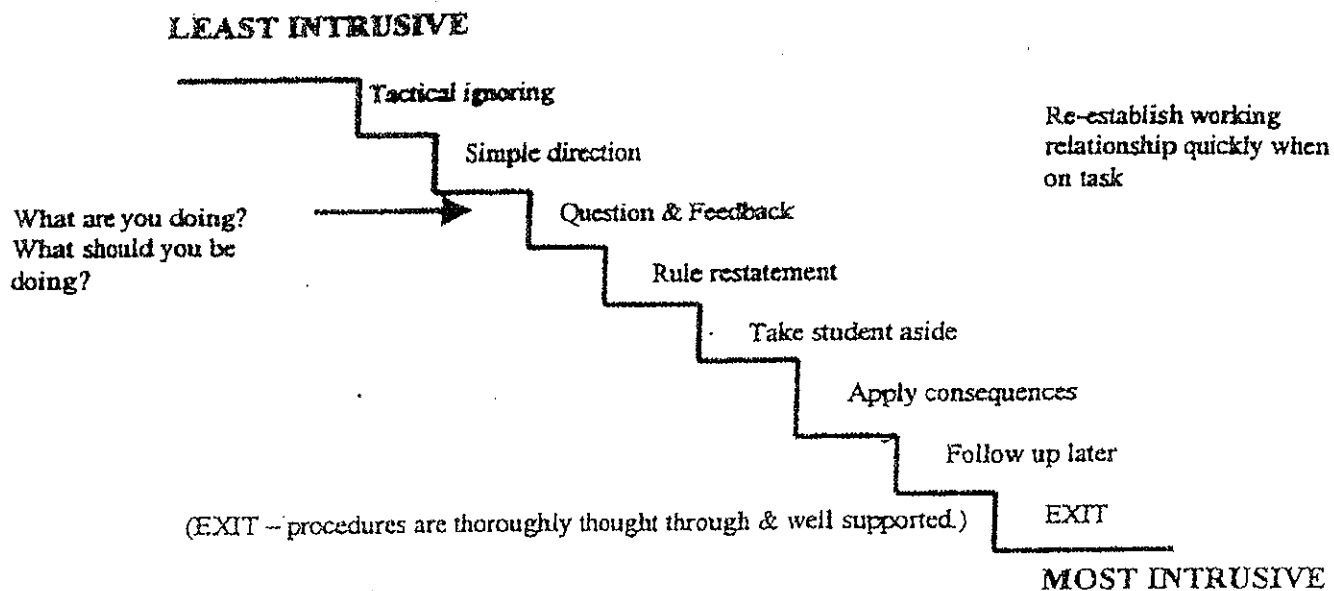
MUST:

- ◆ **Relate to the school's
BM Policy**
- ◆ **Be logical / natural**
- ◆ **Be flexible
(certainty not severity)**
- ◆ **Include a re-entry
Strategy (5W's)**

5W's –A Re-entry Strategy

- 1. What did you do?**
- 2. What rule did you break?**
- 3. What needs to be done to fix things?**
- 4. What might you do differently next time?**
- 5. What should happen if the same or similar behaviour occurs again today?**

LEAST TO MOST INTRUSIVE MANAGEMENT



(Reference: Rogers, W. Decisive Discipline. Every Move you Make, Every Step you Take, video, Institute of Educational Administration, Geelong, Victoria.)

Using least to most intrusive management of student behaviour is preferred practice. This management practice promotes positive behaviour, is non-confrontational, reduces reactive practice and emphasizes choice & ownership of behaviour.

