



Certificate III Education Support

CHC30808

Student Behaviour



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About This Workbook

This workbook is divided into sections which will cover the competencies and skills required.

This course has several resources:

- Student Behaviour Workbook (this workbook): This resource provides a self paced learning program and may also be used as a reference resource;
- On-line course: Ask your teacher/assessor to register you in this on-line resource.
- You are also to complete the on-line course *Building a learning community*. Behaviour management is a fundamental issue in building a learning community within and across classes. While this on-line course is for 'new' teachers it is very valuable for mature persons preparing themselves to work as education support workers in schools or as tutors. By working through this on-line course, you will gain a further insight and understanding of managing child behaviour.

This course has been designed to appeal to differing learning styles, so the information and learning experiences are presented in different ways.

Learning Outcomes

The learning outcomes are shown at the beginning of each section. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

Learning Icons

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained on the following page.

Prerequisites

1. Sound literacy skills.
2. Sound numeracy skills.
3. Basic computer skills, e.g. able to use a mouse and limited keyboard skills

As you work through this workbook you will encounter different symbols that indicate a task for you to complete.



The introduction to the topic and overview of the units, and includes your instructions, assessment and objectives.



This symbol indicates there are Internet sites that will support your learning and provide further resources.



You are to complete the work indicated by this symbol in your notebook.



Work that is to be completed by you and returned to your teacher use this icon. You are return your work primarily through e-mail where possible, otherwise by other methods.



You may be asked to listen to or prepare a piece of audio work. Read the instructions carefully.



In some instances, your work may be returned by fax. This is indicated by the icon on the left.



A practical exercise is indicated by this symbol.



Supporting resources may be provided in CD-ROM format. Locations where these resources are to be used display this icon.



This symbol indicates “self-check” questions. Once you have completed the question you need to check your answers from the self check pages at the back of the book.



Unit Overview

This workbook supports the Unit of Competency CHCCHILD301 *Support behaviour of children and young people*.

This unit provides competency-based training in basic skills in guiding a child's behaviour so that a person may meet the challenges of work in a school setting. The unit is suitable for participants who are seeking work within a school as a teacher aide.

All persons who work in schools have a unique position of responsibility and trust with regards the communities they serve and the children in their care. Therefore it is essential they have basic skills in guiding and managing children's behaviour.

The Unit of Competency, ESBEH0031A *Support students' behaviour* contains the following elements and performance criteria:

Contribute to a safe, supportive educational environment

- 1.1 Identify characteristics of a supportive environment
- 1.2 Use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person
- 1.3 Identify any disabilities, learning difficulties or mental health issues of child or young person that may have potential impacts on behaviour

Use positive student support techniques

- 2.1 Establish expectations for behaviour in consultation with supervisor and in line with organisation expectations
- 2.2 Provide instructions in a manner appropriate to the child or young person's need and context of the work environment and activity
- 2.3 Use positive reinforcement to support responsible and appropriate behaviour
- 2.4 Use age appropriate and clear non-verbal communication strategies to acknowledge responsible behaviour
- 2.5 Employ appropriate strategies to redirect behaviour and defuse situations

Observe and collect data to assist with development of appropriate strategies for support

- 3.1 Observe and collect data as a basis for functional analysis of when, where and what a child or young person is doing while involved in a task
- 3.2 Use data to demonstrate the frequency, intensity and duration

of problem behaviours

Implement strategies to support children or young people with additional needs

- 4.1 Implement strategies to support child or young person with guidance from supervisor
- 4.2 Implement strategies designed by a specialist according to directions and in cooperation with supervisor
- 4.3 Identify issues of concern for discussion with supervisor
- 4.4 Contribute effectively to development of personalised behaviour support plans

Monitor and review strategies

- 5.1 Closely monitor new strategies and record responses of child or young person in accordance with organisation's policy and procedures
- 5.2 Adapt levels of support required and provided based on need and response of child or young person, after consultation with supervisor
- 5.3 Confirm the parameters of additional needs through discussion with supervisor
- 5.4 Identify, document and offer to supervisor opportunities for additional support through observation

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

- demonstrated understanding of a safe, supportive environment
- demonstrated ability to use appropriate supportive behaviour techniques, in cooperation with others
- knowledge of factors that may affect child or young person's behaviour
- data collection is demonstrated
- co-operative problem-solving and planning undertaken
- effective use of suitable communication techniques



Section I

Safe, supportive environments

At the end of this section the participant will be able to:

- Identify the elements of a supportive environment.
- Identify safe, supportive and equitable behaviour management strategies.
- Understand some of the potential challenges of impairment on student behaviour



Supportive School Environments

Education systems generally have system wide policies aimed at facilitating high standards of responsible behaviour and positive learning throughout the associated schools. This commitment to promoting supportive learning environments where students feel safe, supported and are provided with environments that promote and sustain learning is essential if schools are to engage and manage student learning at both formal and informal levels.

