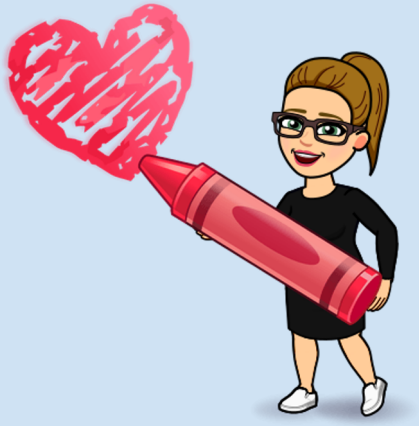
NSW Department of Education

Managing challenging behaviours in the online classroom

NSW GOVERNMENT

Acknowledgement of Country

Who are we?



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Agenda

Introduction and Housekeeping
AITSL Standards
Managing challenging behaviours - Online session considerations - Online classroom rules and expectations for behaviour - Consistent routines - Building a positive classroom environment - Instructional planning and delivery - Feedback and assessment - Managing challenging behaviours in the online setting
Question time

AITSL Standards

The Teacher Standards consist of seven standards, which teachers will meet at differing levels depending on their career stage and level of experience. You'll need to evidence certain requirements of the Standards in order to become a registered teacher, or achieve Highly Accomplished and Lead certification

https://www.aitsl.edu.au/teach/standards/understand-the-teacher-standards

4. Create and maintain supportive and safe learning environments

4.1.1 Identify strategies to support inclusive student **participation and engagement** in classroom activities.

4.2.1 Demonstrate the capacity to organise classroom activities and **provide clear directions.**

4.3.1 Demonstrate knowledge of practical approaches to **manage challenging behaviour.**

4.4.1 Describe strategies that support students' wellbeing and safety working within school and/or system, **curriculum and legislative requirements.**

4.5.1 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of **ICT in learning and teaching.**

Poll

A. Very confident. I've done this before.

B. Somewhat confident.

C. A little apprehensive.

D. Terrified - I have no idea what to expect.

Next

Online session considerations

Engage professionally with colleagues, parents/carers and the community

7.1
Meet professional ethics and responsibilities
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2
Comply with legislative, administrative and organisational requirements

Before your first online session

- Ensure you are familiar with the relevant policies and procedures in regards to acceptable use of ICT resources, knowledge of privacy policies, professional standards, code of conduct and mandatory reporting guidelines.
- Ensure you are familiar with any school policies.
- Do not record online sessions (privacy of the students and educators).
- Ensure that other members of your household are not present in the room whilst presenting lessons.
- Set background to a static image or blurred setting.

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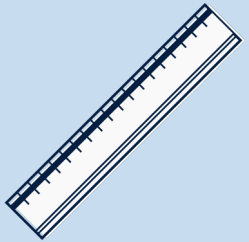
Online lesson considerations



Lesson timing

- How long will the online session be?
- How long will each part take?
- Make sure you have a clear plan to ensure everything goes smoothly.
- Have everything ready to go.

Student needs

- Have the students used this technology before?
- Will the students need help prior to the session to access the lesson?
- Do you need to provide instructions to the student prior?
- Are the resources you plan to use accessible to all students?
- Do they have what they need to be successful?

Resources

- What platform are you going to use?
- How will you present the material?
- What tools will you use?
- What resources will you use? Do you know where to access resources?

Check your screen presence

- Make sure that your whole face can be seen on screen, not just the top part of your head.
- Avoid sitting in front of a window or other light source.
- Look into the camera lens
- Exaggerate your facial expressions and hand gestures
- Change the tone and volume of your voice. An expressive and lively voice will help the children take an interest in what you say

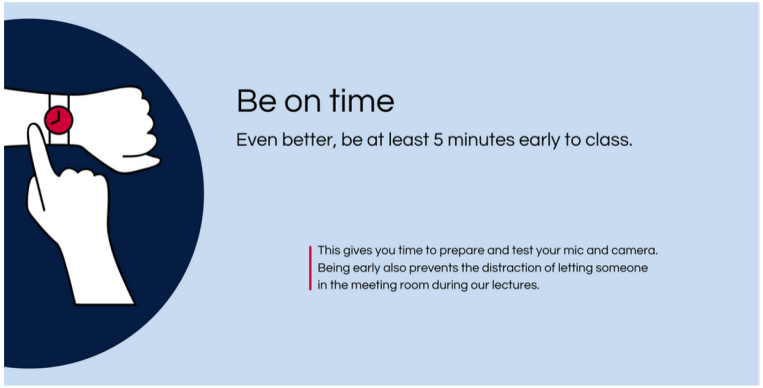
Online classroom rules and expectations for behaviour

Australian Professional Standards For Teachers: 4.1, 4.2, 4.3, 4.4, 5.2

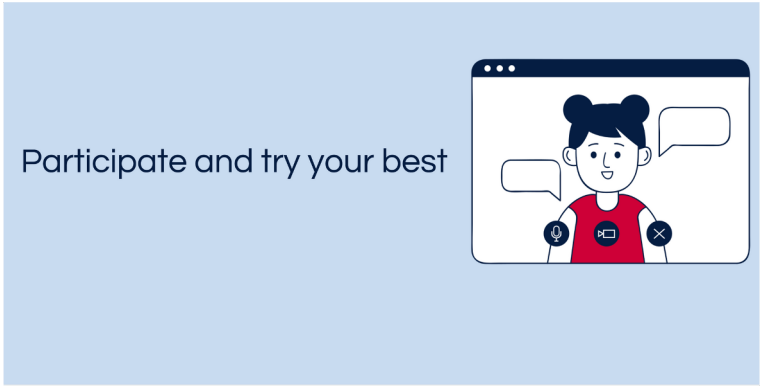
Quality Teaching elements: Quality Learning Environment – Social support