MANAGING DIFFICULT SITUATIONS
When to Do What

HANDOUT

WHEN TO DO WHAT

Classroom Techniques	With Unresponsive or Defiant Student
<p>"Yes, if . . ."</p> <ul style="list-style-type: none"> • When there is a choice • The "if" is possible • Give reason if the answer is "no" 	
<p>"What's your job/my job?"</p> <ul style="list-style-type: none"> • When roles have previously been discussed • When student needs to refocus on job 	
<p>"What's the rule? Can you do that?"</p> <ul style="list-style-type: none"> • In a discipline situation • When student knows the rule • When teacher needs to enforce rule 	<p>"What's the rule?" (<i>"I don't know."</i>)</p> <p><i>"The rule is . . ." ("I don't care.")</i></p> <p><i>"Can you do it anyway?"</i></p> <p><i>(Silence plus non-verbal compliance)</i></p> <p><i>"Thank you, I appreciate it."</i></p> <p><i>(Don't hover; move on)</i></p>
<p>"What are you doing?"</p> <ul style="list-style-type: none"> • When student is unaware of what he's doing • When you need more information • If student doesn't answer, give facts 	<p>"What are you doing?"</p> <p><i>"What I see/hear you doing is . . ." (Silence)</i></p> <p><i>"Is it working for you?" ("Yes")</i></p> <p><i>"I understand . . . but it's not working for us. We need a better plan."</i></p> <p><i>(Wait for student to answer.)</i></p>

WHEN TO DO WHAT (continued)

Classroom Techniques	With Unresponsive or Defiant Student
<p>"What do you want/need?"</p> <ul style="list-style-type: none"> When student is upset and you don't know why. 	<p>"What do you want/need?"</p> <p>"Why is it important to you?"</p> <p>"How will it be better if you get what you want?"</p> <p>"What does it mean to you?"</p>
<p>"How would you like it to be?"</p> <ul style="list-style-type: none"> When student complains When student blames others 	<p>"How would you like it to be?"</p> <p>"What do you want to be seeing?"</p> <p>"What do you want to be hearing?"</p> <p>"What do you think is a solution?"</p>
<p>"That behavior won't work!"</p> <ul style="list-style-type: none"> When student cries, whines, argues, says "Everyone is doing it." 	<p>"This is how you get what you want from me."</p> <ul style="list-style-type: none"> Ask me. Tell me what you need.
<p>Asking the Reality Therapy Questions</p> <ul style="list-style-type: none"> When student does not do what she needs to do to get what she wants When student needs to make a plan to help them get what they want "What do you want?" "What's the rule?" "What are you doing?" "Saying?" "Is it working for you?" "Is it against the rule?" "Can you figure out a better way?" 	<p>Asking the Reality Therapy Questions</p> <p>When a student is unresponsive or defiant, turn the question into a statement:</p> <ul style="list-style-type: none"> "This is what I need from you." "This is what I see." "It's not working for me." "This is what I want you to do."