One of your core roles as an education support worker will be to support and develop this supportive school environment.

There are many elements that contribute to such an environment. These may include:

Accessibility

The access by all students to the physical, intellectual and resource requirements both within the classroom and across the school.

Physical Environment

Appropriate furniture and room fixtures to minimise discomfort and health/safety issues.

Engagement with learning

Learning activities and programs that engage students, are contextualised for the student and are capable of being customised to suit the student's needs.

Responsible Behaviour

Environments where appropriate behaviour is encouraged and problems are minimised and dealt with appropriately.

Respect

Respect for all individuals is embedded in activities so that all are valued.

All schools should have a policy or plan that shows how the values and beliefs of the community it serves, coupled with the expectations of the education system, underpins appropriate management of students' behaviour within school environments.

The following pages provide an example of how example schools have stated their beliefs and values, as well as simple codes of conduct for students, staff and parents.

SCHOOL VALUES AND BELIEFS

Rationale

A school must be able to express a set of values and beliefs that is commonly held by the members of that particular school community and which is used to set the goals, direction and progress of the school.

Values and Beliefs

Our school ensures the provision of quality learning by:

- Providing programs, which cater for individuals, educational thrusts and home tutor expectations.
- Catering for individual differences.
- Supporting teachers in their development of all areas of professional competencies.
- Ensuring the child's developmental program incorporates social, emotional, physical and academic perspectives.
- Embedding the use of technology within the learning context.

The school community believes in:

- Respecting and involving the needs of the students and the community.
- Well resourced programs.
- Developing children's potential to the fullest.
- Each child experiencing many and varied forms of success.
- Enjoyable learning.
- Participatory decision making acknowledging the responsibilities of the school's principal.
- Purposeful learning.
- Excellence in teaching.
- Parent and community involvement in the education process.
- Development of home tutor's skills and interests.
- Realistic standards of achievement for each student.
- The principles of social justice.
- Developing each individual's sense of responsibility to the communities, in which he/she lives and works.

Example: School Policy and Procedures Statement - School Values and Beliefs

SCHOOL CODE

Rationale

Our School Code must be short, concise and easy for children to understand. In fact, we believe our school's code must not be simply a set of rules for our pupils to follow, but a six point guide for all participants - teachers, parents, home tutors and students - to consider and attempt to apply in their daily activities and duties within the school.

School Code

**Work to the best of my ability and let others do likewise.
Consider others.
Take care with property.
Contribute to a pleasant environment.
Respect the need for safety and order.
Promote school pride.**

Policy

The School Code will be actively promoted and applied within the life of our school community

Example: School Policy and Procedures Statement - School Code

There are many examples of how schools address this core element of a safe and supportive school environment.

One school uses the acronym of ACE standing for **Achievement, Competence and Engagement** and develop their student's and staff focus on school activities within this framework.

Another school uses the 4Cs of Caring:

- Courtesy
- Cooperation
- Consideration
- Common Sense

This school bases its 4Cs of Caring on its school code (next page).

CORE PRINCIPLES

- respect for ourselves and others as individuals
- a desire to learn
- confidence in one's ability to learn through life
- parent participation and support within the school

AT OUR SCHOOL WE BELIEVE

- every child is different
- developmental differences can be catered for in curriculum design and content; and in the ways that curriculum is implemented and evaluated.
- genuine care and concern for the individual promotes success in learning
- society has legitimate needs and every child has needs, which can be fulfilled through education.
- education begins before school and continues long after school is finished. Learning is lifelong.
- education is a partnership in which all members of the school community are concerned.
- the school community must be aware of modern developments in education.
- stimulating school environments are highly conducive to effective teaching and learning.
- a rich variety of effective teaching practices emphasising “hands on” experience

Example: School Policy and Procedures Statement - School Values and Beliefs

There are many examples of this.

Activity 1.1

Investigate the policies and code of your school, the school where you may have children or friends attending.

Identify the common elements of such codes and belief statements.



Education Queensland's Approach

As the major provider of schooling services within Queensland we would expect that this education system has considered the scope and structure of approaches to safe and supportive education environments.

To this end, Education Queensland has in place several mandatory requirements that are detailed in the following policies:



SMS-PR-021: Safe, Supportive and Disciplined School Environment
(<http://education.qld.gov.au/strategic/eppr/students/smspr021/>)

SMS-PR-012: Student Protection
(<http://education.qld.gov.au/strategic/eppr/students/smspr012/hs-17.pdf>)

CRP-PR-009: Inclusive Education
(<http://education.qld.gov.au/strategic/eppr/curriculum/crp009/index.html>)



Activity 1.2

Peruse these policies and procedures and answer the following questions:

1. Outline the set procedures to follow in terms of students who demonstrate significant and ongoing misbehaviour?
2. What legislation underpins the two policies that attempt to provide safe and supportive learning environment?

