

Positive Behaviour Management

As easy as . . . A B C !



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As easy as ...

- **A**ttune (relationships)
- **B**e clear (rules and expectations)
- **C**reate opportunities (routines)





Attune ... WHAT?

- Starting point for all effective relationships
- Tuning in (to a child's world) is the bedrock of developing positive behaviours and interactions
- Children feel safe, and engage confidently with teachers





Attune ... WHY?

- Your connection with children gives them the opportunity to be involved in positive, nurturing, and healthy relationships
- Develops social-emotional competence
- Increases confidence, motivation and satisfaction (for child and teacher)



Attune ... HOW?

C onnect	P ositive Attention	F airness & Equality
<ul style="list-style-type: none">• Talk to children 1-1• Frequently join in play with them• Listen to and acknowledge what children say• Comfort children who are upset	<ul style="list-style-type: none">• Speak respectfully• Speak in private, in close proximity if matters concerns child only• Be mindful of words we use as adults• Pay positive attention to appropriate behaviours	<ul style="list-style-type: none">• Clear classroom expectations• Acknowledge desirable behaviours• Follow through with promises and consequences• Speak in pleasant and calm voice• Appreciate different strengths

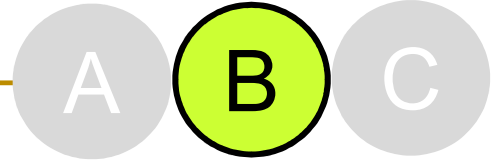


Attune ... HOW?

Activity

- (i) What strategies have you been using in your classroom to build positive relationships with children?
- (ii) What strategy do you want to use more of in your classroom and
- (iii) how do you want to use more of them?

Strategies:	(i) CURRENT	(ii) FUTURE	(iii) ACTION PLAN
1. CONNECT WITH CHILDREN			
Talk to children 1-to-1 about their interests, experiences etc.		√	How?
Frequently join in children's play or activity	√		



Be clear... WHAT?

- Classroom structure, expectations, routines are critical in fostering children engagement
- Expectations and rules are clearly defined, stated in positives and visible
- Classroom rules are actively taught and reinforced several times throughout the year

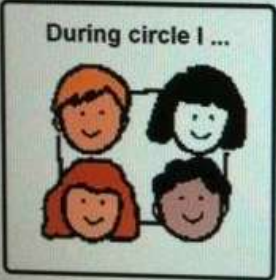
Be clear... WHAT?




Be clear... WHAT?

Circle Time Rules


During circle I ...



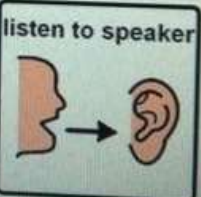
sit



quiet



listen to speaker



My Classroom Golden Rules

I will walk quietly.



I will use soft voices.



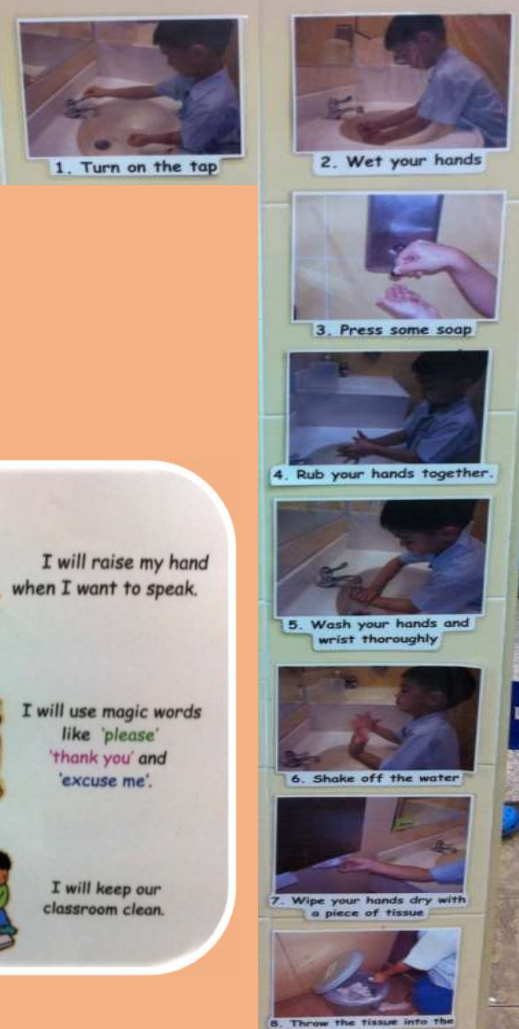
I will raise my hand when I want to speak.



