

4.3

POSITIVE BEHAVIOUR SUPPORT



2 hours 30 minutes



Flipchart, markers and pens, Handout 8: Steps to Apply Positive Discipline, Classroom Wellbeing Portfolios



By the end of this module, you will be able to:

- Describe the difference between positive and negative behaviour support
- Demonstrate positive behaviour strategies
- Develop a plan for rewarding positive behaviour and redirecting/addressing negative behaviour in the classroom.



Introduction



15 minutes



Flipchart, markers and pens



Two groups

➔ Display the learning objectives for the session. Invite a participant to read them.

➔ Divide the group into two groups:

Group 1: Assign half the group to brainstorm “desired” classroom behaviour.

Examples: listening to the teacher, sharing materials, answering questions when asked, being kind to other students

Group 2: Assign the other half to brainstorm “undesired” classroom behaviour.

Examples: not paying attention, interrupting the teacher or classmates, fighting, bullying/being unkind to other students



Divide participants into breakout rooms. Create a virtual board where groups can write the behaviours for all participants to see.

➔ After a few minutes, ask each group to discuss how they would respond if they saw one or more of these behaviours in the classroom.

➔ Invite both groups to share what they discussed and give feedback to the other group.


- What else would you add?



Background / Theoretical Explanation

 20 minutes

 None

 Facilitator explanation

➔ Remind participants that children respond differently to crises and that their responses may include how they behave in the classroom. It's important to remember that all children are good and that it is just their behaviour that might be bad. How we respond can encourage or discourage how they behave and can have a great impact on their wellbeing.

Say, for example:

"It's important for teachers to be aware of changes in children's behaviour. Remember that when children act out or demonstrate 'negative behaviour', it's often a sign that something bigger is going on for them and should be addressed if it continues. Children living through ongoing conflict may be grieving the loss of a loved one or experiencing stress at home. It's easy for teachers to become frustrated as the behaviour is often disruptive but it's important to remember that there is always something behind it. In a later session, we'll discuss options for supporting children who may need additional support."


- ➔ Explain that there are two types of strategy to support positive behaviour in your students: positive behaviour support and negative discipline.
 - **Positive behaviour support** aims to support desired behaviour and redirect undesired behaviour by helping the student to understand the causes and effects of their behaviour.
 - **Negative discipline** responds to undesired behaviour by stopping it abruptly, usually without explanation and with a harsh punishment.
- ➔ Ask participants what the effects of negative discipline might be on their students, especially during a conflict.
 - Negative discipline can make children feel unsafe and can increase the likelihood that they will misbehave again. It can also reduce their cognitive ability.
 - As discussed in the previous session, predictability is very important to supporting wellbeing. Positive, predictable behaviour supports are one way to ensure that the classroom is a predictable and safe environment.

➔ Display a slide with the four components to support positive behaviour. Explain that in this session, they will have the opportunity to learn about and practise two of the four components.


- **Setting expectations** through co-creating rules with associated consequences (as in the previous session)
- **Creating a positive group environment** through getting to know and trust the group and the teacher (This applies to all the strategies we're discussing but will be focused on in the next session.)
- **Rewarding desired behaviour**, which promotes positive behaviour and deters negative behaviour (This will be practised in the next activity.)
- **Addressing undesired behaviour** in a positive manner, which interrupts the behaviour, builds understanding about why the behaviour is undesired, and redirects towards a desired behaviour (This will be practised later in this session.)


➔ Explain that teachers should support positive behaviour and encourage students to try again if they fail. The teacher's response should be reinforced and the student's behaviour improved through iterative approaches. Negative behaviour should also be addressed through iterative approaches that encourage the student to reflect and revise their behaviour.


Key Points


 Children respond to conflict or adversity in different ways. For some, the conflict and its effects on their family and home life may change how they behave. They may see their role models and family members acting out, responding with anger or unable to control their emotions. Students may demonstrate

some of this undesirable behaviour in the classroom. Moreover, they may have difficulty controlling some of their emotions and behaviour because they're processing what's happening in their world.