Note: Independent and other education systems will have alternative policies and processes.



Section 2

Children's Behaviour At School

At the end of this section the participant will be able to:

- Understand the school's behaviour expectations.
- Be aware of and understand the school's behaviour management policies and procedures.
- Be aware of a range of factors that assist in ensuring appropriate behaviour occurs.



One of the challenges you will face as a teacher-aide or tutor will be the management of student behaviour. By management we mean promoting positive standards of behaviour, responding to incidents of student behaviour that are not acceptable, and completing the necessary school procedures and records.

Appropriate student behaviour is a basic requirement if schools are to achieve their goals:

- Enhanced learning outcomes for all students.
- Effective teaching using a range of productive pedagogies.
- Quality learning programs.
- Confidence in public education.
- A safe, supportive and productive learning environment.

If schools are to be successful in achieving these goals school staff need consistent approaches of working with students. Traditional approaches and expectations with regard to the behaviour of children may not be effective in a world which is constantly changing.

Behaviour Policies

Each school will have a range of guidelines, policies or 'rules' regarding student behaviour. It is vital you are aware of, and remain current with, the formal expectations and rules of your school.

Activity 2.1

Construct a portfolio of your school's behaviour management policies and procedures. Do not send this portfolio to your trainer/teacher until you have also completed Activity 2.2. Mail this portfolio to your teacher/assessor.

Study these documents and ensure you understand the expectations on you with regard to student behaviour. If in doubt about any issues, please seek clarification about any element of the school's expectations and your role from your supervisor or a member of the school's management team.

Elements of Behaviour Policy

Each school will have documented policies, guidelines or procedures on how to respond to disruptive behaviour and also to promote desired student behaviour. Regardless of how the school has presented these guidelines or procedures, all schools will have



- A set of rules or expected behaviours.
- Consequences for students who demonstrate inappropriate behaviour.
- A process for dealing with incidents related to student behaviour.
- A set of records to provide a formal record incidents of major disturbance.



Activity 2.2

Using your portfolio from Activity 2.1, identify the four elements in your school's behaviour management plan/process.

When complete, send the portfolio (Activity 2.1) and this work (Activity 2.2) to your teacher/assessor.

Factors

There are three major factors in any successful school program to manage student behaviour. Consideration must be given to each of these three factors both at the planning and day to day activity levels.

Student

The student is the linchpin in managing or changing any behaviour. Issues to consider when working with students include:-

- The students' relationship with the supervising adult, i.e. Is a positive relationship between a student and the adult likely to assist in managing behaviour?
- Does the student see any value in making changes to their behaviour?
- Does the student know what else they can do, e.g. Is the behaviour so ingrained it becomes habitual and the child does not realise something else is possible?
- Are there other factors that restrict the changes a student may make to their own behaviour, e.g. intellectual impairment, disability?
- The involvement of the students' family or mentor in supporting their change process.

Potential Impacts of disability

Students with disabilities may demonstrate a range of behaviours that are not generally regarded as acceptable within the normal classroom. Some of these behaviours may be the result of their disability.

This is not to infer that the disability is the cause of the challenging behaviour. However it may be that the frustration, anger and confusion that has grown within the person through trying to live with a disability may have contributed to the difficult behaviour.

Students with a disability may experience the following potential behavioural responses:

- Reduced reaction to stimuli
- Shorter concentration spans leading to disruptive or attention seeking behaviours
- Bodily functions not fully controlled
- Violent reactions to certain specific stimuli
- Frustration
- Tiredness due to additional effort needed to undertake simple tasks

In terms of behaviour and disability, the following websites provide further information and directions on what you may do if working with a student with disability.



Autism / Aspergers Syndrome

This information comes from the National Autistic Society - UK. (<http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1071&a=8385>)

Disability On-line - Children's Behaviour

(http://www.disability.vic.gov.au/dsonline/dsarticles.nsf/pages/discipline_children?OpenDocument)

Staff Member

The staff members of a school play a vital role also in the context of promoting/addressing student behaviour. Within this factor consideration needs to be given to:

- the pedagogies (i.e. teaching strategies) used.
- the staff members' willingness to be involved in the activities that support the young person in being successful at school.
- the relevance and appropriateness of the staff member's .

interactions with a student.

- responses to appropriate behaviour.
- responses to inappropriate behaviour.

School Environment

A student's behaviour must always be considered in the context of the school place. That is, you must consider student behaviour in the context of:

- where it occurs.
- when it occurs.
- who else is involved in the behaviour.
- the antecedents, i.e. what happened before the incident.
- the consequences, i.e. what happened after the incident.

While it is important to consider each factor and analyse its issues, success in managing student behaviour relies on all staff members in being consistent in carrying out the school's behaviour plan and processes and following through on agreed actions.

Activity 2.3

Identify an experience you have had where inconsistency in adult actions disrupted efforts to change a young person's behaviour.