I will use magic words like 'please' 'thank you' and 'excuse me'.



I will keep our classroom clean.



1. Turn on the tap
2. Wet your hands
3. Press some soap
4. Rub your hands together.
5. Wash your hands and wrist thoroughly
6. Shake off the water
7. Wipe your hands dry with a piece of tissue
8. Throw the tissue into the

A

B

C

Be clear... WHY?

- Daily routines help the classroom hum with positive energy because everyone knows their role(s)
- Predictable routines support children in staying focused by grounding them in class and creating a nurturing and safe environment for them to learn in



Be clear... HOW?

School-wide expectations	<ul style="list-style-type: none">• Based on organisation's vision and mission• E.g. Values, behaviours and attitudes regarded as important
School-wide expectations → classroom	<ul style="list-style-type: none">• Common classroom routines across levels• E.g. transition, large group, learning corners, etc.
Classroom structure	<ul style="list-style-type: none">• Define clear traffic patterns• Match seating arrangements to instructional approaches• Think about classroom layout and minimize crowding and distractions

Be clear... HOW?

Activity

1. Select 1 school-wide expectation (e.g. be respectful / responsible / safe)
2. Identify 1 or 2 routines that are important and/or more difficult to handle
3. Identify and state behaviours that children are expected to exhibit for the identified routine (e.g. raise your hand when you have something to say)



Create Opportunities... WHAT?

- Teach expectations (listed in B)
- Embed choices whenever possible
- Provide opportunities for appropriate behaviours to be demonstrated *and don't forget to praise (child and yourself)*

A

B

C

Create Opportunities... WHY?

- Helps with maintenance of desirable behaviours learnt 😊
- Children will consider trying more (and harder) because you believe in them, and they start believing in themselves



Create Opportunities... HOW?

Routine: _____

Teach

Provide a verbal description of the routine and why it is important:

Model

Provide a positive example by showing the children the behaviour:

Provide a negative example by exhibiting the incorrect behaviour:

Practice

Have a child or the children demonstrate the routine correctly:

Praise/Reinforce




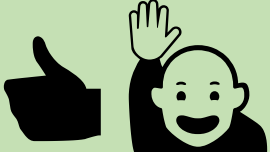



Provide specific praise to the child or children who demonstrated the routine correctly:

Devise a plan for reinforcing children for demonstrating the routine correctly:

From *Motivational Interviewing for Effective Classroom Management: The Classroom Check-up* (p. 212-213), by W.M. Reinke, K.C. Herman, and R. Sprick, 2011, New York: The Guilford Press. Copyright (2011) by The Guilford Press.

Teach Expectations: Lesson Plan


Routine: Large group (Behaviour: Quietly raise hand to talk)

Teach	Model	Practice	Praise/Reinforce
1. 			 well done __, for raising your hand !
2. 			
3. 			
4. 			

From *Motivational Interviewing for Effective Classroom Management: The Classroom Check-up* (p. 212-213), by W.M. Reinke, K.C. Herman, and R. Sprick, 2011, New York: The Guilford Press. Copyright (2011) by The Guilford Press.

http://www.consciousteaching.com/web/wp-content/uploads/Hand-Raising.website.elem_.pdf

Embed Choice Whenever Possible

Build in choice	Choice promotes	Children Choose
<ul style="list-style-type: none">• Within and across routines 	<ul style="list-style-type: none">• Greater children engagement• Prevent/ Decrease problem behaviours	<ul style="list-style-type: none">• Which tasks to be completed first• What materials to use• Who to partner• Where to complete task• How children will respond• What children will earn

Embed Choice Whenever Possible

Example

1



Perhaps I can embed these choices for copying task: which 3 words to copy, write with a pencil or colour pencil, which table to sit at

2



For the copying task during my literacy lesson, I will incorporate choice of which 3 words to copy

In class

3

Provide and explain about the option during literacy lesson

4

Prompt children to make their choices

5

Wait for children to make their choices. Prompt or help any child who does not seem to understand what is required

6

Provide behaviour specific praise for the child's choice

Create Opportunities... HOW?

Activity

Discuss in your group, how would you create more opportunities (in everyday routines) for your child to display desirable behaviours?



Summary

- **A**ttune (relationships)
- **B**e Clear (rules & expectations)
- **C**reate Opportunities (routines)

DEVELOPMENT SUPPORT & LEARNING SUPPORT PROGRAMME FOR K1 AND K2 CHILDREN



An **early detection and intervention programme** using an integrated community-based approach.

