11:05 – Introductions Inc. C-Live

11:10 – C.Live Simulation #1

11:16 – Discussion (what questions to ask/prompt? May only have time for 1-2 responses; use flipchart?)

11:20 – C.Live Simulation #2

11:26 – Discussion (additional question(s) maybe as tables? To feedback next? Add to flipchart?)

11:30 – Top Tips (research based/practice based)

(1) Positive Framing & Use of Names (SS)

(2) Voice & Tone, Position & Pace (CO)

(3) Assertive Instruction (SS)

11:40 – Questions 11:45 – Finish

(5mins Change) Hand Out: Article & Ted Talks





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Classroom & Behaviour Management Top Tips

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Top Tip #1: Positive Framing & Use of Names

Positive Framing encourages and motivates young people when we are: (a) correcting behaviour (b) (b) elevating and increasing effort



Direct the young people in exactly what you want from them. "I will need all of your eyes on me whilst I explain..."

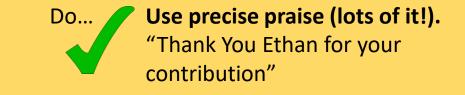
Don't... bring the focus onto the unwanted behaviour "please stop staring at the ceiling..."



Assume the best. "Thank you for thinking about that, we can come back to you in a few minutes..."

Don't... make a judgement "Maybe you should pay attention and you would know the answer...."

talk. 01723 336700 write. cus@coventry.ac.uk see. www.coventry.ac.uk/cus



Don't... accentuate the behaviours you want to reduce "Ethan you have been on your phone constantly"



Top Tip #2: Voice & Tone, Position & Pace

Professionals with effective classroom management skills are more likely to believe that "all children can learn...demonstrate higher expectations...and exhibit a higher level of participation" (Demirdag 2014)



Don't... shout or simply talk over them

Do... Use quietness to gain ground. (no one likes to be the only one talking or whispering in the room)

Don't... be afraid to say nothing until everyone is ready to listen



Do... Position yourself where you can see evervone. The corners of the room work well

- **Don't...** be tempted to run around the room you are trying to achieve their focus
- Set them time limits for tasks to keep Do... _ your session pacey. Set time limits and stick to them Use on screen timers
- **Don't...** leave them to chatter or disengage think about fast you can disengage...



Top Tip #3: Assertive Instruction

Assertive instruction allows for differences of personality and supportive friendships. It has no room for negatively disruptive behaviour, bullying, or ostracizing of other students. (Lee Canter)

- Set out your rules and expectations clearly
- **Don't...** ignore or accept behaviour that doesn't meet your expectations for respect or acceptance
- Listen to your students and take a real interest in them and their lives *Everyone wants to be listened to and truly* heard
- **Don't...** be too quick to move onto your next student or lose focus

- - Do... Assert your jurisdiction in the classroom You are in control in a positive influential manner
- **Don't...** be tempted to exert negative control tactics or sarcasm
- Do...
- **Recognise behaviour that you** *do* **want** to see and praise this specifically personally and publically
- **Don't...** focus on the negative behaviour for too long (prepare short responses to use quietly)





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Thank You Any questions??

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