1. Describe this incident.
2. What was most damaging in this inconsistent action by the adults?

At this time you should view the animation that is available on the Blackboard site: *Purposes of Misbehaviour*.

Activity 2.4

What element in this brief animation struck you as most significant?





Section 3

Proactive Behaviour Management

At the end of this section the participant will be able to:

- Understand the importance of proactive behaviour strategies.
- Aware of several proactive behaviour management strategies that you can apply.
- Able to communicate other positive elements of desired behaviour to children.



This section investigates a range of proactive behaviour strategies that can be used by para-professionals to prevent opportunities where disruptive or inappropriate student behaviour may occur.

Proactive behaviour strategies are the preventative actions that we might undertake to control or guide students and their behaviour. These strategies may be covert (hidden) or overt (in the open) and their aim is to prevent inappropriate or disruptive behaviour.

The strategies to be considered in this section include:

- Building Rapport
- School Class Rules
- Physical Environment
- Learning Activities
- Language used in disciplining
- Difficult Situations
- Reinforcement
- Social Skills
- Repair
- Other Support Options

Building Rapport

Rapport means the relationship between the staff member and the student. It is vital the student feels you are interested in his/her self. Within the context of your school duties you need to communicate with students (listen and talk with them; acknowledge their views) and express an interest in them as individuals. When building a relationship you must consider any cultural differences.

Class/School Rules

Rules for students should address the following factors:-

- Consistency across all staff members.
- Rules remain in place for sometime, i.e. do not change weekly.
- Should be phrased in positive terms, e.g. Do not have "*We do not shout out in class*" but rather "*We raise our hand to speak in our class*".
- The number of rules should be low, i.e. five or six at the most.
- Discuss rules regularly so that all students understand the purpose, desired outcome and consequences.
- Ensure rules are clearly visible/promoted for older students.

- Reinforce students in a positive manner when rules are followed.
- Apply the rules equally to all students and groups. Application must be fair and just - otherwise you will get no respect!
- Follow through with the consequences consistently.

Physical Environment

The context of the classroom and playground impacts significantly on student behaviour. As an education support worker you are limited in your authority to change the physical environment of a classroom, however you may be able to consider some alterations in your assigned duties. Some questions to be considered include:

- What is the best place for certain students to sit when in your student group, e.g. reading groups?
- What is the best seating arrangement/play area?
- Are the resources ready and in place for an activity?

Learning Activities

As an education support worker you will be working with teachers and as such you will be expected to provide them with information so that they may make decisions regarding the learning activities for each student. Your responsibilities will extend to carrying out assigned tasks to support a student's learning, however it is vital you feedback your observations and perceptions to the teacher. Some areas where you will be observing and making decisions to share with the teacher include:

- Is the learning activity engaging the student?
- Is the student working at their level of ability?
- How can you make the assigned task motivating and interesting?
- How can you best prepare yourself for this task?

Language Used in Disciplining

When disciplining a student, check your use the following points which have proved to make you more effective in managing student behaviour:

- Use a respectful tone of voice: Do not shout!
- Stand close to the child.
- Establish eye contact and use the student's name.
- State what to do; rather than what not to do.
- Avoid asking "Why?". You've set up difficulties if you go in this direction.
- Use open questions such as "What are you doing?"
- Give clear, short directions.
- Use "thanks" at the end of your talk. Avoid using "please" at the start of the discussion.
- Avoid direct confrontation.

Difficult Situations

Difficult situations will arise regularly. The only way to deal with these is to anticipate their occurrence and plan responses/action in advance. The process to use is:

- Identify potentially difficult situations.
- Think of how this can be resolved or managed.
- Plan ways in which you could handle this.
- Prepare in advance.

Activity 3.1

John is a difficult child. He has a history of erupting when in small groups that contain other boys. John has difficulty with reading. He is well regarded by other students especially the boys due to this sporting prowess. Using the process above, outline what you could do to prepare for a difficult situation with John.

Reinforcement

Reinforcement is a potent tool to assist you in managing student behaviour. The use of short term tangible 'reinforcers' can be very effective when used in appropriate ways.



Other Support Options

These options will be managed by the school's management team or teachers. Teacher-aides will play a role in the processes or programs that result from these options. It is imperative you ensure you are informed of established processes and programs that relate to children you will work with.

School Level

- Guidance Officer
- Learning Support Teacher
- Behaviour Management Teacher
- Reading Recovery Teacher
- School Management Team

Systemic Level

Involves referrals to specialist personnel that may include Advisory Visiting Teachers in...

- ... Behaviour Management
- ... Intellectual Impairment
- ... Communication
- ... Austic Spectrum Disorder
- ... Visual Impairment
- ... Hearing Impairment

Other personnel may include Speech Pathologists and Psychologists.

External Agencies

- Medical Practitioners
- Medical Specialist
- Psychologists or Psychiatrist
- Child Mental Health Services
- Family Services.