A programme that builds **capability and capacity** within the early childhood landscape to support children with mild-moderate developmental needs.

- Social-emotional skills
- Speech Development

DEVELOPMENT SUPPORT & LEARNING SUPPORT PROGRAMME FOR K1 AND K2 CHILDREN

Development Support & Learning Support



More about DS and LS



The DS and LS programmes help parents and teachers recognise developmental needs in a timely manner. They provide relevant information, intervention and support for the child and family. Children with mild developmental needs receive extra help through interventions and in-class support sessions. DS and LS equip children with age-appropriate skills to optimise learning in their preschool and be ready for primary education.

Eligibility

Children with mild developmental needs are highlighted by their preschool teachers and screened by the LSEds to determine if they need DS or LS. Children who need higher levels of support than DS are referred to EIPIIC (Early Intervention Programme for Infants and Children).

Packages

When identified, a child with mild developmental needs is offered either a DS package or an LS package. The packages focus on the following areas of development:

- Attention & Behaviour
- Fine Motor & Handwriting skills
- Gross Motor Skills
- Language Development
- Literacy Development
- Social-emotional Skills
- Speech Development



Development Support (DS)

Children requiring individual and specialised intervention are referred to a focused, short-term intervention by therapists. These children are supported once a week for 45 minutes over 10 or 15 weeks. Areas of intervention include occupational, speech-language, learning support or psychology.

Learning Support Package (LS)

Supported by the LSEds, this package is carried out on an individual or small group basis once a week for 45 minutes, over 6 or 10 weeks. It focuses on language, literacy, handwriting and social skills. Its intensity is adjusted according to the child's needs.



DEVELOPMENT SUPPORT & LEARNING SUPPORT PROGRAMME FOR K1 AND K2 CHILDREN



Screening of children

Provide a snapshot of the child's profile



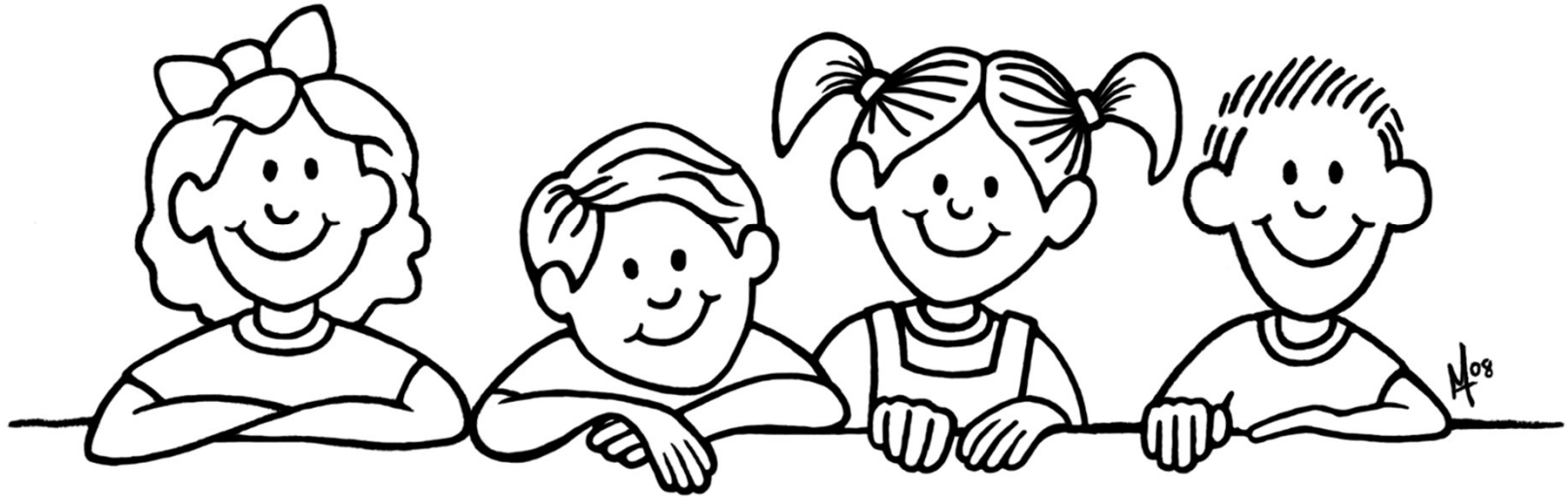
Provision of Intervention support

Increase positive learning experiences and participation in class



Collaborative consultation with Teachers

Collaborative problem-solving to support the needs of the child



Thank You!