Eagle Expectations Best Practices for Managing Student Behaviors

1. **Voice matching:** Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response.

2. **Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you!

3. **Move in:** If you are speaking to an individual student, don’t shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!

4. **Move out:** Once you have spoken to the student, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.

5. **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.

6. **Hurdle help:** Use positive posters as rule reminders (written and illustrated) to help students overcome the hurdles that prevent them from complying with your rules and expectations. Verbal acknowledgement should be positive and specific (“Great job being respectful by walking quietly in the hall”).

7. **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the students who are on-task and complying with the classroom expectations.

8. **Proximity:** This is similar to personal space – remember that simply standing near the off-task student will be sufficient enough to make them consider their behavior.

9. **Proximity praise:** Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behavior.

10. **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying?

11. **Antiseptic bounce:** This is a classic strategy. Send the target pupil to a colleague with a note or message. The note says, ‘Tell (student’s name) “Well done!” and send him or her back!’ The student has been removed from the problem situation, received praise and has returned in a fresh state of mind.

12. **Meet and greet:** Some students are simply not in the right frame of mind at the start of the day or the lesson. Set up a system where you (and possibly another adult) meet and greet that student to help settle them and prepare them for learning.

13. **Track behaviors:** It is vital that you have an accurate and objective system for tracking, monitoring and evaluating behavior.

14. **Refocus:** Don’t be verbally misled by arguing students. Refocus them on the issue by using a statement of understanding (‘Yes, I see, but that is not the point; I need you to…’)

Revised from: http://www.teachingexpertise.com/e-bulletins/top-20-behaviour-strategies-6461
15. **Broken record**: Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

16. **Change set**: A change of environment may help focus the student. Don’t forget, the emphasis is helping them comply with the appropriate behavior and setting them up so they are able to.

17. **Think sheet/Self-review**: A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time. Ask the PBIS Tier 1 team for examples of this, if you are interested.

18. **Rules/Rewards/Consequences**: Involve students in the development and teaching of rules and expectations. Make sure to teach and review these expectations throughout the day/week/school year.

19. **Hierarchy of response**: Have at least five levels of response and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!

20. **Communicate**: Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named student. It is easy to determine ‘hot spots’, problem class periods, personality clashes and how different adults perceive the student if information is shared amongst staff.

21. **Acknowledgements**: Using the school-wide Eagle Tickets in your classroom help students realize that they are expected to be safe, respectful and responsible in all environments. Classroom acknowledgement systems are also an excellent way to help curb any problem behaviors that occur. Verbal acknowledgements are free and are the easiest (and best) way to help students understand the desired behavior. Other acknowledgement ideas: post cards home, phone calls home, Eagle of the Week, etc.

22. **Clearly defined procedures**: Have a set or procedures clearly defined and displayed for all transitions within a class period. This should cover everything students are expected to do (how to enter the classroom and start the warm-up, how to sharpen your pencil, how to ask for a bathroom break (if allowed), how to break into small groups or go to lab tables, what to do if you forgot a pencil or your book, how to line up or be dismissed from class, how to turn in homework or ask for missing work, etc).

23. **Attention Signals**: Attention signals work to get the attention of the entire class in an organized manner when the teacher needs to address all students or feels like noise levels and behaviors are getting out of control. Signals need to be visual and auditory to reach all students. Signals must be taught and practiced with all students, with re-teaching throughout the year. Consistency is very important. Ask the PBIS Tier 1 team for examples of attention signals that you could use.

24. **Praise 3**: Praise 3: praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate.

If you would like more information on any of these strategies or specific examples please contact the Tier 1 Committee. We have plenty of resources and would love to share them with you. Thank you for helping our students be safe, respectful and responsible!

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