Section 4

Reactive Behaviour Management

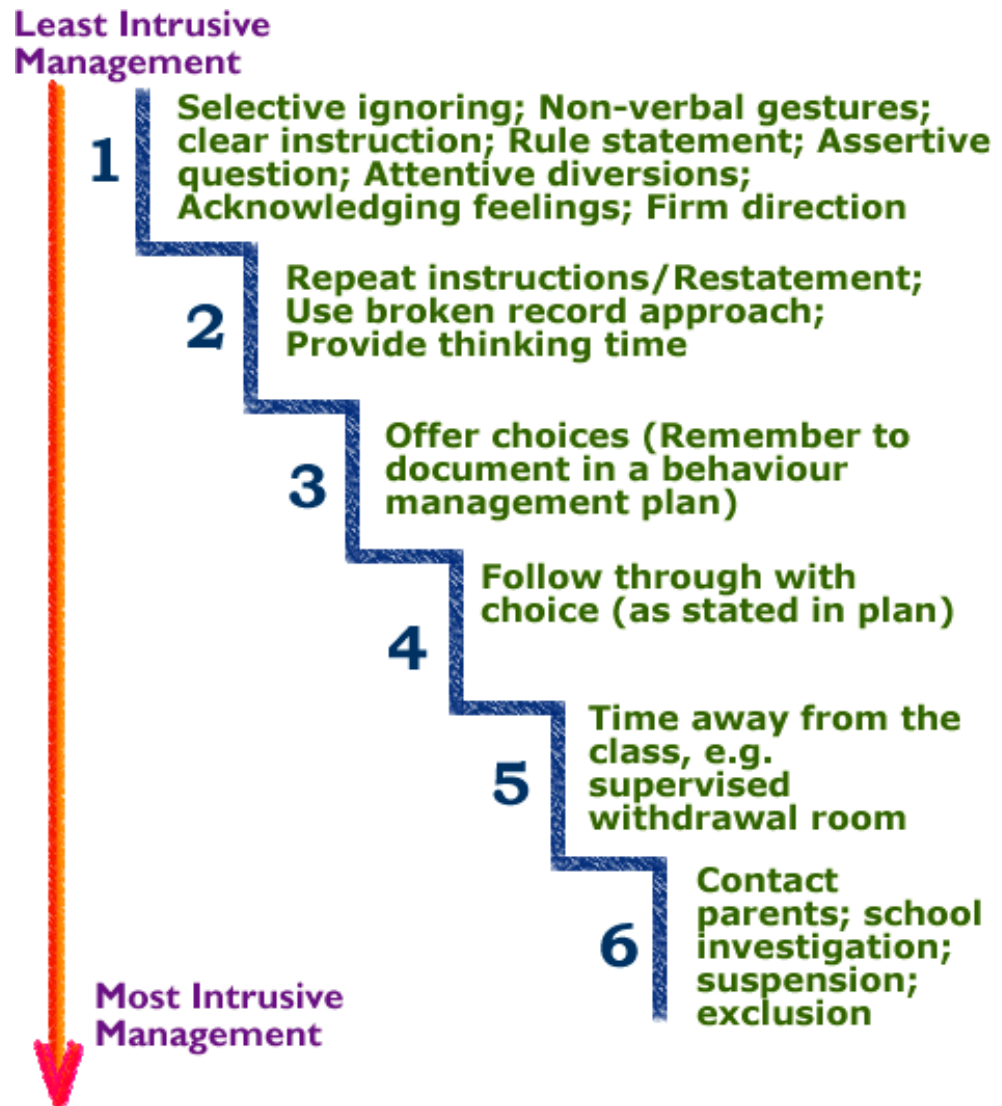
At the end of this section the participant will be able to:

- Aware of the importance of staged intrusive application of reactive behaviour strategies.
- Aware of several reactive behaviour management strategies that you can apply in a staged approach.
- Respond to feelings behind behaviours.
- Respond to breaches of expected behaviour.



Reactive strategies are those actions we undertake to respond to a student's disruptive or inappropriate behaviours. It occurs after the behaviour has happened. These strategies, to be effective, must be **systematic, overt and consistent**.

The diagram below provides an overview of how reactive strategies may be applied moving from least serious to most serious. Teachers and other professional staff may use the terms 'least intrusive' (least serious) and 'most intrusive' (most serious).



Activity 4.1

What is meant by being 'systematic, overt and consistent' in applying reactive strategies?





Reactive Strategies

The following reactive strategies are listed from the least intrusive to the most intrusive.

Level I

Selective Ignoring

This strategy is where you deliberately choose to ignore a low level disruptive behaviour in order to avoid providing the student with reinforcement, i.e. by ignoring the behaviour you do not provide the student with attention which may be why the student is disrupting the activity. Selective ignoring can be very effective when used in conjunction with providing positive comments/reinforcement to those students who are behaving well or diligent in their work.

