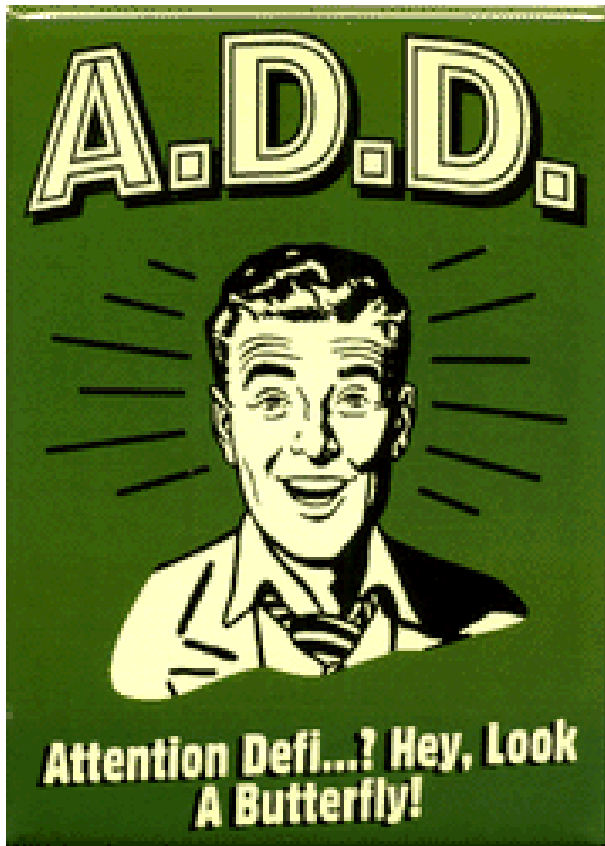


# *Managing behaviour.*

*Especially those annoying and repetitive ones*



*Ian Luscombe*

*Principal*

*Redbank School NSW*



# The Key

**Do you remember  
what it is?**



We can't force students to  
behave...

*...but...*

...we can make an  
environment to increase the  
likelihood that they will.

# Keep up the ratio





# ***Disturbed behaviour-What's going on? OR*** ***How to avoid reconfirming a child's dysfunctional view of the world & themselves.***

- ***The greater our understanding of what's driving the behaviour the more effective will be our management***
- Recreate what's happening at home
- Test for rejection → Achilles' heel

The focus is  
on what you  
want them *to*  
*do.*

*Where possible attend  
only to the desired  
behaviour*



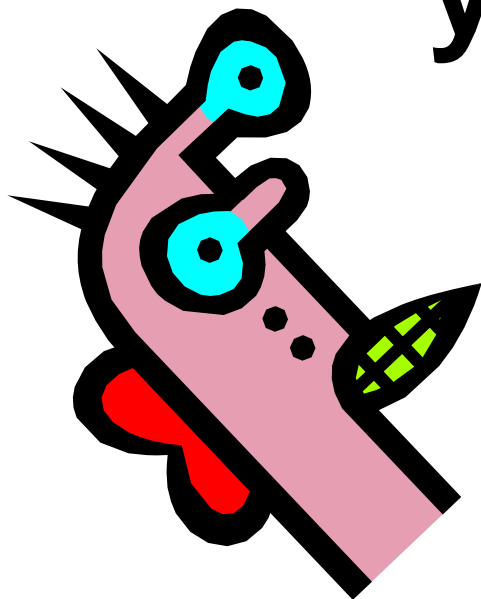


Children often use their unacceptable behaviour to test whether you will be predictable





**With severely disturbed  
students, their *illness*  
can be stronger than  
your *sanity***



Hart article





# Rules / Expectations

- Do the students know the expectations / rules of your class



- One of the best behaviour management strategies is good academic instruction
- Look at the problem behaviour as a learning error (how would you teach dance? – tell them once? Or practice, practice, practice?)



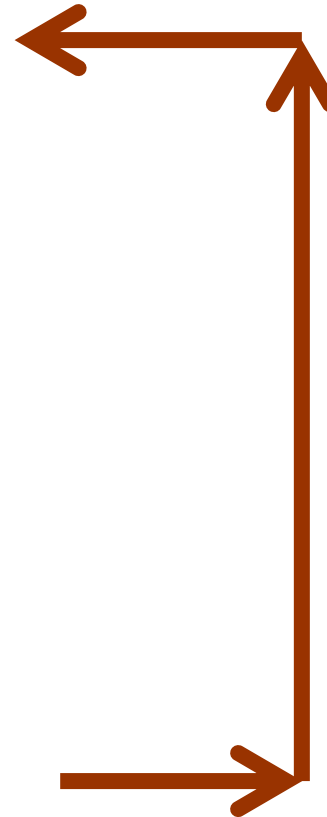
**Teach**



**Practice**



**Review**





# Classroom general strategies

(PBIS. Prof. Tim Lewis)

- Establish rules and routines
- Teach & practice routines (students & adults)
- Start instruction when all students are attending
- Reinforce students who attend immediately
- Provide specific verbal praise to peers to redirect students
- Use a simple portable cue to prompt students to listen



# Still being annoying?

- Mental health issue?
  - Eg. OCD
- Am I doing anything to unwittingly reinforce this behaviour?
  - Eg. Not responding to raised hands
  - Ignoring and then losing it
- Ignore
- Re-direct
- Remove offending object (if possible)
- Issue reminders and back up with consequences
- Replacement behaviour.
  - Give them the right sort of attention



# Fundamental Rule for Replacing a Behaviour

(From Rob Horner & George Sugai. [www.pbis.org](http://www.pbis.org))

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors the person should perform instead of the problem behavior” (O’Neill et al., 1997, p. 71.).



*John Burningham*

# EDUARDO

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