

The C.A.L.M. approach to behaviour management

C. Cues (not in order)

pre-determined signal

a look

acknowledge appropriate behaviour

proximity

student's name

check the student is OK emotionally

ask if the student needs help

A. Ask questions

"X ... (pause) what are you meant to be doing?"

"X... (pause) where are you meant to be sitting?"

"X ... (pause) what class rule are you breaking?"

L. Leave them with a choice

"X ... (pause) you need to make a good choice; either come to the floor now or we talk about this at recess."

M. Make a statement showing you're control

"X, you seem to be choosing to talk about this later.

We're continuing our learning".

Maintain: composure, whole class teaching focus, follow-up.

It is not the severity of the consequence but the certainty that it will happen.

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