Non-Verbal Gestures

Non-verbal gestures are the physical gestures you display and can be interpreted for meaning. For example, the use of hands, facial expressions or even eye movement can be used to indicate positive or negative feelings about a student's behaviour. This reactive strategy can be carried out discreetly so that only the student demonstrating the inappropriate behaviour is aware of the disapproval.

Clear Instructions

This is when you, as a teacher-aide, need to clearly state an instruction to a student. It must be assertive and clearly state what the student should do, e.g. *"Return that book thank you Andrew"* or *"Sit down and finish your lunch thanks Susan"*.

Restatement of Rules

A clear, but brief statement that restates a school or class rule reminds the student and the other listeners of their expected behaviour, e.g. *"We raise our hands if we wish to answer a question in this class"*.

Assertive Questions

As the title implies this is the process of assertively, but not aggressively, question students as to their actions and behaviour. Avoid "Why" questions as this approach provides the student with the opportunity to justify their disruptive behaviour and argue with you. Your questions must be non-threatening but firm, e.g. *"What*

are you doing here?" or "What did you do?".

Attention Diversions

This strategy involves the student's supervisor, changing a task or activity for the student so that the student's attention is diverted away from a potential disruption or behaviour incident. It may also reduce the strength/intensity of a current behaviour incident.

Acknowledging Feelings

A student's feelings are recognised but you do not condone the disruptive behaviour, e.g. *"John I can see you are upset about Jim's actions, but you must ask the teacher for help if this occurs again"*.

Firm Direction

This is a quick responding strategy that involves giving a short (less than 5 words), firm instruction. It is most useful when you face a student behaviour crisis or when you can see that a child's current behaviour may lead quickly to an aggressive or violent action. The strategy is made more powerful if you use the student's name first, e.g. *"John! Put the scissors down!"*.

Level 2

Broken Record

Focusing on the original issue of appropriate behaviour is the core of this strategy. As the title implies, it revolves around the repeating of an initial direction, instruction or question without allowing peripheral or side issues to be raised, e.g. *"Pauline, pick up the paper thank you"* and Pauline responds *"But I am going to see Julie"*. Without allowing yourself to be sidetracked, you simply continue to restate your initial instruction.

Thinking Time

This strategy provides a 'thinking' or reflective space for students to consider the instruction and potential consequences of their action. The strategy consists of giving an initial instruction and then looking or moving away from the student. The brief period of 'disconnection' with the student reduces the chance of confrontation occurring and provides time for the student to consider the advantages of conforming and following the instruction.

Level 3

Offering Choices

By offering a student two or more choices rather than a single instruction can defuse a disruptive behaviour situation. This strategy of offering limited choices allows the student to believe they have some measure of self control. An example of this strategy is: *"John and Pauline! If you continue to talk then you will have to move apart for the remainder of the day"*.

Level 4

Following Through

Consistency is the vital element in any behaviour management activity. If you are to be effective as a teacher-aide in a classroom or have any credibility with your colleagues you must be consistent in the carrying out of school/class rules and your use of these strategies. Always follow through with the choices offered to the student. This is essential.

Strategies after this level (5 and 6) are the responsibility of the teacher and school. The use of these strategies by a teacher-aide must only occur under specific instructions from a teacher and within clearly defined boundaries of the school's policies and procedures.

If you find that your use of strategies up to Level 4 do not bring appropriate compliance or return to expected behaviour by the student, then the issue must be directed to one of the professional teaching staff.

You will be able to deal with the vast majority of Level 1 - 3 reactive behaviour management strategies, and by doing so you will become a respected and valued member of the school's staff.

It is important that you do not avoid managing student behaviour. By failing to play your part in the school's behaviour management strategy and promoting appropriate behaviour you diminish your own standing in the school and contribute to the failure of the students in the school's care.

You should now watch the animation, *Managing Student Behaviour*, available from the Blackboard site for this course.



Activity 4.2

Select a reactive strategy from both Level 1 and Level 2. Reflect on two situations you have experienced in a school setting. Describe each situation then brainstorm how you may have applied a strategy to each situation. Limit your work as follows:

Situation 1 - Level 1 Strategy - 75 words

Situation 2 - Level 2 Strategy - 100 words



Section 5

Behaviour Management Plans

At the end of this section the participant will be able to:

- Understand the purpose and structure of a behaviour management plan.
- Understand the boundaries that a teacher-aide works within when implementing a behaviour management plan.



As a para-professional in a school setting you will not be responsible for preparing, initiating or managing a change process for student behaviour. This is clearly the responsibility of the professional staff, i.e. the teachers.

However it is important that you understand the purposes of a behaviour change process and the processes that will be used. The common elements of behaviour change process are outlined below.

1. Collecting data

2. Interpreting data and determining priorities

3. Setting objectives and goals

4. Implementing the developed plan

5. Recording

6. Reviewing

Step 1 - Collecting Data

The initial stage of a behaviour change process is the gathering and recording of information from a range of sources from both within and external to the school and at differing periods of the day.

