Improving student behaviour

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20 October 2020, Webinar

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Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.

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What we will cover

This webinar will look at practical recommendations for educators and school leaders.

- Explore the key recommendations drawn from the research on improving student outcomes.
- Hear about strategies being implemented in schools and how they are bringing the evidence to life.
- Think about the key lever points in your own school setting.

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Summary of evidence on behaviour in classrooms

Behaviour interventions

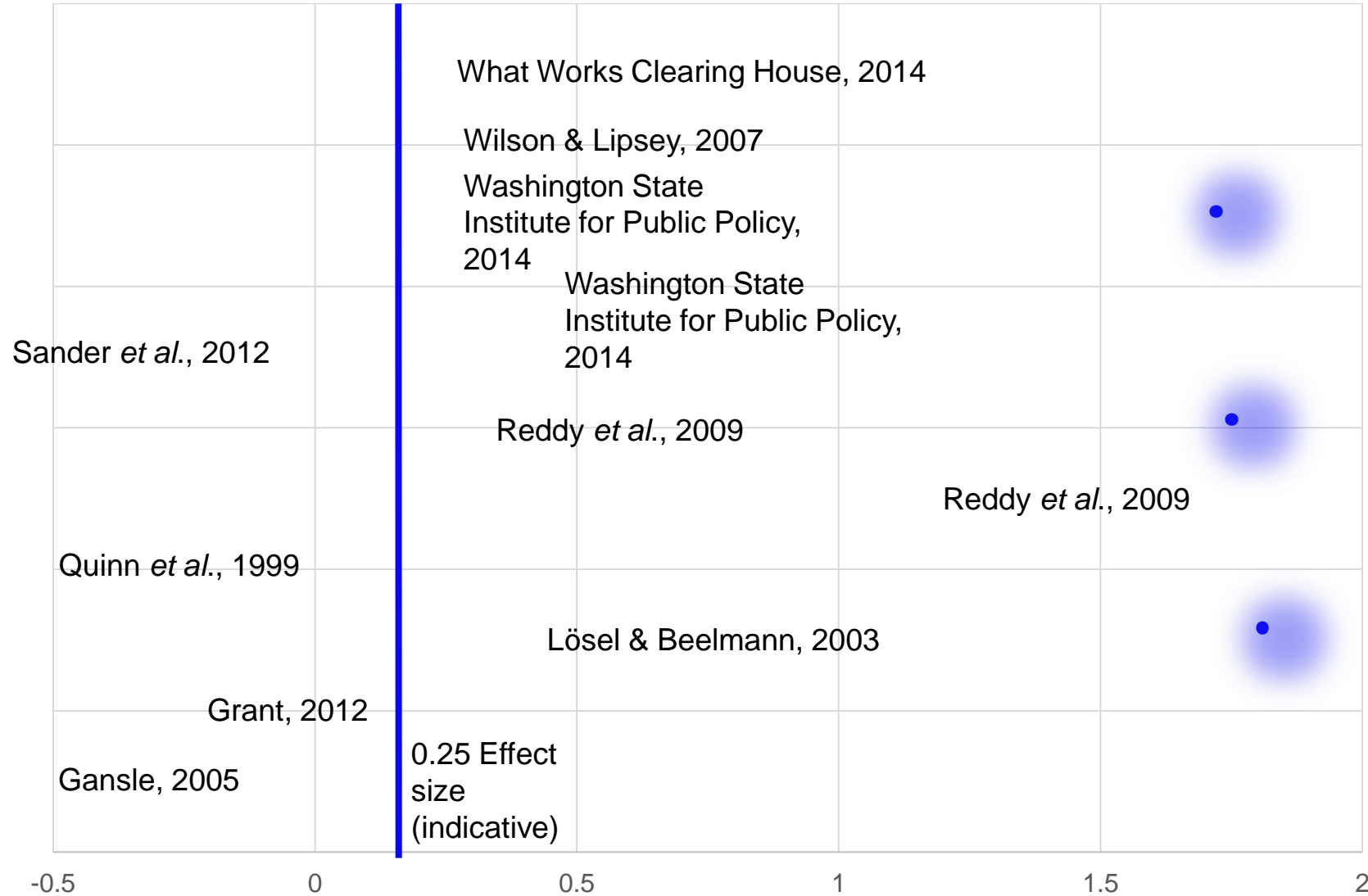Moderate impact, moderate cost, based on extensive evidence

