

POSITIVE BEHAVIOUR MANAGEMENT AND TEACHING AND LEARNING STRATEGIES

Life Education educators have been carefully trained in a range of positive teaching techniques and behaviour management strategies. These have been refined over many years, in close consultation with expert educational practitioners from a variety of backgrounds including Child Psychology, Accelerated Learning, Circle Time and Theatre-in-Health-Education. These strategies reflect the Government's model of good practice as set out in the documents *Drugs: Guidance for Schools* (DfES, 2004) and *PHSE in Practice: Resource Pack for Teachers in Primary Schools* (DfES, 2004).

This pack of observation sheets has been created so that teaching staff can take the opportunity to observe and reflect on the particular positive teaching and behaviour management strategies employed. The forms can therefore be part of their INSET and CPD. A range of different observation sheets are provided, so that teachers can choose the ones most appropriate to their observation's focus.

POSITIVE BEHAVIOUR STRATEGIES USED BY LIFE EDUCATION, AND THE THEORY BEHIND THEIR USE

The positive behaviour strategies used by Life Education educators are broadly based around leading behaviour management theories. They employ both cognitive and behavioural techniques to create an atmosphere where children feel safe to develop and practice life skills. The strategies that are used in our sessions are clearly defined under two broad headings: behaviour reinforcement and behaviour reminder.

Alongside these two forms of positive behaviour strategies are clearly defined consequences which are negotiated with the children at the start of a session, as appropriate. There is an opportunity to agree the strategies with the Head teacher and staff – when negotiating the Service Level Agreement – to ensure that they are in line with the school's behaviour policy.

Approach	Strategy	Why we use this
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1. BEHAVIOUR RE-INFORCEMENT

Verbal	Encouragement Praise Name used Descriptive feedback (e.g. "It was great how you waited your turn, there!") Realistic acknowledgement	Behaviourist approach of social learning theory and those set out in <i>Assertive Discipline</i> (Lee Canter). Praise based strategies are used to improve classroom behaviour and in turn reduce the frequency of disruptive and uncooperative behaviour.
Non Verbal	Smile Nod Open hand gesture Thumbs up Eye contact Gentle, appropriate touch (e.g. upper arm)	The main components are: Clear, unambiguous instructions which are easily understood Continuous feedback when they are behaving in a way deemed appropriate Ignoring minor undesirable behaviour (e.g. fiddling with pencil case) Hierarchy of consequences for more major undesirable behaviour, which must be applied consistently

2. BEHAVIOUR REMINDER

Verbal	Put hands up Take turns Sit still	Assertive teaching (calm, clear and consistent within a non-disruptive environment) is the aim, rather than non-assertive or hostile. 3 objectives: A plan Positive recognition Consequences A plan must have rewards and roles.
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1. POSITIVE BEHAVIOUR MANAGEMENT

Whilst observing a session, staff can use this tick sheet to note the number of times that individual strategies within the range are used, and their effect on different children. This mini-INSET opportunity for staff aims to focus their observation of the strategies. These can then be adapted for use within their classroom.

Verbal		Non Verbal	
Open ended questions		Open hand	
Use of praise		Eye contact	
Neutral, non-judgemental language		Ignoring minor undesirable behaviours	
Tone of Voice		Appropriate body space	
Volume of Voice		Smile	
Clear Instructions		Nod	
Continued feedback about behaviour		Thumbs up	
Use of name		Body Position (e.g. eye level with child)	
Depersonalisation (in relation to harmful behaviours – e.g. 'If a person smokes...' rather than 'If you smoke...')			

Behaviour Reminders

Sit	
Hands	
Turns	
Listen to Others	

2. TEACHING AND LEARNING STRATEGIES – USE OF VAK ELEMENTS

Whilst observing a session, staff can use this tick sheet to note the different Visual, Audio and Kinaesthetic (VAK) opportunities and how their children relate to them. This can provide valuable INSET for staff, and it is hoped that they may then consider use of some of these strategies back in their own classroom. This mini-INSET opportunity for staff aims to focus their observation of the strategies. These can then be adapted for use within their classroom.

Visual	Audio	Kinaesthetic
<i>(e.g. DVD, photos, pictures, words written up)</i>	<i>(e.g. DVD, songs, discussion)</i>	<i>(e.g. role play, dance, puppets, body awareness activities)</i>

TEACHING AND LEARNING – MEETING LEARNING OUTCOMES

Whilst observing a session, staff can use this sheet to note how it meets the Learning Outcomes, and how effective the children's learning is. This mini-INSET opportunity for staff aims to focus their observation of the strategies. These can then be adapted for use within their classroom.

Learning Outcomes	
Learning Outcomes These are available from your Educator or at www.coramlifeeducation.org.uk Evaluate delivery against these outcomes.	
Knowledge e.g. body knowledge, safety, hygiene, drugs.	
Skills Co-operation in pairs/group, discussion, hands up / taking turns, listening to each other.	
Values and Attitudes ...of the children, and how these are developed.	
Children's Participation	

TEACHING AND LEARNING – FOLLOW-UP OPPORTUNITIES

Whilst observing a session, staff can use this sheet to make notes about how this could then be followed up back in the classroom.

Impact on Children	
Impact on Children Their response to programmes and activities.	
Environment Mobile Classroom Lighting Resources Space Safety	
Areas or issues to follow up, develop or address	
Classroom Work Ideas on how work may be continued in the classroom.	

TEACHING AND LEARNING STRATEGIES – INDIVIDUAL LEARNING STYLES

Whilst observing a session, staff can use this sheet to note how it meets the different learning styles of their pupils. This mini-INSET opportunity for staff aims to focus their observation of the strategies. These can then be adapted for use within their classroom.

<p>Accelerated Learning Techniques 'The Big Picture' and 'the headlines' (introduction of the programme at the start and the session objectives) Reviewing Pace Engaging emotions Engaging energy levels VAK</p>	
<p>Age Specific Tasks linked to emotional and/or academic maturity and needs</p>	
<p>Multiple Intelligences e.g. linguistic logical/mathematical spatial musical bodily interpersonal intrapersonal naturalistic</p>	
<p>Open ended questions</p>	