Quality of information or data is vital to plan any long term effective change in a student's behaviour. The better the information, the more accurate the professional staff of the school (i.e. teachers, Guidance Officer) will be able to identify purposes of and triggers for disruptive behaviour. The greater the knowledge of the student and their reaction to their environment, the more efficient and effective the change process can be carried out.

Remember it is essential both for planning and legal reasons that if as an education support worker you are asked to collect information you record and file this appropriately.

If you are to be involved in this initial phase of a behaviour management plan, ensure your supervisor or directing teacher provides you with clear instructions on what data is sought, how you are to go about this collection and how they wish you to record this. Remain within the directions you have been given. This is essential as there are ethical and legal boundaries regarding an individual's privacy and the school's role in duty of care to each child.

How you collect data will be negotiated with your supervisor or the class teacher.

Misbehaviour by students is, for the most part, not spontaneous or unpredictable. By gathering data we can identify what the background, triggers and frequency may be and plan accordingly.

Often the data may even show that the triggers are not the students, but some other factor. For example, if the data is analysed carefully, it may show that all misbehaviour at lunch time only occurs when a certain teacher or education support worker is on duty. How could that data be interpreted?

Data will need to be collected in a consistent manner, so when collecting student behaviour data make sure that all persons involved understand what it is they are looking for, there is a common understanding of the levels required and that all will record the data in the same way.

Step 2 - Interpreting data and determining priorities

Generally an education support worker will **not** be involved in this stage of the process. This is the responsibility of the teacher often in consultation with the Guidance Officer and members of the school's management team.

Step 2 involves reflecting on the information collected and then making judgments as to what will be part of the behaviour management plan. Generally, successful behaviour management plans focus on changing one behaviour at a time.

Step 3 - Setting objectives and goals

An education support worker may be consulted at this phase though it is more commonly negotiated between teachers, school management and other professional personnel, e.g. Advisory Visiting Teacher, Guidance Officer.

This step is where the decisions as to what behaviours are desired and what intervention strategies should occur that will lead to the desired behaviour. The strategies may be both proactive and reactive.

There is strong evidence that low level (i.e. simple, non-emotional) frequent and consistent intervention strategies are highly effective in the early stages of any behaviour intervention program.

Step 4 - Implementing the program

Education support workers will certainly be involved in this phase of the behaviour change process. Their role will be to support the teachers, apply the planned proactive and reactive strategies consistently and provide feedback to the teacher responsible for the program, e.g. the child's class teacher.

Remember the intervention strategies are not just for classroom areas; these must be applied consistently across the wider school setting, e.g. play areas, resource centres, etc.

As an education support worker, you are to systematically carry out these planned strategies in the way established by the supervising teacher. Ensure you use proactive strategies frequently and this is done in a supportive way while your application of reactive strategies is both consistent and sequential in consequence, i.e. moves in sequence from minor to major consequences. Your application of reactive strategies must be logical and just.

The beginning of any behaviour change process requires greater effort and diligence on the part of all staff - education support and teachers. It is also common that disruptive or inappropriate behaviour by the student increases in the first week or two.

The whole school has a responsibility to manage difficult students, not just each child's class teacher and aide! By understanding and accepting all have a common responsibility for action and behaviour management, significant change can occur resulting in better school environments.

Step 5 - Recording

This phase of the behaviour change process occurs concurrently with all other phases though it is especially important that it is maintained throughout Step 4. The recording process ensures data regarding reactions to proactive and reactive strategies is gathered so as to influence the next round of any behaviour management plan.

It is vital that you maintain detailed records so that any changes are readily discernable. Your supervising teacher will provide the format in which you are to record your observations.

Step 6 - Reviewing

Again it is unlikely you will be actively involved in this phase though it is likely you may be asked to contribute. This step involves the "managers" of the behaviour change process making direct comparisons between the initial information gathered (Step 2) with the information gathered during the process (Step 5). With this comparison available the teachers responsible for the behaviour change process can plan necessary modifications to begin the cycle again

