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?)
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)

“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.).
EDWARDO
The Horriblest Boy in the Whole Wide World

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