Significance – Inclusivity

Online classroom expectations

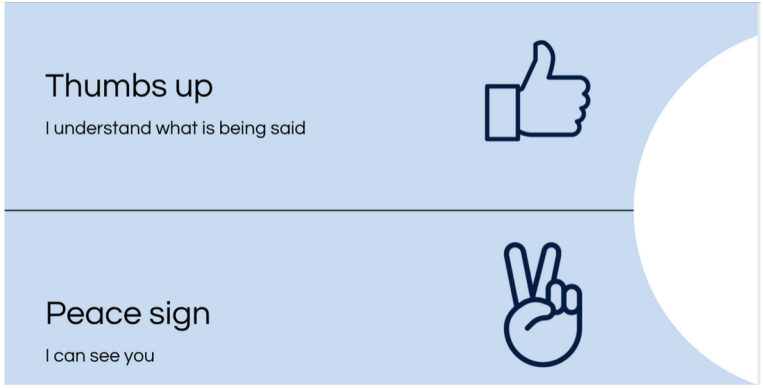


Develop student behaviour guidelines



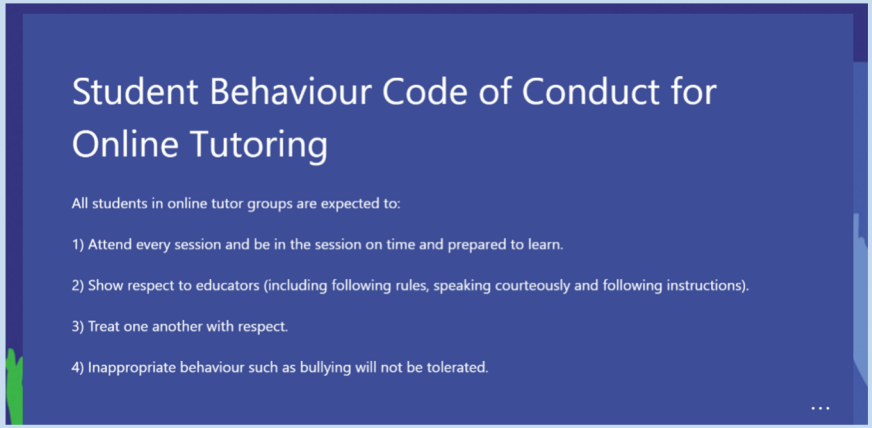
Set expectations for participation

Set rules for using tech features



Create a set of hand signals

Online student behaviour and expectations



Hi Darren, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Students will behave in a manner that reflects well on their school at all times. Students should be prepared to engage in learning by: *

- [ ] a) showing a positive attitude
- [ ] b) having the correct equipment for every lesson
- [ ] c) doing their best at all times
- [ ] d) arriving to the session on time

2. Respect themselves and others by: *

- [ ] a) accepting responsibility for the choices they make
- [ ] b) treating all people with respect
- [ ] c) doing their best at all times
- [ ] d) following tutors instructions at all times

Appropriate and acceptable use of internet and online communication services

As users of the internet and online communication services provided by the NSW Department of Education, all COVID ILSP tutor group students must abide by the Department's conditions of acceptable usage.

Online Communication Services: Acceptable Usage for School Students lists three key areas of responsibility for students when working in the virtual learning environment. These relate to:

1) Access and security
2) Privacy and confidentiality
3) Intellectual property and copyright

Students should be aware that a breach of this policy may result in disciplinary action.

3. I have read the Appropriate and acceptable use of internet and online communication services *

- ( ) I agree

Back | Submit

Develop student behaviour guidelines

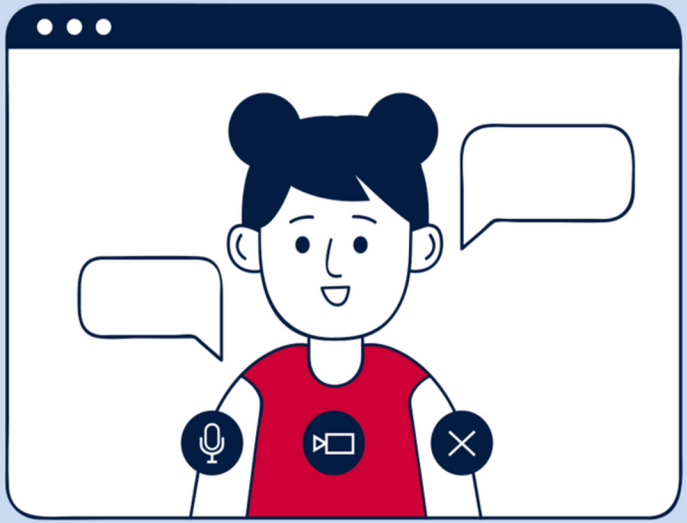
Respect your teachers and classmates

How?