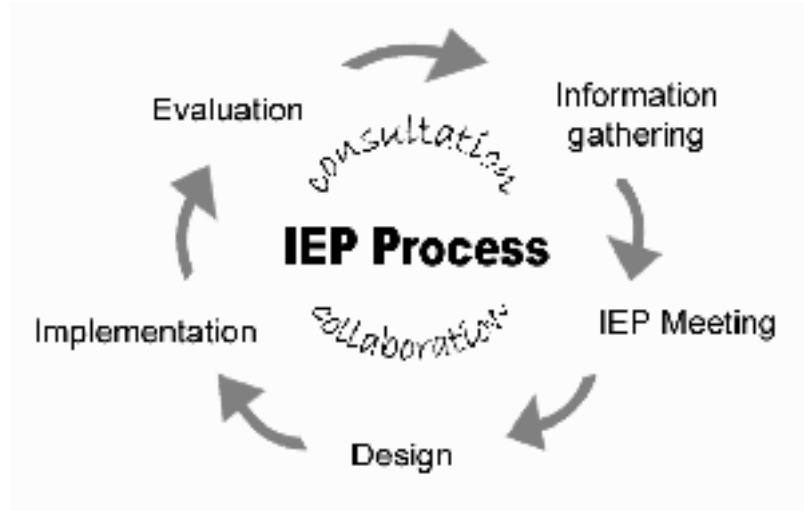


Activity 5.1

You are to work through the following website that provides an overview of the Individual Education Plan process used by most schools in Queensland.

Individual Education Plan

(<http://education.qld.gov.au/curriculum/learning/students/disabilities/practice/ieps/iep.html>)



The above diagram is from this website. It provides a graphical image of the process used in IEP and behaviour plans.

Glossary

antecedent

A stimulus that immediately precedes a behaviour, i.e. a verbal clue, activity or some sign that is evident just before misbehaviour occurs.

Antecedent-Behavior-Consequence (ABC) chart

A form that provides a structure for an observer to document the occurrence of antecedents and consequences that are associated with a student's behaviour.

case manager

A person, generally a teacher or Guidance Officer, who serves as a point of contact for a student and their family with regards special education services or learning programs. This manages and coordinates learning programs/resources, convenes meetings of stakeholders to monitor and review the program and provides an avenue of communication for all persons involved.

consequences

A stimulus (i.e. verbal response, an action) that follows a behaviour. An example would be, if a student misbehaves in class and the teacher provides attention, the teacher's attention is the consequence of the misbehaviour.

direct assessment strategies

Direct assessment strategies involves observing and recording situational factors surrounding a problem behavior, e.g. antecedent and consequent events. An observer may observe the behavior in the setting that it is likely to occur, and record data.

These techniques also will be useful in identifying possible environmental factors (e.g. seating arrangements), activities (e.g. independent work), or temporal factors (e.g. mornings) that may influence the behavior. These tools can be developed specifically to address the type of variable in question, and can be customized to analyze specific behaviors and situations (e.g., increments of 5 minutes, 30 minutes, 1 hour, or even a few days). Regardless of the tool, observations should occur consistently across time and situations, and reflect both quantitative and qualitative measures of the behavior in question.

direct observation

Observing a student as a means of identifying when a problem occurs, what happens immediately prior to the behaviour, the type of misbehaviour, etc. Data collected through direct observation may be used to develop a hypothesis statement about the causes of the behaviour and can be used to also confirm the hypothesis.

dysfunctional relationships

Groups of persons, e.g. a family, that lacks connectedness, warmth and loving interdependent relationships.

empowerment

This refers to increasing the confidence of persons in their own capacities. An empowered person is one who has control of the decisions which impact his/her life.

equitable

Fair, reasonable and just.

indirect assessment

Indirect assessment relies heavily upon the use of structured interviews with students, teachers, and other adults who have direct responsibility for the students concerned. Interviews are structured so that potentially valuable information is gained. Examples of questions:

Of Observers: *In what settings do you observe the behavior?*
Are there any settings where the behavior does not occur?
Who is present when the behavior occurs?
What activities or interactions take place just prior to the behavior?
What usually happens immediately after the behavior?

Of the student: *What were you thinking just before you threw the pencil case?*
How did the test make you feel?
When you have a "temper tantrum" in class, what usually happens afterward?
Can you think of a more acceptable behavior that might replace this behavior?

interdisciplinary team

The team of people drawn from a range of different areas and disciplines that work together as a team to support

and solve the issues arising from a student's learning and behaviour plans.

off task behaviour

When a student is not engaged in or working on an activity that has been assigned or selected.

reinforcer

A consequent stimulus that increases the potential that a behaviour will re-occur, getting desired attention.

replacement behaviour

A set of behaviours that are socially acceptable and result in the same functional outcome as the problem behaviour, e.g. receiving positive attention for doing a task correctly rather than negative attention from mis behaviour.

scaffolding

A temporary framework used to support people in the learning and construction of new behaviours.

target behaviour

The identified behaviour that is to be modified or changed.

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Behaviour Support Services - Coopers
Plain District, Brisbane

Ford, E. 1994 *Skill Streaming in the Elementary School*
Child Research Press Company, Illinois

1996 *Discipline for Home and School, Book 2*
Brandt Publishing, Arizona

Rogers, W. 1989 *Making a Discipline Plan*
Thomas Nelson Australia, Melbourne

Other suggested readings for Teacher-Aides

Rogers, W 1997 *Cracking The Hard Class*
Scholastic, Melbourne

Check out the following websites as well:

<http://www.decs.sa.gov.au>

http://education.qld.gov.au/tal/curriculum_exchange/