MANAGING DIFFICULT SITUATIONS

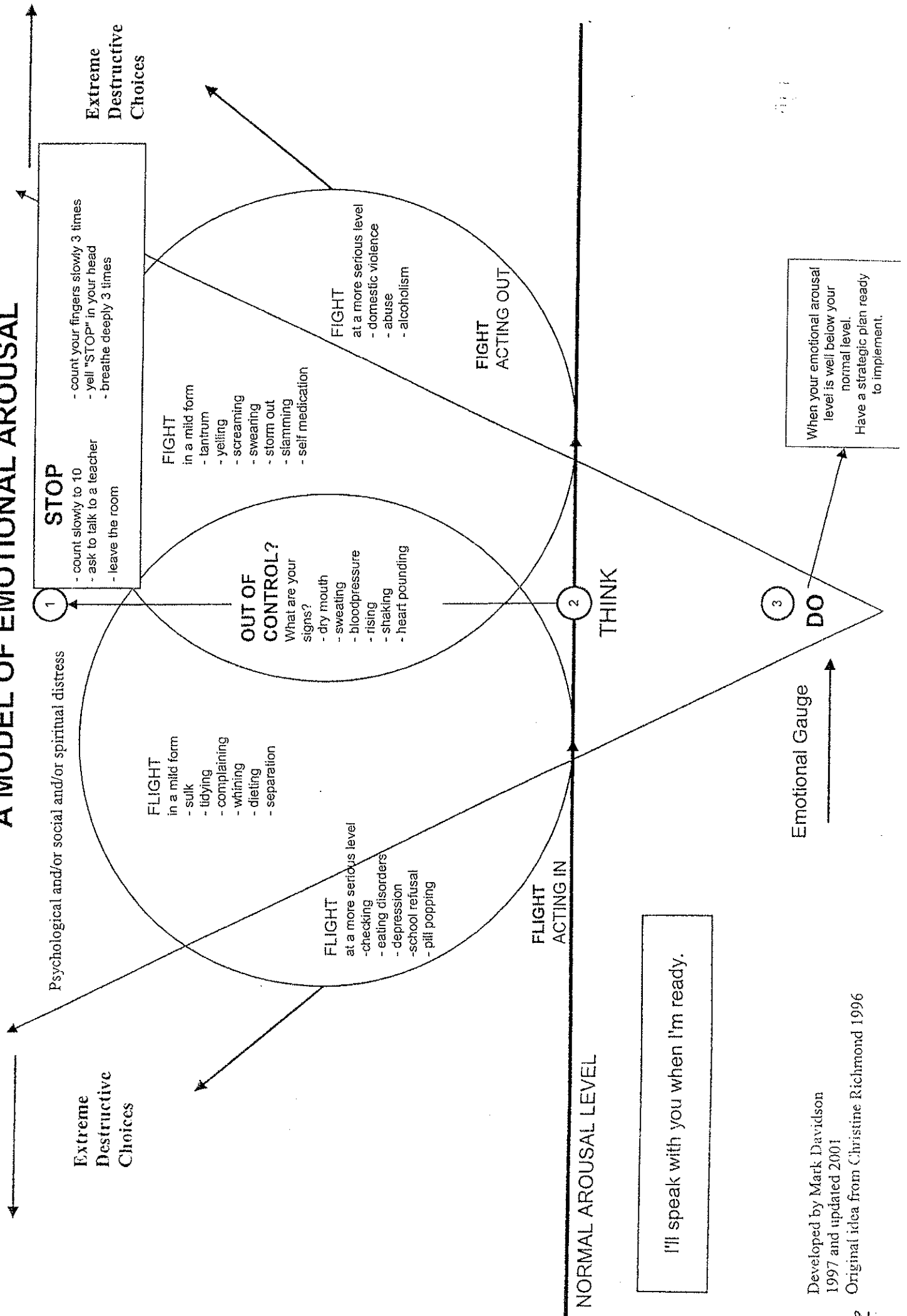
When to Do What

HANDOUT

WHEN TO DO WHAT (continued)

Classroom Techniques	With Unresponsive or Defiant Student
<p><i>Offering Student A Restitution Option</i></p> <ul style="list-style-type: none"> • When student needs to fix something or make it right • When student wants to make a self-restitution back to the kind of person she wants to be <p>“What’s the belief?” “What do you want to give back?” “Where?” “When?”</p> <p>When the student doesn’t want to make a restitution, the teacher needs to use consequences. “What will happen if you keep doing this?”</p>	<p><i>Offering Student A Restitution Option</i></p> <p>Remember you can’t force restitution. The words “have to” make restitution a consequence.</p> <p>If the student doesn’t want to make restitution say:</p> <ul style="list-style-type: none"> • “We want to work this out with you” • “You’re not the only one who’s made a mistake.” • “You’re basically a good kid, I think you can learn a better way to handle yourself.” • “If you don’t want to learn to (identify better way) I’ll be in a position where I have to (identify consequence). I don’t want to do that. I want to work this out.” <p>Leave the student to think about it and try later.</p>

