

EXAMPLE FROM THE COMPLETE WORKS

There is a copy of The Complete Works in each school. It is an invaluable aid to assessment and intervention.

BEHAVIOUR MANAGEMENT SECTION

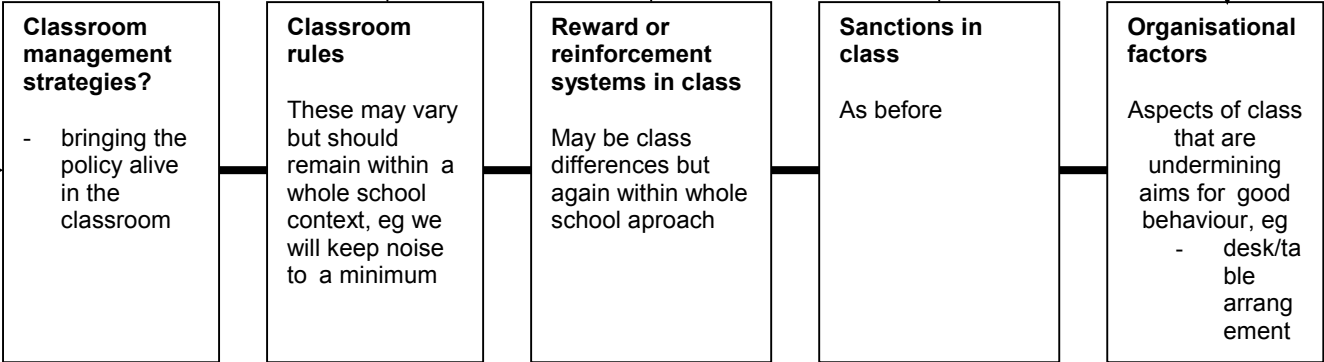
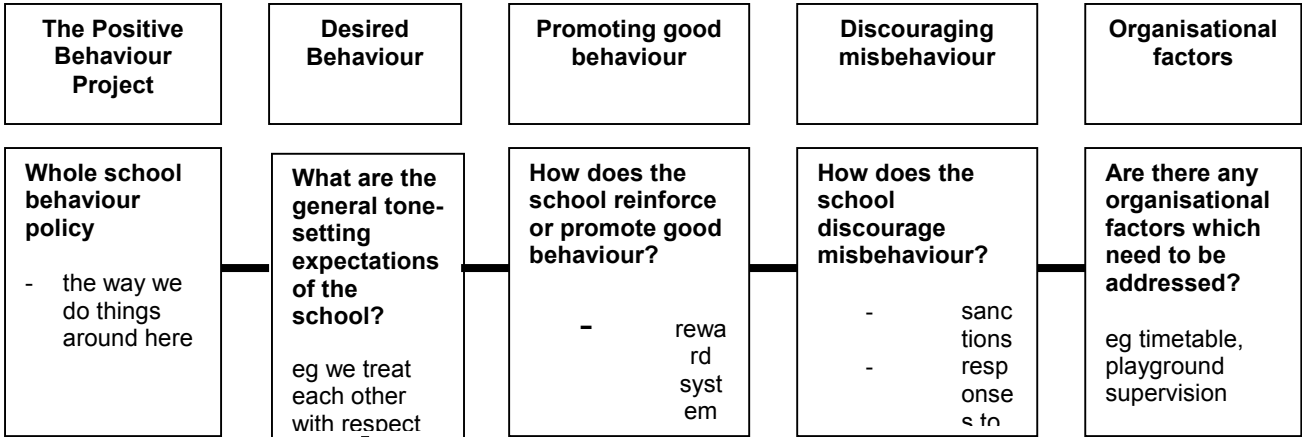
This comprises:

- An introduction to Behaviour Management.
- Observing behaviour (checklists, time sampling, event sampling etc). There are particularly useful records of classroom behaviour within this section.
- Strategies and record sheets (encouraging positive behaviour, setting targets, de-escalating conflict, use of peer pressure, etc).
- Teaching styles (rewards and sanctions, classroom rules, use of time out, etc).
- Consulting with the child (joint target planning, use of ABC approach, parental links.
- Personal and social skills (social skills target setting, personal independence targets).

