

# Inclusive Teaching Practice

## Facilitator's Guide



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# Module 14:

# Positive Behaviour

# Management

# Module 14: Positive behaviour management.

## Overview

This is the **fourteenth of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

| Module number | Module title   |
|---------------|--|
| 1             | What is an Inclusive School, Classroom and Teacher?      |
| 2             | Knowing your learners                                    |
| 3             | Planning learning outcomes for all                       |
| 4             | Participating through learner centred approaches         |
| 5             | Creating a positive learning environment                 |
| 6             | Effective questioning and feedback                       |
| 7             | Active participation                                     |
| 8             | Peer, cooperative and collaborative learning             |
| 9             | Supporting students' emotional and social wellbeing      |
| 10            | Legal framework and policies around Inclusion in Myanmar |
| 11            | Supporting all students through differentiation          |
| 12            | Identifying specific learning difficulties               |
| 13            | Supporting all learners with differences or disabilities |
| <b>14</b>     | <b>Positive behaviour management</b>                     |
| 15            | Assessment for student achievement                       |

## Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

## Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

## Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21<sup>st</sup> century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

## Learning outcomes for Module 14

**By working through this module, participants will be able to:**

- 1. By working through this module, you will be able to:**
- 2. Consolidate understanding of children's rights to education and the importance of treating children equally.**
- 3. Explore the causes of undesirable behaviour in the classroom.**
- 4. Creating an environment for good behaviour to support learning for all children.**
- 5. Identify strategies to build positive relationships and effective systems for behaviour in the classroom.**
- 6. Understand the importance of routines**
- 7. Explain the responsibility educators have in teaching positive behaviour**

In this **fourteenth module**, continue to encourage the participants to think about what inclusion means to **them, why** we need inclusion and **what** the features are of an inclusive **educational institution** and **teacher**.

The activities in the module will take them approximately 6 hours to complete. This module looks at different types of behaviour and explores potential causes. It focuses on identifying ways to prevent undesirable behaviour and how to encourage positive behaviour amongst the students that participants teach.

## Extra instructions for the activities in module 14

| Activity  | Additional points to consider   |
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| Prior knowledge assessment                          | The first task is a recap assessment of module 13. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest the learners refer to the module to check their answers. Discuss any ways that the learning from Module 13 has been used. What impact has this had on teaching and learning?  |
| Introduction  | Ask participants what they understand around managing behaviour. You might discuss some of the challenges they face at this point or provide specific examples of students they teach. Exploring the causes of behaviour may be a new concept for the participants, so encourage open questions. Remind them that no thoughts, comments or questions are wrong. Briefly cover the learning outcomes of this module and explain the focus.   |
| 1 <sup>st</sup> Self- assessment                    | Some participants may need encouragement to be honest in their self-assessment. The results from this self-assessment will be compared to another self-assessment at the end of the module, allowing participants to make comparisons and reflect on their learning.  |
| 1.1.1 – Link to previous learning                   | Ask participants to look at Activity 1.1.1. which explores supporting all learners with differences or disabilities. This is a gap fill exercise but there might be new words for participants. Review the definitions if required. Ask participants to complete the activity and as a group review the answers.  |
| 2 – Introduction to behaviour management            | Review the definition and explanation with the group. Note down any words or concepts that might be challenging and highlight the crossover in term usage. Remind participants that these are techniques to help equip teachers with the knowledge and skills to create a safe and supportive environment. This module will present a range of practical strategies to support teachers with promoting positive behaviour for learning and respect the rights of children.  |
| 3 – A rights-based approach to behaviour management | Ask participants in small groups to brainstorm previous learning around a rights-based approach. Remind participants of various laws, policies and plan covered in previous modules. Move onto Activity 14.2 – Rights reflection. In groups complete the activity and review the answers. Explore as a whole group the UN convention and the Child Rights Law. Highlight that this is a Myanmar law and outline the important area of the law. Ask participants to take notes in their learning journals.                   |
| 3.1 – Physical punishment linked to behaviour       | Remind participants of the Child Rights Law which eliminates corporal punishment. Recap what this is and ask for examples. Be clear that this includes punishment which is used and intended to cause some degree of pain or discomfort to the child. Move onto Activity 14.3 – Examples of corporal punishment. In pairs, participants should consider the following statements and whether they are examples of teachers using corporal punishment with children. Review the answers and allow for discussion and debate. |