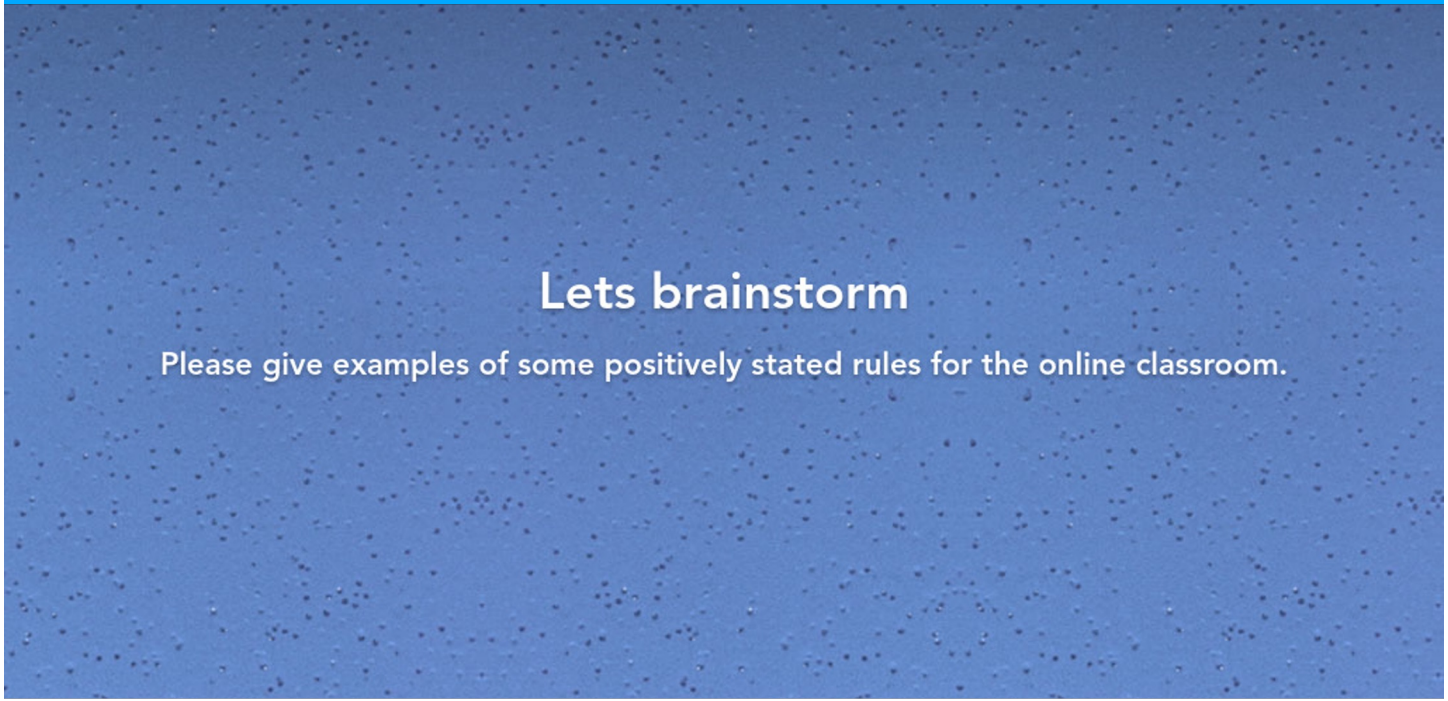
- raise your hand to speak
- remain quiet while others are speaking
- have your camera on and actively listen to the person speaking. You can do this by making eye contact with the person
- following teachers instructions at all times

Set expectations for participation

Participate and try your best



Collaborate Board



How to Edit

Click Edit This Slide in the plugin to make changes.
Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.

Set rules for using tech features

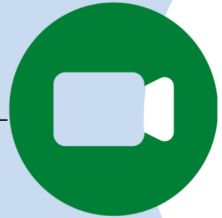
Stay on mute

Keeping your mic muted lessens our distractions.

If you have any questions or comments, please raise your hand and wait to be acknowledged before unmuting yourself. Likewise, you can ask your questions via chat but please chat responsibly.

Video on

Keeping your your video on makes it easier for you and your teacher.



The teacher likes to see your face during the lesson, it makes it easier for them to respond to your needs.

Time to Climb

How to Edit

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Consistent routines

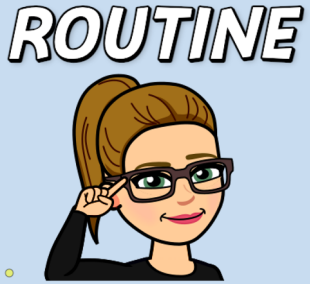
Australian Professional Standards For Teachers: 1.2, 1.3, 4.2, 5.2, 5.5

Quality Teaching elements:

Quality Learning Environment – Social support, Student's self-regulation, Engagement

Significance – Connectedness, Inclusivity, Background Knowledge

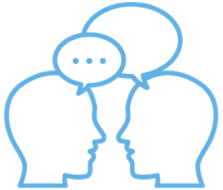
Intellectual Quality – Deep understanding



Consistent routines

- Procedure for when students enter an online session
- Communication procedures
- Accessing lesson and content
- Submission of work
- Feedback procedures

Set up clear channels of communication



How to communicate between classes

How to communicate with peers

How to communicate with you during online class

Have visuals ready to communicate

Thumbs up

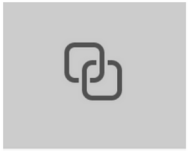
I understand what is being said

Peace sign

I can see you

Chat bubble

Link in chat icon



Create a set of hand signals

Have visuals ready to communicate

Building a positive classroom environment

Australian Professional Standards For Teachers:

1.2, 1.3, 4.2, 5.2, 5.5, 6.1

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Effective Teacher-Student Relationship

The teacher-student relationship is the fundamental element of classroom climate.

- use verbal and non-verbal prompts
- take opportunities to get to know the students and how they learn
- relate to students in a calm, firm and fair manner
- model the interactions you expect

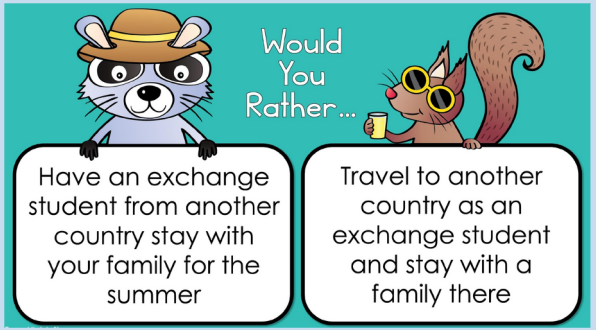
Good relationships make behaviour management easier.

