

## Encouraging Expected Behaviours

### Positive Greetings

- 'Positive Greetings at the Door' refers to the educator positioning her/himself at the classroom entrance to 'greet' each student as they arrive. Research has found that this practice has been found to decrease behaviours of concern.

### Non-verbal cues

- Educators have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as, but not limited to; Eye contact, Hand gestures, Facial expression & other visual, non-verbal cues understood by the student/s. This works best when the teacher has a positive relationship with the student/s and the non-verbal cues have already been taught to the group (or individual).

### Re-Direct

- This strategy employs a very brief, clearly and privately stated verbal reminder of expected behaviour. A redirect includes a specific restatement of the schoolwide expected behaviour.
- Responses in the following example need to be delivered in a low key, matter of fact tone.  
T: Jack, what are you meant to be doing?  
J: Writing my name:  
T: Make a start then  
If J doesn't deliver the correct response, repeat the instructions. May need to work one-to-one with the student. The re-direct may involve directions to begin other tasks for the teacher. Distractions are useful to then bring the student back to the original directed task.

### Proximity & Attend

- Stand near a student who is having difficulty. Strategic placement or movement by the teacher encourages positive behaviour. The proximity of the teacher should not be threatening.
- If the function of the behaviour of concern is attention, the teacher can plan to attend to the student at the very beginning of the class or give the student a task to do at the start. This allows the rest of the class to be settled and begin their first task, and when the student in question finishes the job or errand (which needs to be desirable from the student's perspective), and returns to class, the teacher can attend to the student one-on-one, meeting the need for attention before the behaviour of concern emerges.

### Praise Grenades

- This strategy works well with students who do not respond to praise or affirmation in a positive manner. Best delivered in close proximity to the student where the educator is moving past the student and delivers the praise grenade as they pass: "Well done Jack, stayed on task for the entire session". Important that the educator continues to move away avoiding any 'editorial' comments or engagement with the student regarding the praise or indeed any other topic at that moment.

### Breaks

- Breaks are necessary for both educator and student. Breaks for certain students are necessary but there is a growing body of evidence to suggest that all students need regular breaks throughout the day. Allowing regular breaks such as stretch time; stand up and walk around room; some 'fun' activity with flexibility and/or movement involved. These breaks keep the class in the room.

### Re-teach

- Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the steps or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, the skill is labelled, taught and shown, and the student is given the immediate opportunity to practise demonstrating the behaviour. Once the student uses the expected behaviour, specific positive feedback must follow. It must be emphasised that there is NO 'teachable moment' immediately following a behaviour of concern. Choosing the time for any re-teaching needs to be strategically considered.

## Tier 1 Responses to Behaviour of Concern

### Prerequisites

- Build a positive, connected, quality relationship with student/s
- Consistency
- Use least intrusive strategy
- Specific, yet brief
- Quiet, low-key, neutral, respectful interaction with student

### Pre-correct

- Proactive reminder to students about expected behaviours from FIRST matrix (just before behaviour is needed).

### Go neutral & avoid power struggles

- Take a neutral approach and do not engage in an argument with the student/s. As the adult and teacher in charge the best approach is to deal with the matter after class or when possible.
- For example, try saying “We can speak about this after class” using a neutral tone.

### Time Owed

- Powerful strategy that can be implemented by teachers when students waste time or are late to class. Students pay back the time that they owe (usually used at recess or lunch).
- Small amounts of time in 30 sec increments, students should be sitting quietly without doing anything. Do not engage with the student during this time (works best if done with an individual student - not a group).

### Student Conference

- Student conferencing often involves practising the expected behaviour or related social skill. Conferencing that includes a “talk/chat/conversation/discussion/lecture” after the behaviour of concern has occurred that involves the student being reminded of what they did wrong, and what they should have done, is usually not effective and possibly counterproductive.

### Parent contact

- When the above strategies have not been effective in correcting the behaviour, it is encouraged to make contact with parents/guardians to share your concerns and seek further support and advice.
- This also helps to develop positive relationships with the school and family.
- A neutral email can be used to preempt a phone call (this is important if you are emotionally elevated following the behaviour of concern).
- Seek assistance from House Leaders for email templates and advice.

### 5 Minute Break

- If students need a short break from the room. You can ask them to sit outside of the classroom for a short break.
- Please ensure that the student is within line of sight.
- This is a strategy that can be used as a step before FIRST reflection.

### FIRST reflection

- FIRST reflection should only be used after a menu of strategies have been tried, or when the student/s poses a safety risk to staff or students.
- Staff must contact parents after sending a student to FIRST reflection. The teacher will resolve the incident afterwards, with the support of the House Leader when required.

### Restorative Practice

- Mediation process used to restore relationships where appropriate. This process is facilitated by a trained staff member.