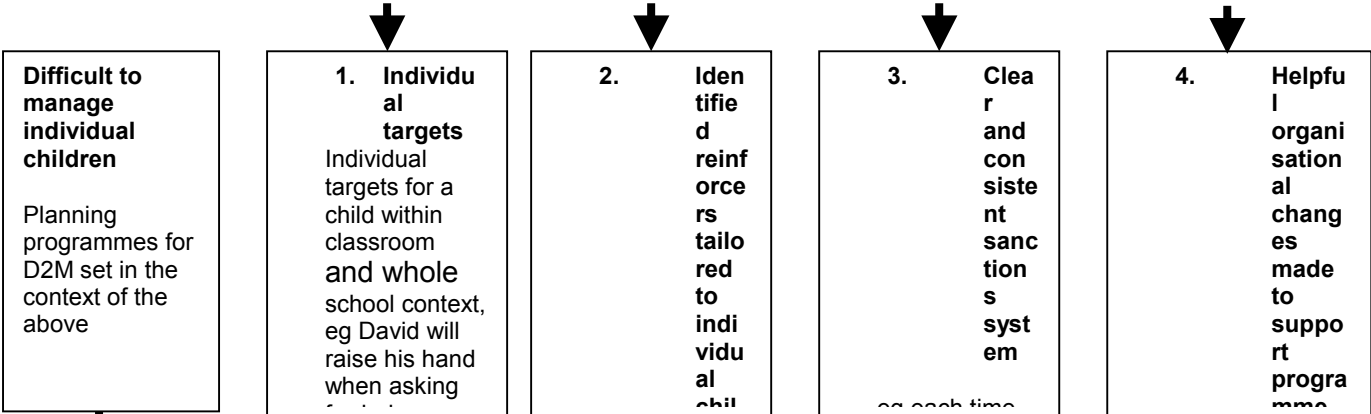
It is good practice to be aware of other possible underlying causes for difficult behaviour, such as Learning Difficulties, Speech and Language or Specific Learning Difficulties.

The Complete Works offers comprehensive assessment and intervention strategies for all these areas.

DIFFICULT TO MANAGE CHILDREN WITHIN A WHOLE SCHOOL POLICY

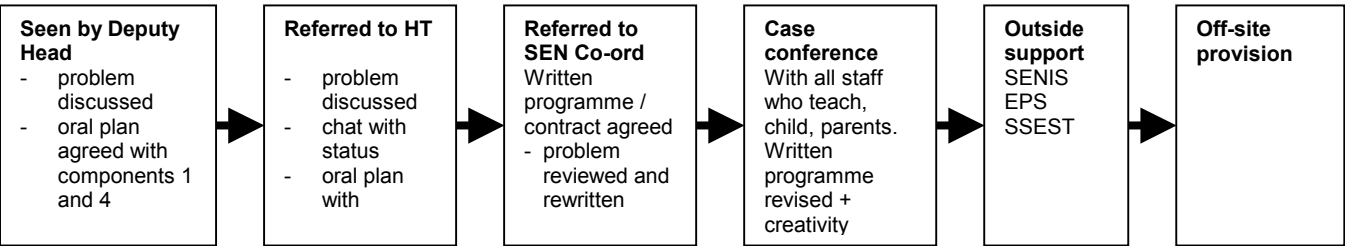


Work done with individual children is much less effective if the levels above are not in place or are not functioning effectively.



Class Teacher

This section outlines possible 'referral' system



DIFFICULT TO MANAGE CHILDREN WITHIN A WHOLE SCHOOL SETTING

Notes for use:

This sheet outlines the four key areas which a behaviour policy should be addressing, from the whole school level, through classroom management and then to specific difficult to manage children.

By ensuring that the whole school approaches (at the top of the page) are understood and consistently applied, these will then filter down into actual classroom practice, and be far more effective.

Consequently for example, the whole school reward system for reinforcing positive behaviour will inform reinforcement systems within the classroom. There can then be more specific reinforcers for individual children who do not respond to the more general approach.

KEY AREAS OF PREVENTATIVE CLASSROOM MANAGEMENT

It is widely recognised that much inappropriate behaviour can be prevented by forward planning and by addressing these specific areas.

1. Classroom Layout

Efficient use of wall space

Is the floor space well organised?

Arrangements of desks / tables – is it appropriate to the lesson / task / group?

Location of resources and equipment – is it easily accessible? Does it need to be maintained centrally?

General environment – is it tidy, welcoming, well maintained? Is children's work well displayed and regularly updated?

Organisation of provision for personal belongings of children.

2. Getting the Year off to a good start

Organise in advance: layout / materials, apparatus etc.

Spend time on teaching children where things are kept and giving practice.

Spend time on establishing and teaching rules and routines.

Establish a tight structure and plan for day 1.

Focus on "Formal" whole class activities initially.

Programmes / Activities should not be overly ambitious until children have settled.

Review progress of class at the end of each day and amend plans accordingly.

Provide back-up activities for fast workers which are fun and offer practice.

Give the class regular feedback and praise.

Establish routines concerning parental contact.

Have a plan to deal with potential problems, ie clearly worked out disciplinary measures.

Focus on the whole class at the beginning and the end of each day.

Make a diary of difficulties arising, in order to make early plans to deal with these.

3. Developing routines for:

Entering the classroom.

Getting out materials.

Getting work marked.

Getting the attention of the class.

Changing activities.

Making up non-completed work.

Occupying children who finish first or when work is completed.

Going to the toilet.

Getting started and winding down.

4. Monitoring and stopping inappropriate behaviour

Think about the techniques needed in order to:

- prevent problems
- monitor the behaviour of the classroom
- cutting short inappropriate behaviour – non-verbally
- cutting short inappropriate behaviour – verbally

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