Rapport building activities

Put a finger down

Conversation starter - background, VR activity etc something to do while they wait

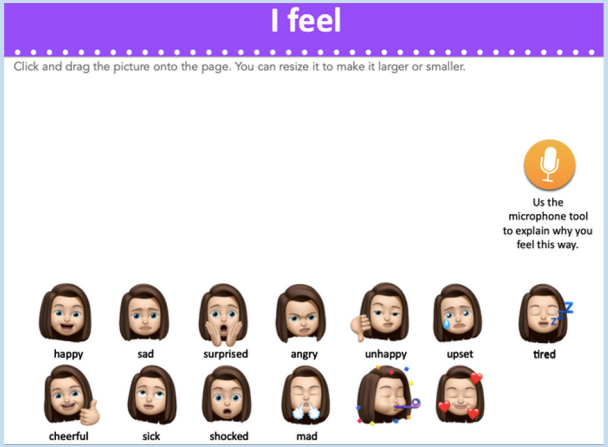
Get to know your students and interests

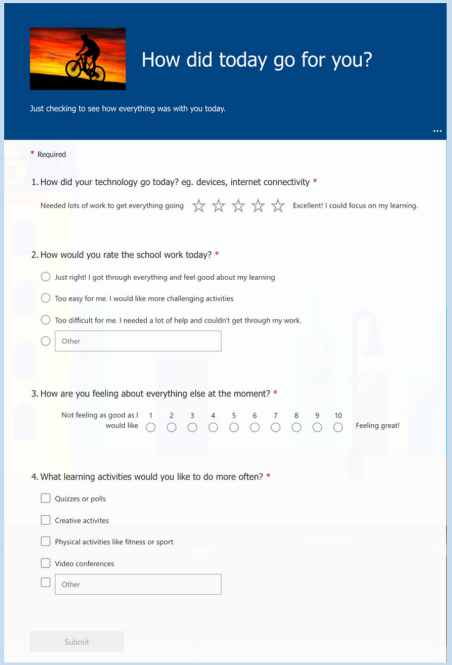


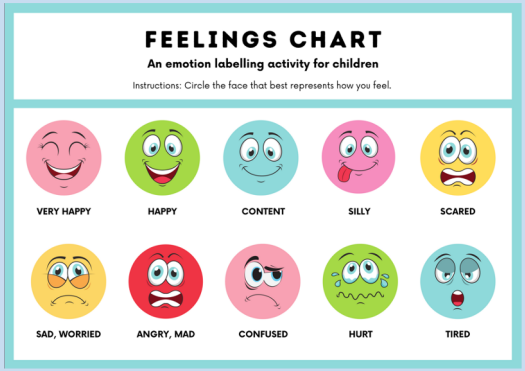
Would you rather?

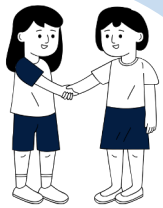
Check in with students

Start each lesson with a wellbeing check









FEELINGS CHART

An emotion labelling activity for children

Instructions: Circle the face that best represents how you feel.

VERY HAPPY

HAPPY

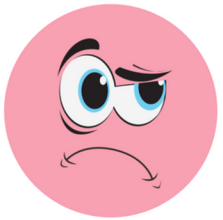
CONTENT

SILLY

SCARED

SAD, WORRIED

ANGRY, MAD

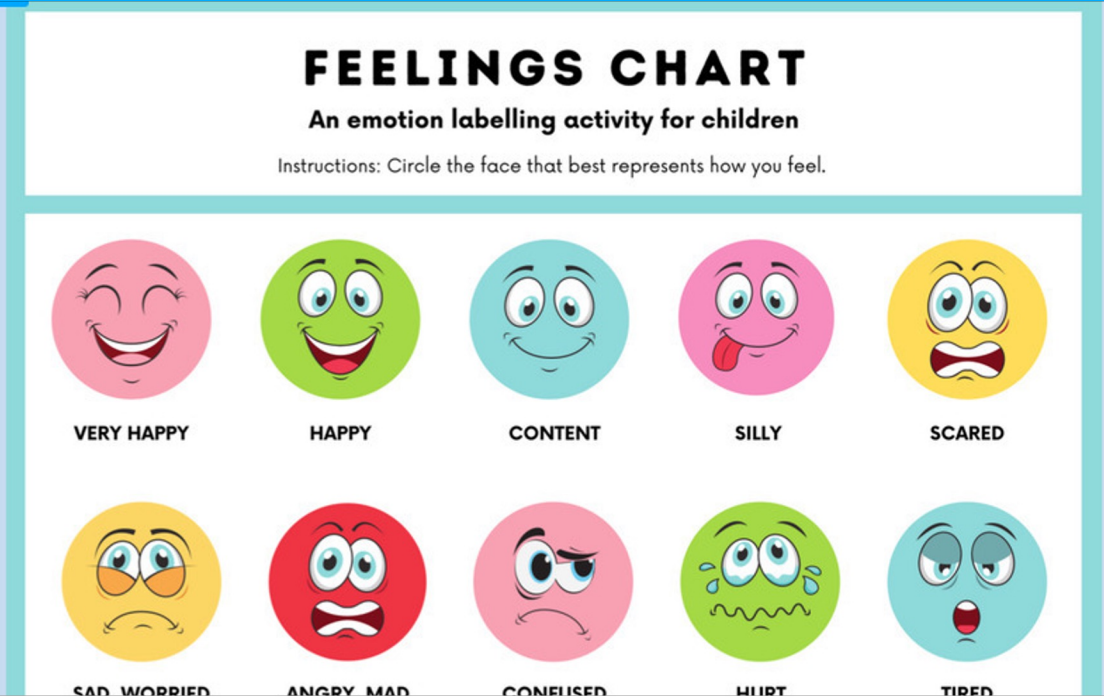


CONFUSED

HURT

TIRED

Draw It



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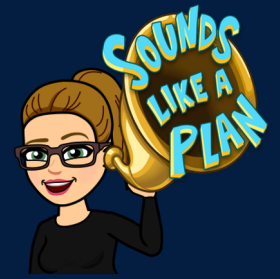
Instructional planning and delivery