 **Positive behaviour support** aims to support positive behaviour and reduce negative behaviour in the long term. It focuses on rewarding positive behaviour rather than punishment and takes place when children are behaving well. It also addresses undesired behaviour early and directly, through seeking to understand what might be causing the behaviour and remaining calm and supportive.

 **Negative discipline** focuses on punishing undesired behaviour and, while it may interrupt the undesired behaviour through shouting or angry responses, it doesn't help the child to understand why their behaviour is undesirable or learn positive behaviour.

 Harsh and violent punishment has been shown to increase undesired behaviour and lead to mistrust of the teacher. Students may shut down and stop engaging in the classroom if they don't understand the punishment or feel safe.

 Positive behaviour support is one way to create a sense of predictability. Students know what to expect if they make a mistake or demonstrate undesired behaviour. And they are more likely to demonstrate desired behaviour since they know what is expected of them.



Practice: Rewarding positive behaviour



15 minutes



Flipchart, markers and pens



Whole group

➔ Explain that in this activity, participants will brainstorm and practise ways to playfully reward positive behaviour.

➔ Ask them why it is important to reward positive behaviour.

Example answers: students understand the desired behaviour, it incentivizes good behaviour, other students see and imitate good behaviours.

➔ Discuss the potential negative effects of rewarding some, but not all, children.

Example answers: those who are not rewarded feel bad about themselves, children may argue among themselves for the reward.

➔ Brainstorm strategies for rewarding positive behaviour and invite a participant to write these on a flipchart. Examples include:

- “Star” chart for good behaviour
- Written “brag tags” or other notes thanking students and saying what they did
- “Rewards” for cumulative good behaviour from the whole class (often measured by one of the other mechanisms) – e.g., more free or play time
- Invite students to give one another “stars” for good behaviour
- Display “positive rewards” somewhere in the classroom.



Create a virtual board and invite participants to write their suggestions on the board.

➔ Whatever you do, make sure that it’s varied and doesn’t get old or boring. It should also be driven by the good behaviour, not the reward. Make sure to always be clear what the reward is for.

➔ Vote as a group which positive behaviour reward to use throughout the rest of the training day.

➔ Select one member of the group to be responsible for tracking and giving the rewards.



Practice: Addressing undesired behaviour



1 hour 30 minutes

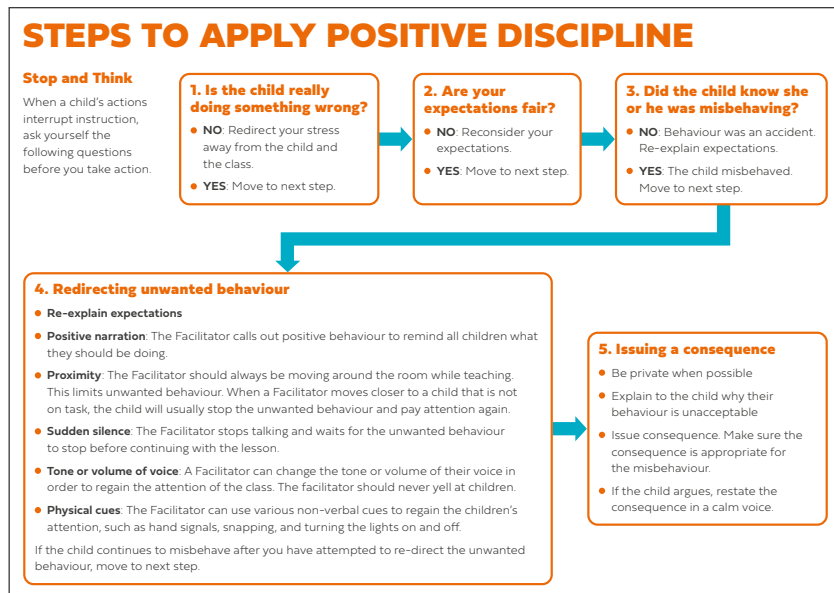


Flipchart, markers and pens, Handout 8: Steps to Apply Positive Discipline



Whole group, small group, whole group


➔ Share the five steps for addressing undesired behaviour.⁵ Write these on a flip chart or slide, and give the participants Handout 8: Steps to Apply Positive Discipline.



