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..."

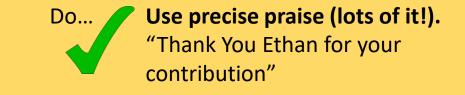
**Don't...** bring the focus onto the unwanted behaviour "please stop staring at the ceiling..."



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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