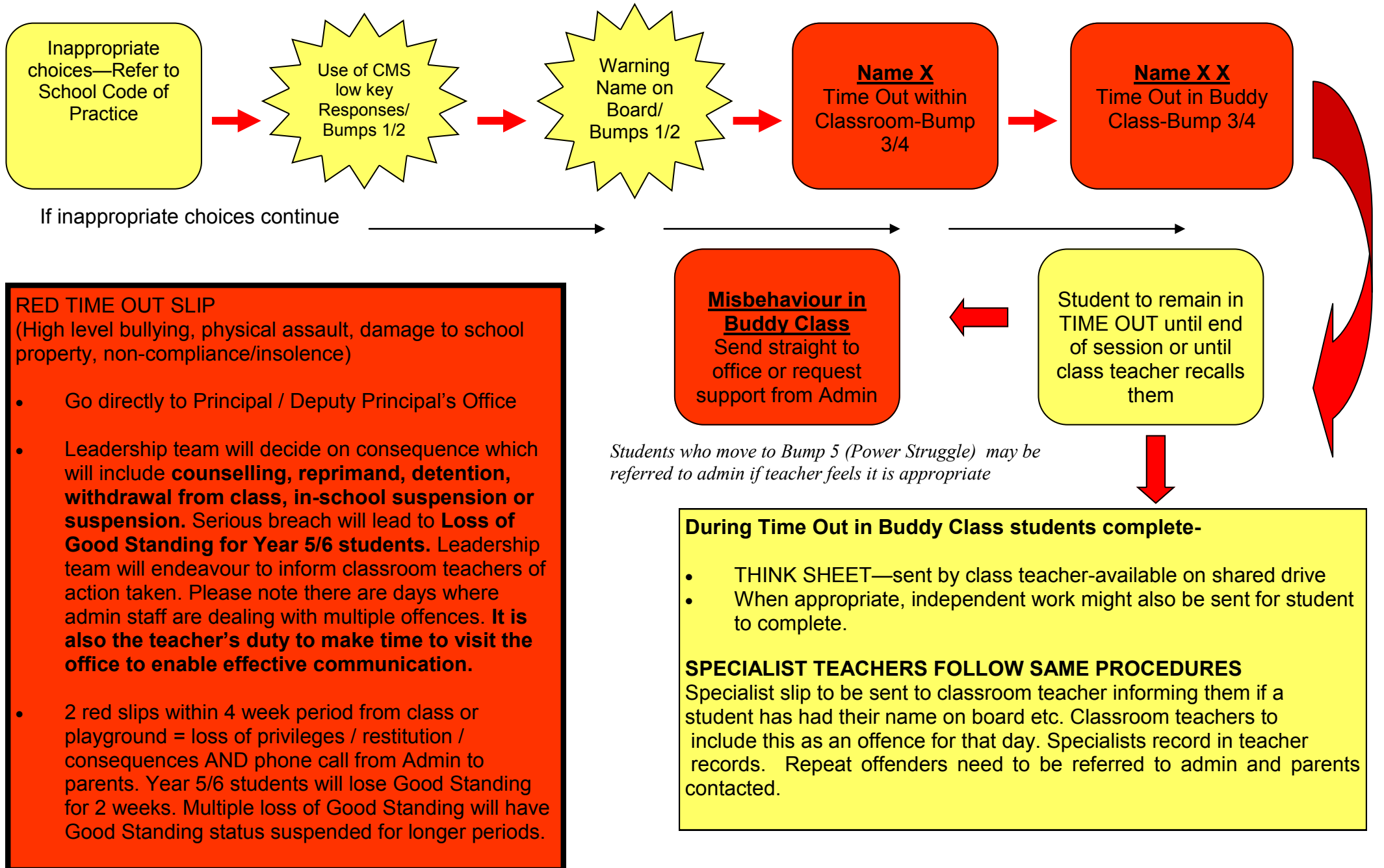


KINROSS PS STUDENT MANAGEMENT ACTION PLAN



Low Key Responses/Bump One

1. They involve 'non' or 'minimal' verbal responses
2. They do not stop the flow of the lesson
3. They do not invite escalation-low emotional content

- ⇒ **Proximity**-move towards the misbehaving student
- ⇒ **Touch**- a light and quick touch by the teacher
- ⇒ **The Look**-frequent use of the preventative scan, give the look to communicate a behaviour is unacceptable
- ⇒ **Use the student's name**
- ⇒ **The Gesture**-a visual response eg shake the head, Finger on mouth communicates 'stop talking'
- ⇒ **The Pause**- stop talking mid-sentence if a student or students are misbehaving
- ⇒ **Ignoring**- not attending to a behaviour for which the student is seeking attention
- ⇒ **Deal with the problem, not the student**-signals it is the behaviour in the classroom that is not acceptable not the student
- ⇒ **Signal to begin/signal for attention**- a sequence of teacher behaviours that results in the whole class or group becoming quiet and focusing on the teacher

Classroom Management
Barrie Bennett and Peter Smilanich

Bump 2/Squaring Off

Use this skill to respond to students who continue to misbehave after the use of one or two low-key responses

1. You pause (and that has you stop talking)
2. You turn towards the student (square off)
3. You give a minimal verbal request to stop
4. You finish with a 'Thank you.'

Bump 3/The Choice

Bump 4/ Implied Choice/Follow Through

1. Stop teaching, pause and turn to the student privately if you suspect a power struggle
2. Provide the student with an appropriate choice or allow them to make a choice by saying, "a decision please.'
3. Wait for an answer
4. Finish with a thank you.
5. Follow through with the choice made.

Bump 5/Responding to Power

Bump 6/ The informal Chat

See Classroom Management Ch 13,14