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1.2, 1.3, 4.2, 5.2, 5.5, 6.1

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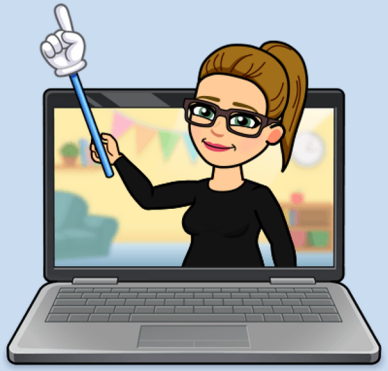
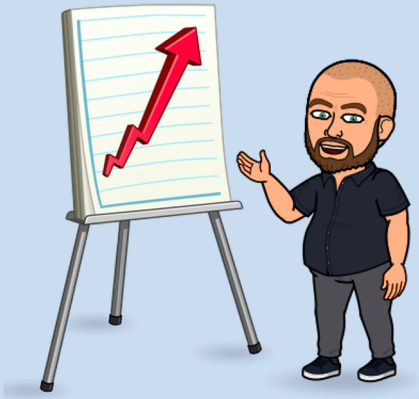
Give clear instructions

- 2-3 instructions max
- Be clear about what you expect
- Outline the learning intentions and how they can be successful
- Set it out as simply and concisely as possible
- Students will be told what they are doing, how much, and why.





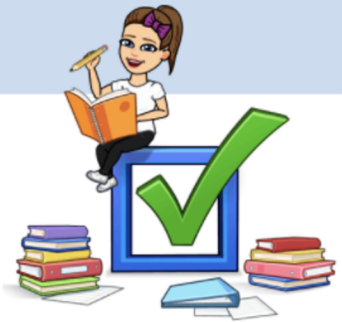
We are learning to:

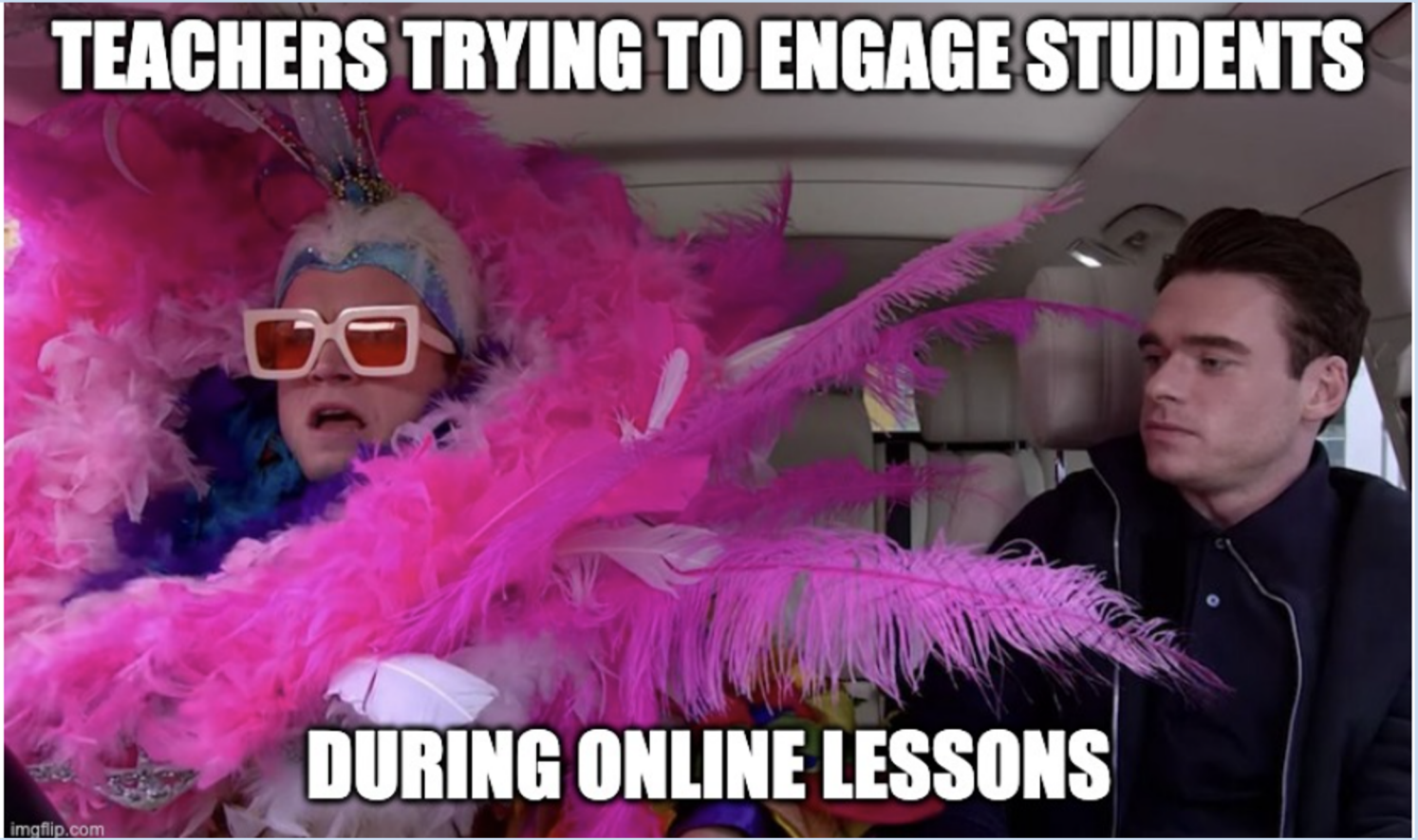
★ Use uniform informal units to measure lengths and explore the need for standardised units of measurement.

