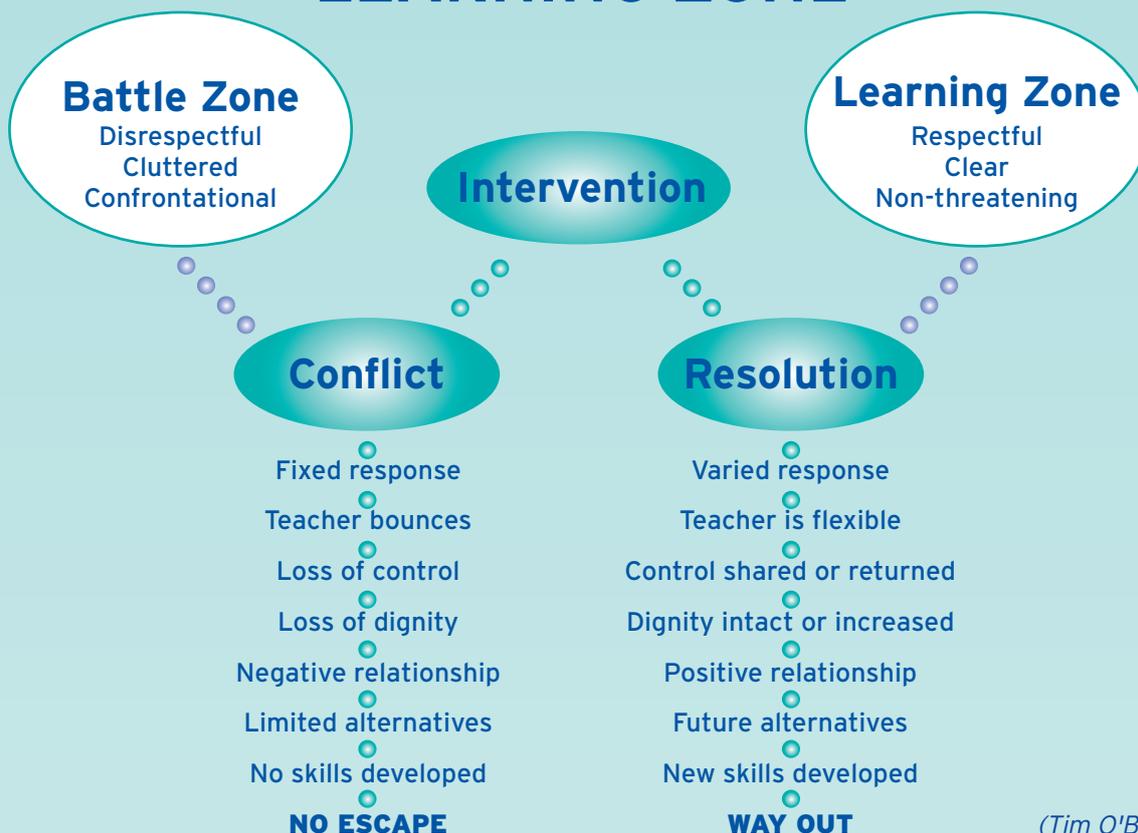


LEARNING ZONE



(Tim O'Brien, 1998)

Flip the Script

- "David, let me see if I understand what you are saying...
 - Number one...
 - Two...
 - Three...
 - Is that right?
 - I can't do anything about that now but..."

Alpha commands

- Give specific instructions, with no more than 2 directions - "David, I want you to face forward and start question one."
- Give clear and direct instructions.
- Allow take-up time.

Broken Record Technique

- 1 Keep repeating the same message in a calm voice - "I need you to listen and then we can talk."
- 2 Identify the goal and make a clear and specific statement. Also pepper the broken record technique with empathy! - "I know that you are frustrated, but I need you to calm down before we can talk."

Initiating Statements

Initiating Statements bring you and the student into the **Learning Zone**. They teach good behaviour by naming what you want from the student.

Example:

*"Pauline, face forward and listen. Thank you."
"John, I want you to lower your voice so we can talk. Thank you."*

Remember:

- Make only one statement at a time
- Be specific and direct
- Allow take-up time
- Use proximity and a low tone of voice.

Terminating Statements

Terminating Statements keep you and the student in the **Battle Zone**. These statements only tell the student what not to do. They do not teach a skill or name the expected behaviour.

Example:

- Pauline, stop talking to John now."
- Don't do that John."
- "Mary, stop messing."

Useful Strategies For When A Student Starts To Act Out:

Tactical Ignoring: Ignoring the low level disruption, where possible, and using proximity or distraction to get a student back to work.

Tactical Concentration: Looking for the behaviour you want to see and encouraging it e.g. listening or 'on task' behaviour.

Tactical Pausing: The teacher pauses during a spoken instruction to gain attention.

Non-Verbal Cueing: Using written, image or body language to convey a message to the student. For example, pointing to a poster or diagram on the wall or making eye contact.

Incidental Language: This is where we give the full class a reminder of what they should be doing at that moment - *"Right now everyone is answering question one. If there are any queries, hands up and wait; I will come down to you."* (skill reminder).

Take-up Time: Giving the students time to follow the instruction without standing over them.

Behavioural Direction: Telling the student what behaviour you want, not what you don't want - *"Mary, face forward and listen. Thank you." "John, keep working on that question, trying your best. Thank you."*

Rule Reminder: Reminding the student that they are OUR school rules. *"What is our class rule for...?" "What is the school rule for...?"*

Prefacing: Starting with an encouraging statement before we give correction - *"Mary, you are doing well on that question and I need you to work quietly. Thank you."*

Distraction: Using a simple distraction question or activity - *"What page are we on John?" or "John, can you give me a loan of that pen for a minute?"* Then

redirect them to work. This is also a good example of tactical ignoring.

Direct Questions: Example - *"What are you doing at the moment Mary?" "What should you be doing John?" "What is our rule on homework Mary?" "How can I help you work harder in class John?"* Avoid 'Why' questions.

Deferred Choices: The consequence of the choice made by the student happens after the class - *"Mary, I would like you to put the iPod in your bag. If you don't I will have to take it, and you can collect it from the office."*

Direct Choices: The use of 'when' and 'then' is helpful - *"When you finish that question Mary, then you can start your homework."*

Blocking, Partial Agreement and Refocusing: Example - *"John, I have said I want you to face the board and listen now. I know this is difficult; I will help you in a minute. Thank you."*

Partial Agreement: Example - Student *"I hate this class."* Teacher *"Maybe you do, but I hope that will change, and we still need to do this question."*

Remember... You're in an escalating situation when you are:

- Answering pointless questions
- Starting to argue
- Trying to persuade
- Justifying your requests
- Explaining things over and over
- Using an aggressive tone of voice
- Changing your requirements
- Making exceptions
- Completing the work for them.