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| 4 – Undesirable behaviour in the classroom    | From previous modules, educators are aware that children who struggle emotionally or socially, can have challenging behaviour. Remind participants to review Module 2 to refresh their knowledge. In partners, participants should consider the questions and think about occasions when you have faced challenging or difficult behaviour – Activity 14.4. Remind participants that this is an open group, and that we are continually improving our teaching practice. You will not be judged on your shared experiences. Complete in a group Activity 14.5 allowing for thoughts, reflections and feedback. Recap the answers based on whether activity is low, moderate or a severe level of disruption. Encourage participants in partners to reflect on the questions.   |
| 4.1 – Causes of undesirable behaviour         | As educators we know that undesirable behaviour is caused by a variety of causes, as outlined in the diagram. This can range from a lack of engaging techniques being used by the educators, to physical factors. Participants should work in small groups to review the causes (in the diagram) and the checklist. This is not a complete list, and ask participants if they can find any missing causes and whether they have a system of where to get information about students' previous experience.  |
| 4.2 – Where do students learn how to behave?  | Behaviour is learned and children need to be taught. It is very important for children to learn appropriate behaviour and to build social skills, confidence and independence. Children will learn behaviour from siblings, friends, family and when they get older, they will be influenced by peers. Discuss the sphere of influence and how it might change as we grow up being heavily influenced by our family members when we are younger. It is the role of educators to take responsibility and play a role also. In small groups, participants should complete Activity 14.7 – Whose responsibility, is it? This is an important task to map responsibility. Review the answers in groups. There may be discussion and disagreement within the group, and this should be encouraged. Recap the summary discussion points.   |
| 5 – Strategies to prevent or manage behaviour | As educators we know our responsibility to motivate students to make the right choice, but we also need to utilise positive and negative consequences. Ask participants to review the concepts of positive consequence, negative consequence and tactical ignoring. Remind participants that feedback should always refer to the choice, not the person. In Activity 14.8 – How we react. Ask participants to review the consequences to a child who is off task and distracting their peers. There are 3 solutions outlined and ask participants to reflect on which they feel is the best consequence for the student. Educators should also reflect on whether they give students the responsibility for their behaviour and whether they ask the students to resolve the issue. Reflect as a group and ask participants to note any new learning down in their learning journal. |
| 5.1 – Positive consequences                   | Ask participants to think back to their time at school and whether they have memories of negative or positive consequence. Ideally, educators should aim for more positive responses. Review the ideal criteria for  |



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|   | praise as a group. In partners, ask participants to role play a student – teacher conversation using praise. Ask participants to reflect on whether this felt natural and whether they learnt anything that they would apply in the future.   |
| 5.2 – Negative consequences   | Once there is an understanding amongst the participants of the role of praise in behaviour management, move the participants onto negative consequences. This is a tool used by all educators. Review the criteria for using negative consequences and emphasise the need for calmness from teachers, when students are displaying undesirable behaviour. Ask participants to review Activity 14.9 – Strategy check and explore whether they have tried the techniques. Ask participants whether there are particular techniques they would like to use in the future in their classrooms. To apply this new concept of negative consequences, ask participants to enter into groups of 3 and to review the case study of 2 students not listening. Participants should play the roles of teacher and students. This is an opportunity for teacher to ‘try out’ the new techniques. Did it feel natural? Remind participants that behaviour management needs to be appropriate and effective, especially dependent on the age of the student. |
| 5.3 – The behaviour not the person  | It is very important that educators criticise actions and choices, and not who the students are. Students can change their choice next time but not who they are. If an educator is constantly berating a child for being lazy, it is highly likely that the student will lose motivation. Review the examples and move onto Activity 14.10 – Managing behaviour.   |
| 6 – Responding to extreme behaviour   | Ask participants to think of a time when they had dealt with extreme behaviour from a student. If they feel comfortable, ask participants to share their example. Remind participants that extreme behaviour can risk the safety of children. Review what an educator should do in these rare situations. Review the ABC model. In small groups, ask participants to review the discussion points and the role that leadership plays. Educators should take notes in their learning journal   |
| 7 – Restorative enquiry   | It is important that educators recognise and respond to undesirable behavior. Whilst it might be simpler to ignore undesirable behaviour it is important to respond to it. As a group, discuss scenarios they have faced and how they could/should respond. Participants should be encouraged to take notes in their learning journal.  |
| 8 – Creating an environment for good behaviour to support learning for all children | Remind participants of the role of educators to use classroom materials, space, and inclusive practise to promote an environment in good behaviour. Specifically, this links to module 12 and Universal Design for Learning (UDL). This is an approach which is flexible by providing space for quiet individual work, paired work, group work and whole classwork. Participants should complete Activity 14.11 – Flexible workspaces. Bring the group together, review the answers, and ask whether there are any other flexible working arrangements used to support children learning. Participants should note any learnings or new concepts.   |
| 9 – Classroom routines  | Good behaviour is impacted by classroom routines and management. Remind participants that we have covered consistency and habitual  |