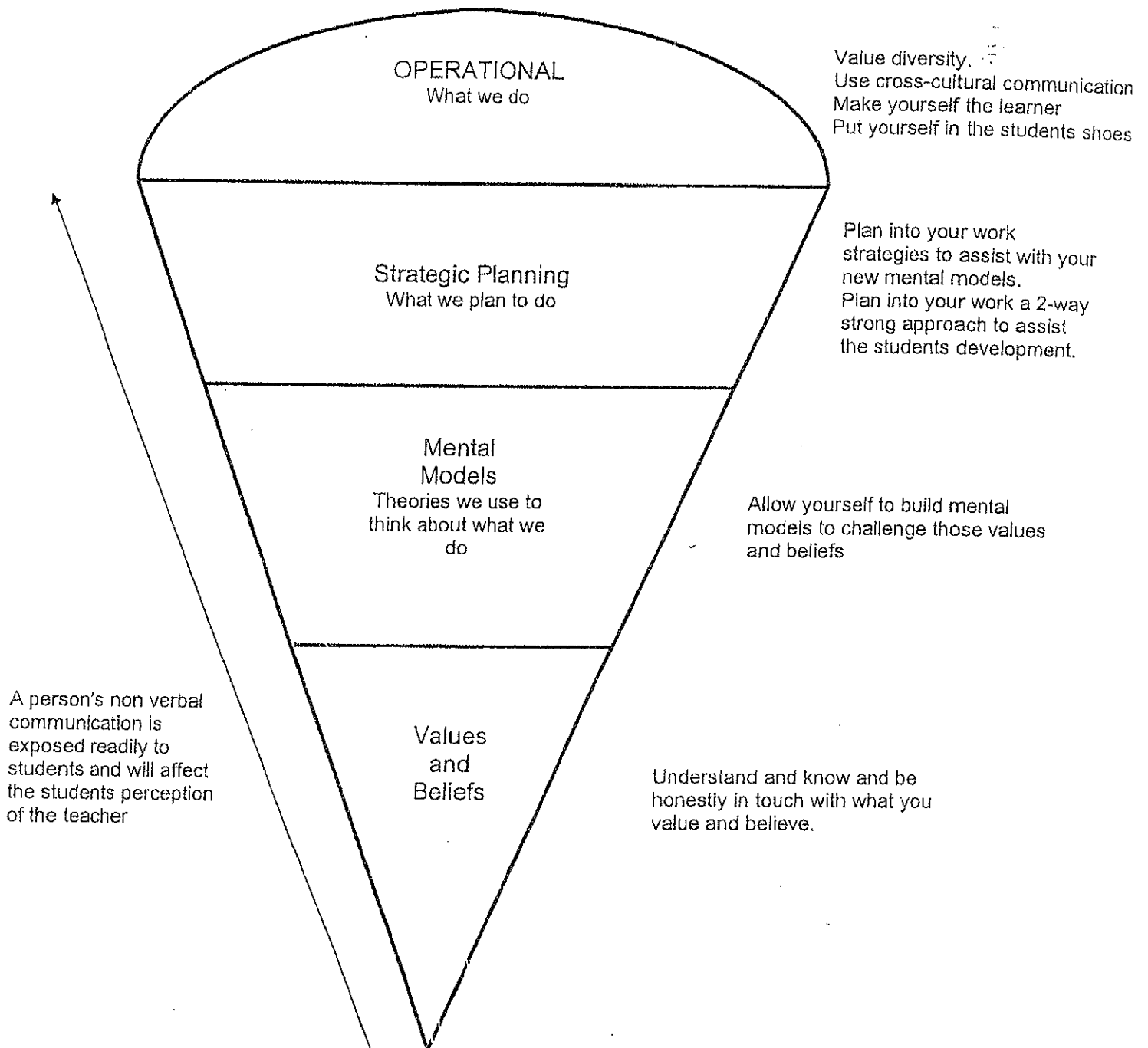
A MODEL OF EMOTIONAL AROUSAL



Developed by Mark Davidson
1997 and updated 2001

Original idea from Christine Richmond 1996

Valuing Diversity A cross cultural model



Value diversity as opposed to valuing similarities.
It is OK for people to be different .
The 'right' way does not mean 'have to be like me / us'.
Value the community input you can get