



Stop, Wait, Go

FACTSHEET

www.stopwaitgo.net.au

3 STRANDS OF EFFECTIVE CLASSROOM MANAGEMENT

SUPPORTIVE

- Use effective communication strategies. Be assertive.
- Once a consequence has been applied –move on. Re-establish a positive relationship. Every session/ day is a clean slate.
- Develop a climate of mutual respect. Friendly but not friends. Build a safe, caring relationship of honesty and trust with each child. Know who else may have a relationship with the child in the school or community who might be able to help with a problem. Do a class activity –write on a hand shape ‘Who would you talk to if you needed help’ See Protective Behaviours Program
- **Make time to listen.**
- Set up lessons , tasks, questions that ensure success but also that sets up for success early.
- Programming that matches children’s needs and interests, think fun and energy.
- Know when children need to have a quiet time. Have a chill out zone (not time out).
- Have a buddy system.
- Use trained peer mediators .
- Say “sorry” when we get it wrong.
- Look for positives and strengths and tell them.
- Keep parents informed and focus on positives too.
- Walk and talk through issues.
- Use a team collegial team approach and use an **Individual Behaviour Plan** - (pro-forma on DET website) when a team approach is necessary. Note what works and what doesn’t for the teacher the next year.
- Private or public praise, use body language, nod, wink, thumbs up. Vary it. Mean it.
- Praise and encourage approximations. Don’t wait for the task completion.
- Separate the behaviour from the child.
- BE: consistent/persistent/fair.

Negatives increase negative behaviour Positives increase positive behaviour





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PREVENTATIVE

- Rules/consequences. Negotiated, reflected on, in positive language, change for needs of the group.
- Organized routines.
- Efficient data collection, tally of T/O incidents. Evidence for further intervention. What are possible triggers for the behaviour?
- Have back up planning for when unexpected things happen.
- Use positive language and use “I want to see” and “I’m looking for.... Be explicit. It looks like, sounds like and feels like.
- PLAN-practised responses so that you can be calm and in control of yourself.
- Ask how things are going, remember what they told you and refer back ie “How did the fishing go with your Dad?”
- Patrol , be on your feet not at your desk.
- Know what influences behaviour, tired, hungry, hot, cold, trauma, disability, family dysfunction, illness, low self esteem, fear of failure.
- Look for patterns in behaviour: Traffic Light Sheet (See DET website)
- Know the child/ family. Develop a rapport with students/family
- Allow children to sit with friends, when it doesn’t work separate for the day only. We work better when we are in our comfort zone
- Have adults sit with child and model classroom behaviours with young children.
- Focus on positives
- Offer mutual respect
- Allow choices
- Use tangible rewards with care. Use whole class rewards – the farm. Work toward excursions
- Tribes strategies –Sense of Community, Circle time, Team building skills Our school values, social stories, Show Appreciation
- Group work doesn’t just happen, it needs to be taught
- Attend to positives/approximations





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CORRECTIVE

- **Give opportunities to make good choices: remind , warn, act or 123 before application of consequences.** This gives the child the option of getting themselves under control, some need explicit teaching of how this can be done. Praise and encourage when they try to do that. Say what you saw and how it made you feel. "I noticed you packed up without being asked, I am so proud of you"
- Make consequences logical, and connected to the behaviour. 'Make a mess clean it up'
- What was the trigger? Do I need to attend to that?
- Always attend immediately if someone is hurt
- Tactically ignore inappropriate low level attention seeking behaviours. Ask yourself why is this child needing to get my attention with inappropriate behaviour instead of appropriate behaviour.
- Defuse
- Re-direct
- Know when to step up or step back
- Wait till calm is restored before dealing with an angry person
- Encourage owning the behaviour
- Don't try to resolve the problem until everyone concerned is calm –both mind and body

It is not the intensity of the consequence that changes behaviours but the consistency and logical connection to the inappropriate behaviour.

Teach new behaviours rather than punish old behaviours.

