

## Supporting individual students or small groups of students

**Dr. Tracy Rohan:** Kia ora koutou katoa. Welcome to a further brief video on teaching for positive behaviour. This time we look at how you can use the resource to support individual students or groups of students. Even when you have good systems and practices in place, there will be some students who need a very supportive, tailored approach. For these students, it works really well when teachers work together to better understand the behaviour of these students and to identify areas of practice that may need to change to better meet the needs of these students.

**Kelly Tippett:** The book gives you that chance to do that self-reflection that all of us, no matter how long we've been teaching, need to do.

**Richard Busfield:** Teaching for positive behaviour provides a series of questions that will help you to better understand what a student is communicating through their behaviour, and to get a good picture of what might be causing the behaviour to occur. These questions will also help you to reflect on your practice and your classroom environment. For example, you might ask, what is the typical setting or context for the behaviour? What tends to happen before or after the behaviour? If you wanted to make the behaviour happen, what would you do?

**Emma Worsfold:** It's quite easy as teachers to get off-track in conversations and talk about a child's brother that you taught the year before or something that might be going on in the family. But a lot of that might not be relevant to what's going on with the child's behaviour at that time in the classroom. So by sticking to the questions, it means that we can really think deeply about the cause of a behaviour and how we can address it more effectively.

**Tracy:** Teaching for positive behaviour also includes questions to help you plan appropriate responses to challenging behaviours. For example, you might ask, do I ensure that tasks are manageable, achievable, and as motivating as possible? Could I be more active in supervising the learning space? Do I need to reteach our routines and expected behaviours?

**Emma:** We frequently use the questions that are on page 59 and 60. We have collaborative problem solving teams at each of our syndicate level meetings. And those questions are a really good guiding framework for keeping conversations about children's behaviour focused and on-track, and for identifying what might be causing behaviour, and how we can deal with that behaviour whilst still meeting whatever the need is that the children have.

**Nancy Osborn:** One of our principles guiding our work is around evidence-based practice. And so for me, being able to use this resource, I feel very comfortable using it because it is grounded in really solid New Zealand research. So it's something that I always carry with me because you never know what conversations you're going to have with a teacher.

You may start a conversation that you can then pull the resource out and just gives a bit of backup to what you're trying to get them to explore in their practice.

**Tracy:** We hope you'll make frequent use of teaching for positive behaviour. To hear more about it, check out the other brief videos online.