I will know I'm successful if:

★ I can measure accurately using informal units

★ I can justify the need for formal units




TEACHERS TRYING TO ENGAGE STUDENTS
DURING ONLINE LESSONS
imgflip.com

Primary School

High School

Online classroom environment

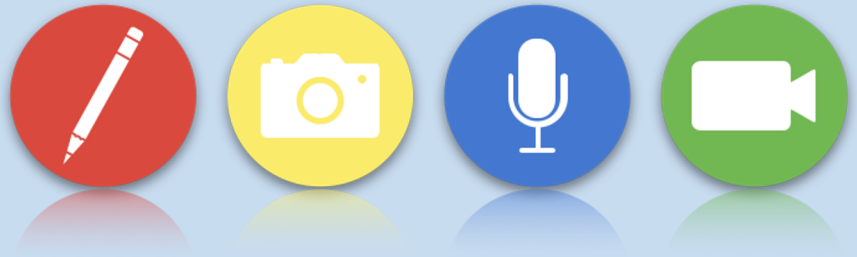
The classroom environment whether it be online or in person has a significant influence on learning. It gives students clear messages about how we value them and how we value learning.

- teacher demonstrates excitement about what is being taught
- teacher makes the subject matter real for the students by connecting it to their lives
- well organised
- accessible resources
- attractive and stimulating

Welcome to our class
READERS are LEADERS
GREAT THINGS NEVER COME FROM COMFORT ZONES. EVER.
IN A WORLD WHERE YOU CAN BE ANYTHING BE KIND
Watch the Phonics Video
Use Magnetic Letters and Sounds to show your work
Deliberate Practice Spelling template
PROGRESS MONITORING

Multiple modes of delivery

Represent content or learning through videos, images, symbols, text, drawings, audio. This keeps students engaged, motivated and on task. It also makes the content accessible to all students.

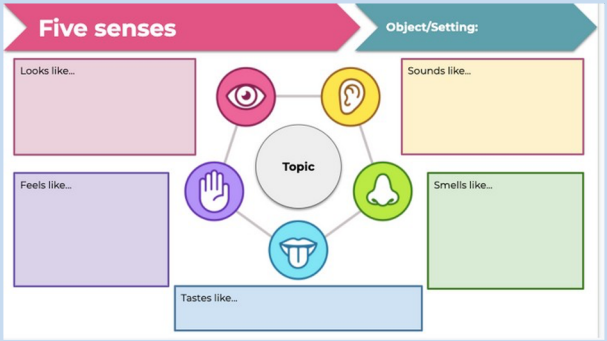


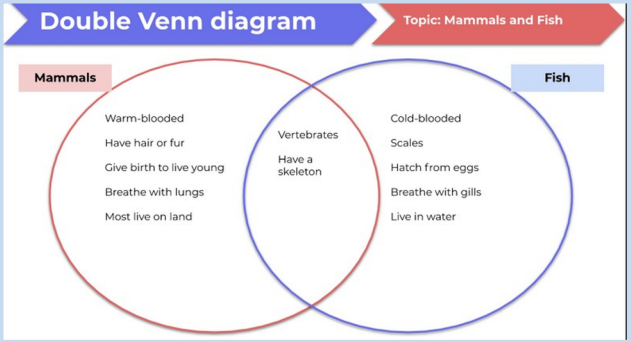
Scaffolding and learning adjustments

It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase opportunities for academic success.

Graduated levels of support

- Pair text, oral directions and images to instructions
- Shorter tasks
- Keep passages of text and videos short (1-2 mins)
- Use concept maps, Venn diagrams, etc as a scaffold to reduce cognitive load
- “Chunk” information

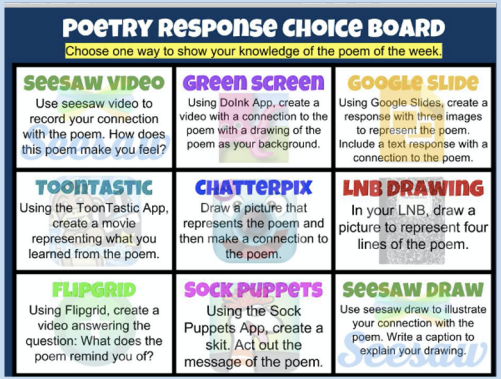


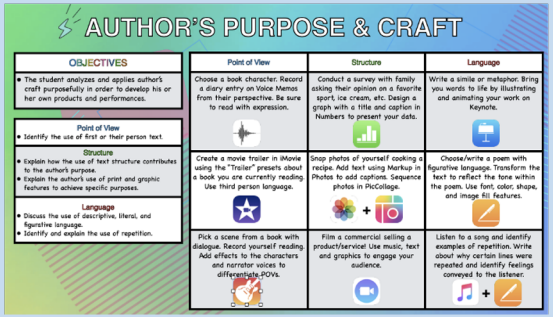


Provide multiple means to respond

The research supports the use of providing multiple opportunities of expression and choice:

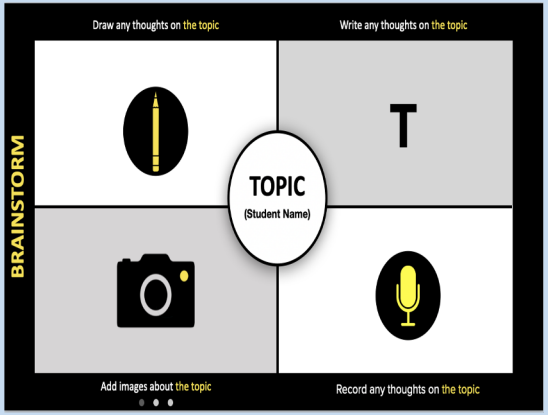
- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time



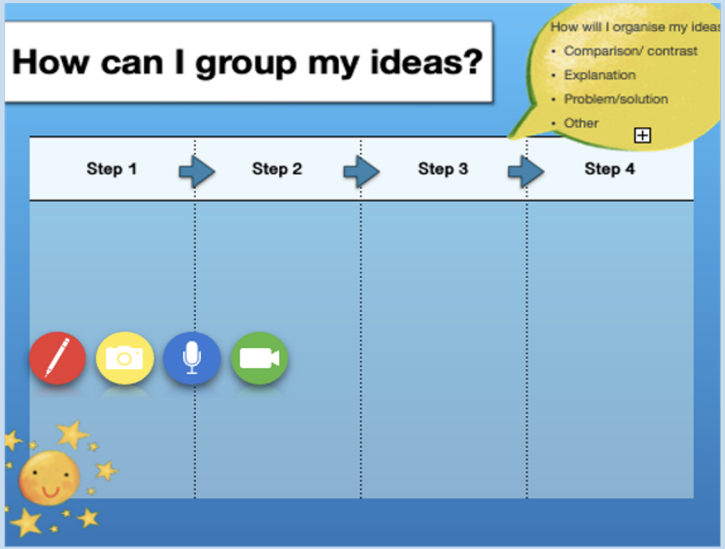


Deliberate practice templates enables students to drag and drop letters to show what they know

Allow students a range of choice within activities to respond with audio and text



Allow students a range of choice within activities to respond with drawing or images



Allow use of

- talk to text
- predictive text
- scaffolds that allow audio

Provide alternate assessment:

- Plickers
- ABCD Cards
- Student portfolios

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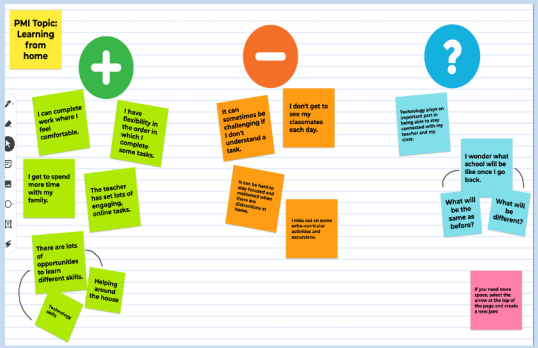
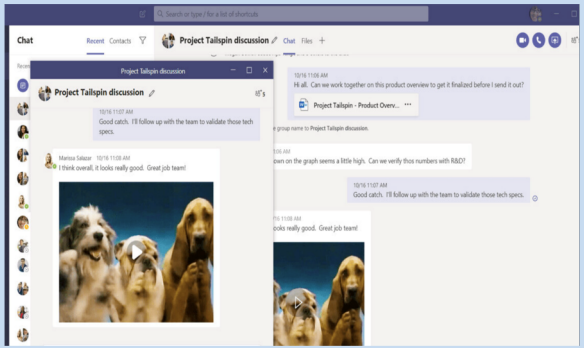
Collaboration

Encourage and support opportunities for peer interactions and supports.

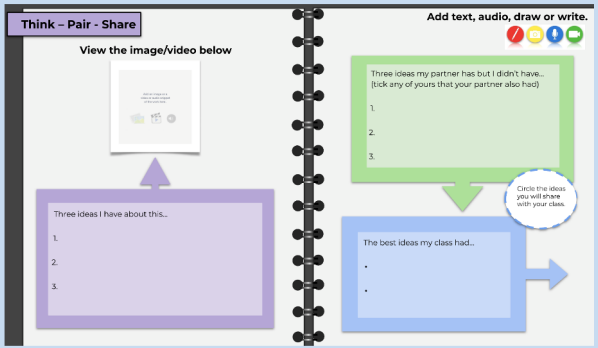
Encourage and construct a community of learners engaged in common activities.



Google Jamboard

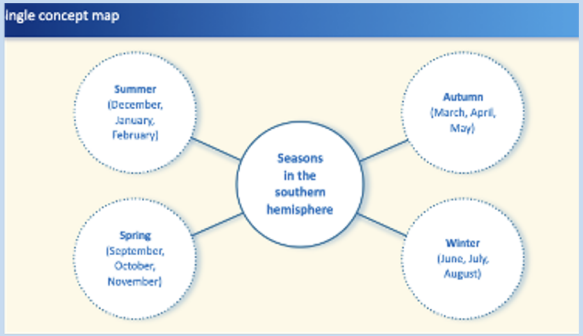


MS Teams Chat



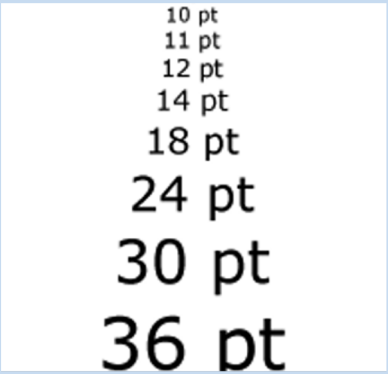
Think Pair Share

Customising the user experience



Page background and colour. Soft yellow is easier to read than stark white

Font Style
Sans Serif Fonts



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Feedback and assessment

Australian Professional Standards For Teachers:
5.1, 5.2, 5.3

Quality Teaching elements:

Quality Learning Environment - Engagement, Explicit quality criteria, Student direction

Feedback

- Student checks for understanding conducted frequently
- Specific academic praise during guided and independent practice.
- Regular communication between teacher and student.
- Feedback is immediate and consistent to start but faded as students demonstrate success
- Specific Verbal Praise is provided at high rates
- Errors are met with correction and reteaching
- Students receive positive feedback at least 4 times more often than negative feedback

Feedback and Assessment

Feedback during sessions is an important component of effective online communication.