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|   | <p>systems as a tool to entrench good behaviour. Ask educators to reflect on how they use routine in their classroom and its importance in setting boundaries, helping students feel safe and relaxed. It helps students to understand when things will happen and will always happen. Review as a group and why routine is important. In small groups (ideally of teachers who teach different age groups) participants should complete Activity 14.12 – Classroom routines and then apply their knowledge in Activity 14.13 – Which routine would be best? Encourage discussion when reviewing the suggested answers.</p>   |
| Routine in a Myanmar school.  | <p>In applying the knowledge, ask participants to reflect on a usual routine in a school in Myanmar. Are there activities which are successful and why? If they complete different activities in their classroom, ask participants to note these down on a poster and to present in small groups. The facilitator should take notes of these activities on a white board but also emphasise the responsibilities of educators (such as being present in the classroom)</p>  |
| 10 – Building positive relationships and effective systems for behaviour in the classroom | <p>Throughout this training, we have learnt about the importance of an inclusive classroom, especially knowing your learners. This is a revision section. Ask participants to give reasons why it is important to know your learners. As a facilitator, note down the answers and then review those listed. Encourage educators to take notes in their learning journal.</p>  |
| 10.1 – Knowing your learners  | <p>Recap why knowing your learners is important and ask educators to complete Activity 14.14 – Student scenario. This case study was covered in module 5 and focuses on 3 different students in a classroom displaying different behaviours. In pairs, ask participants to discuss how they would respond to these students and the situation.</p>  |
| 10.2 – Positive classroom behaviours  | <p>Remind participants how important it is for students to know what is expected of them. This could be a list of positive classroom behaviours decided upon by the students in the classroom, a poster, a list in their books or images displayed in the classroom. Participants should review Activity 14.15 – Positive classroom behaviour. Encourage participants to review the list of positive classroom behaviours and ask them in small groups to think of any additional behaviours or any they do not agree with. Ask them to think about their classroom and rules they expect students to follow. Review the information about class rules and present activity 14.15 – Positive classroom behaviours in action. This is a video from the U.S but whilst watching this video, ask participants to reflect on whether the teacher and students behave similarly in Myanmar. In addition, ask them to notice how the teacher uses praises and how routines are used in the video.</p> |
| 11 – Learner friendly spaces and impact on behaviour                                      | <p>Encourage participants to think about previous learning on the idea of learner centred approaches and review the notes on what it does and does not mean. Review the information and clarify any questions raised.</p>   |
| 12 – Organising a multigrade classroom  | <p>In many places around the world, including in Myanmar, rural schools with fewer teachers available may have students of different grades. Ask participants to raise their hands if they have taught or themselves were taught in a multigrade classroom. Review as a group the tips on how to</p>  |

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|  | manage multigrade classrooms and reduce opportunities for poor behaviour. For example, it may seem easier for students to sit in silence – the teacher may feel they have more control. Discuss the benefits of partner or group work when teaching multigrade classes. Continue the discussion and move participants onto Activity 14.17 – Multigrade classes. Review, reflect and share the answers in a group.  |
| 13 – Teachers as role models for behaviour       | Remind participants of the privileged position that they hold as educators and the role that they play in shaping the behaviour of their students. Ask participants to think about their role models. If appropriate, ask them to share this with the group. Review the questions listed and ask them to reflect. This is not designed to make them feel guilty or ashamed if they do not do this currently, but an activity which will give them ideas to improve their practice. Assign small groups and ask them to review the discussion/reflection summary. |
| 14 – Possible ideas for action research projects | Task participants to think about module 6 and the idea of carrying out action research projects. Draw attention to the cycle of action research and the suggestions. If participants have decided upon what they would like to research, encourage them to share as this will help give ideas to those who are undecided in their topic.   |
| 15 – Wrap up                                     | Recap with participants what has been covered and explored in this module focused on behaviour and the key points. Participants should look at the reflection questions and make notes in learning journals.   |
| 16 – End of module 14 quiz                       | Participants should complete the module 14 quiz and review answers that were not correct until they answer all correctly. Respond to questions raised in the group.  |
| 17 – Improving teaching and learning             | Encourage participants to read the scenario in Activity 14.18 and complete the following statement in their learning journals. They should also review the self-assessment tool.   |
| The 14 <sup>th</sup> promise                     | Ask participants to think of one thing they will take away from module 14 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further. This can be used for an ongoing action plan for development. Participants are encouraged to make a section in their learning journal entitled 'Promises'. There are a total of 15 promises.                    |



## End of module 14 quiz - Answers

Participants can attempt the questions as many times as they like to reach 100% pass. This allows them the opportunity to become confident. **(Answers in bold)**

Q1 – Which law established in 2019 eliminates corporal punishment (Choose 1 answer)

- a) National Education Law
- b) National Disability Law
- c) **Child Rights Law**

Q2 - UDL is an approach to creating flexible learning environments which support positive behaviour. What do the letters UDL mean? (Choose one answer)

- a) **Universal Design for Learning**
- b) Universal Discipline for Learning
- c) Universal Development for Learning

Q3 – The ABC model can be helpful to track any challenging behaviour you may have concerns about. What do the letters ABC mean? (Choose 1 answer)

- a) Alternative, Behaviour, Control
- b) **Antecedent, Behaviour, Consequence**
- c) Applying, Behaviour, Consequences

Q4 – Why are classroom routines an important part of behaviour management? (Choose 1 answer)

- a) Teachers have full control over their students
- b) Teachers can discipline children if they do not follow classroom routines
- c) **Teachers can manage time, classroom space and ensure a smooth transition between activities**

Q5 – What are the benefits of establishing a quiet space in the classroom? (Choose 1 answer)

- a) Providing a space for the teacher to send children who behave poorly
- b) Providing a space for the teacher to work without being distracted by students
- c) **Providing a calm and quiet space for children who become anxious or worried in a noisy classroom**