1. Ask yourself if the student is really doing something wrong (i.e., is the behaviour really undesired/problematic?)
2. Ask yourself if your expectations of the student are fair. Specifically, consider the circumstances.
3. Did the student know the behaviour was undesired/incorrect (is it in the rules, or has it otherwise been made clear to them)? If not, explain that the behaviour was not OK, and explain why in a calm voice in private to the individual student or to the whole class, not mentioning/calling out the wrongdoer.
4. Begin by redirecting the behaviour.
 - Remind all students what they should be doing.
 - Stand near or look at the student who is misbehaving.
 - Suddenly stop speaking until the behaviour stops.
 - Change tone or volume to get the student's attention – usually decrease the volume so you're whispering. Do not yell at the student.
 - Use physical cues that have been discussed/shared with the students, such as turning lights on and off or clapping to get their attention. However, ensure that the physical cues you use do not sound or look like anything they might be frightened of.
5. Issue appropriate and related consequences. Consequences should start with a warning and only escalate if the behaviour does not stop. They should be issued in private and be appropriate for the behaviour.




⁵ Adapted from USAID and International Rescue Committee. 2016. *Safe, Healing and Learning Spaces Toolkit*.



- ➔ Explain that now participants will have the opportunity to practise different ways of addressing undesired behaviour by roleplaying scenarios. Divide them into groups of three or four.
- ➔ Invite groups to brainstorm the most common behaviour challenges they face in their classrooms. If they are new or student teachers or are having trouble coming up with scenarios, invite each group to select a scenario from the list below (but ensure that each group is roleplaying a different scenario). Allow groups a few minutes to brainstorm their scenario and how they, as the teacher, would address it.
- ➔ When they present their roleplay to the other groups, one participant will play the teacher and the others the students. Remind the groups to use the five steps they just learned to address each issue.
 - **Scenario 1:** While the teacher is talking during a lesson, two students whisper and giggle loudly.
 - **Scenario 2:** The teacher asks students to get into groups of three to do groupwork, and one student refuses to join a group. That student then says that they hate this class and all their classmates.
 - **Scenario 3:** A student makes fun of another student for what they're wearing (or something else).
 - **Scenario 4:** A student falls asleep during a lesson.
 - **Scenario 5:** Two students get into a verbal argument during free time. The verbal argument continues to escalate and seems as though it will become a physical fight.
-  Divide participants into virtual breakout rooms and do a virtual roleplay, using the same scenarios.

- ➔ When all the groups are ready, invite them to present their roleplays one by one. After each group presents, discuss the teacher's response as a whole group using the following questions:
 - What did the teacher do well in responding to this scenario?
 - How could the teacher have responded even better?
 - What are alternative ways to address this scenario in the classroom?

Key Points

-  Positive behaviour support starts with setting expectations – e.g., in the class rules.
-  Responses to undesired behaviour should always be calm, consistent and fair. Remember that students may have had negative experiences because of the conflict, the memory of which they bring to class.
-  If the negative behaviour continues, it's important to continue to stay calm and address it with understanding. If it escalates, the teacher may need to arrange to meet with the student individually to understand what is causing the behaviour. If needed, refer to professional support, such as a therapist or counsellor.



Conclusion



10 minutes



Markers and pens, Classroom Wellbeing Portfolios



Whole group review, individual drawing/writing

- ➔ Recap what you've learned (ask questions of the group or invite one or two participants to provide a recap).
 - Rewarding positive behaviour – create a predictable way to motivate students to demonstrate positive behaviour.
 - Addressing undesired behaviour – be consistent and recognize that the bad behaviour may be a result of negative experiences arising from the conflict.

- ➔ Invite participants to take five minutes to add notes in their Classroom Wellbeing Portfolio.
 - How will they reward positive behaviour in their classroom?
 - How will they address undesired behaviour in their classroom?