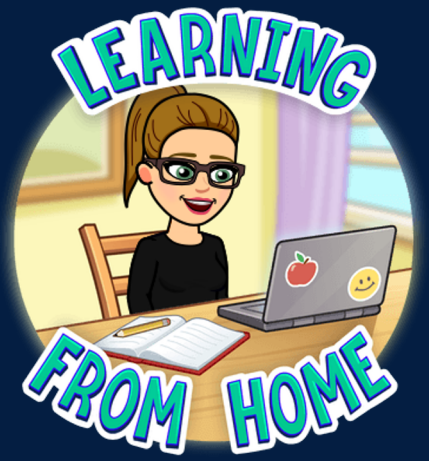
Managing challenging behaviours in the online setting

Australian Professional Standards For Teachers:

4.1.2, 4.2.2, 4.3.2, 4.4.2, 5.2.2

Quality Teaching elements:

Quality Learning Environment – Social support
Significance – Inclusivity



Brain breaks

If all students in the class seem to be struggling to stay on task, it may be helpful to take a brain break.

- A simple game or activity may help students be more engaged
- A movement activity like asking the students to stand up if they like ice cream is necessary to get their energy out and help them refocus

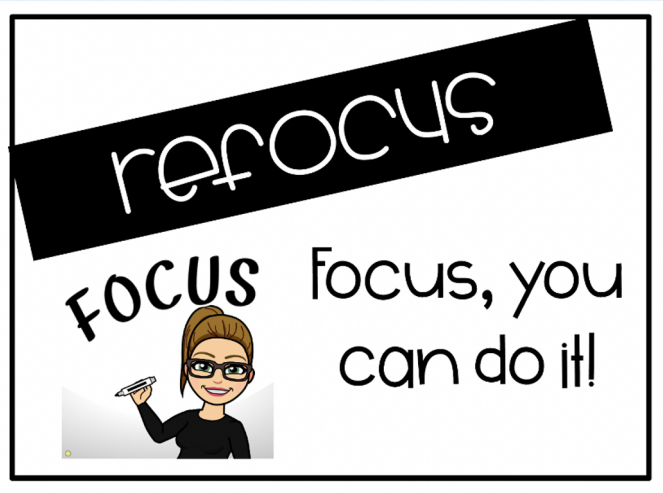
Being realistic about students' attention spans can help to prevent frustration by both students and teachers. Also, be aware that stress and trauma can impact attention spans and try to be empathetic to students' struggles during particularly difficult times.

Responding to problem behaviour

The keys to managing minor behaviours -

- consistency
- active supervision (scanning and interacting)
- calm, immediate response
- specific, yet brief then disengage
- quiet, respectful contact with student
- refocus class if needed

Signal or Non-verbal Cue



Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues.

Ignore/Attend/Praise

This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.

Re-direct and Refocus

Asking the student a question can help refocus them on the topic, and knowing their thoughts on the subject can help you ensure the lesson will remain interesting to the student. Even asking a student a non-related lesson question like what color you should use to write on the screen can help re engage a student without embarrassing them about the fact they hadn't been paying attention. This strategy is also an excellent trick for redirecting children's behavior without directly criticizing them for losing focus.

Provide Choice

Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives - the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice and when the student chooses wisely, provide praise.

Student conference

This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, reasons for the desired behaviour are explored and a plan made to ensure the behaviour is used in the future. A student conference might include practise.

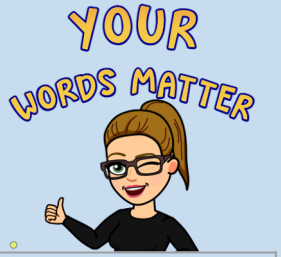
Scenarios

What strategies would you use for each scenario? Why?

1. Christina is calling out whilst the teacher is talking.

1. Michael is off-task during the online lesson.

Your words matter



Instead of….	**Try…..**
Be quiet!	Can you use a softer voice?
Do you need help?	I'm here to help if you need me?
I explained this to you yesterday	Maybe I can show you another way
It's not that hard!	You can do hard things
We don't talk like that!	Please use kind words

Rewards

Activities	Social Attention	Tangible Items
Special lunch Zoom with a friend or person of choice	Winks, smiles, thumbs up	Stickers
Game of choice	Positive feedback	Canteen voucher
Lead a small part of a lesson	Positive phone call, email home	School supplies
Choose the class book	Special Zoom background	Item from class reward box
	Positive card or letter sent home	Ticket to a school event (disco etc)

Rewards

Olivia is.....
Student of the Week

MRS LAURENCE SAYS
AMAZING WORK!

YOU'RE A MATH
SUPERSTAR EDDIE!

OUT OF THIS WORLD
WAY TO GO MAX!

In conclusion.....

During these trying times, students still need to be able to learn and study. By helping students to stay focused and compassionately redirecting unruly and distracted students, teachers can be an essential resource and source of support for struggling students. By creating a supportive but structured classroom environment, whether online or in-person, teachers can help students not just learn but also thrive.

Poll

A. Yes, I feel confident I can put what I've learned into practice.

B. Yes, but I would like the opportunity to have more professional learning with Alex and Darren.

C. No, I don't feel confident and would like more professional learning.

D. No, I didn't find this helpful.

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