Average cost
$ $ $ $ $

Evidence security

Months' impact
+3

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Understanding the variability of impact

What Works Clearing House, 2014

Wilson & Lipsey, 2007

Washington State Institute for Public Policy, 2014

Washington State Institute for Public Policy, 2014

Sander *et al.*, 2012

Reddy *et al.*, 2009

Reddy *et al.*, 2009

Quinn *et al.*, 1999

Lösel & Beelmann, 2003

Grant, 2012

0.25 Effect size (indicative)

Gansle, 2005

-0.5   0   0.5   1   1.5   2

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Behaviour resources

Behaviour interventions

Moderate impact, moderate cost, based on extensive evidence

Average cost	Evidence security	Months' impact
$ $ $ $ $	🔒🔒🔒🔒🔒	+3

IMPROVING BEHAVIOUR IN SCHOOLS
Guidance Report

Education Endowment Foundation

Behaviour interventions

Australaisan Research Summary

MELBOURNE GRADUATE SCHOOL OF EDUCATION
Shaping minds, shaping the world

Contents

1 Summary of Australasian Research
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The summary below presents the research evidence on behaviour interventions in the Australasian context.

The Teaching & Learning Toolkit focuses on impact; it presents an estimate of the average impact of behaviour interventions on learning progress, based on the synthesis of a large number of quantitative studies from around the world.

This page offers a summary and analysis of individual Australasian studies on behaviour interventions. In contrast to the Toolkit it includes studies which do not estimate impact, but instead investigate the implementation of interventions and how they are perceived by school leaders, teachers and students. This information is valuable for school leaders and teachers interested in finding out more about particular examples of behaviour interventions that have been delivered in Australia and New Zealand.

Melbourne Graduate School of Education generated this summary and it is current for June 2016.

Summary of Australasian Research

Behaviour interventions seek to improve achievement by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.

The majority of studies reviewed were evaluations of anti-bullying interventions and their effectiveness. While published, post-2008 studies based in an Australasian context are yet to examine the impact of behaviour interventions on

evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/behaviour-interventions/ and
educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

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	Proactive	Know and understand your students	Every student should have a supportive relationship with a member of school staff
		Teach learning behaviours alongside managing misbehaviour	Teachers can encourage learning behaviours by ensuring students can access the curriculum, engage with lesson content and participate in their learning
Recommendations		Use classroom management strategies to support good classroom behaviour	Reflect on your own approach, try a new approach and review progress over time.
		Use simple approaches as part of your regular routine	Breakfast clubs, specific behaviour related praise and working with parents can be useful.
	Reactive	Use targeted approaches to meet the needs of individuals in your school	For students with more challenging behaviour, the approach should be adapted to the individual needs
	Implementation	Consistency is key	Consistency and coherence at the whole-school level are paramount.

Adapted from: educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

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Have your questions ready for our panel of experts:

Dr Tanya Vaughan,
Evidence for
Learning

Susannah Schoeffel,
Evidence for
Learning

Bryan Field,
Monterey Secondary
College

Upcoming E4L webinars

**Leading Student Wellbeing:
A discussion with the profession**

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Webinar: Tuesday, November 10, 5pm - 6pm

You'll explore:

- Key findings and recommendations drawn from a systematic review on student wellbeing aimed at investigating the links to wellbeing and academic outcomes.
- Implementation strategies that are most effective and how these can be implemented in schools to improve student wellbeing and learning.
- Opportunities to build on the evidence from this rigorous review in your system or own school setting.

Have your questions ready for our panel of experts:

Dr Tanya Vaughan, **Evidence for Learning**

Dr Pauline Ho, **Evidence for Learning**

Dr Katherine Dix, **ACER**

Michael Rosenbrock, **Wodonga Senior Secondary College**

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2021 Webinar series

Tell us what you would like us to explore in 2021 when completing the feedback survey sent to you after tonight's webinar.

Where to now?

Tell us what you think – a survey will be sent to you after this webinar

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common practice in education

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Improving student behaviour – resources to support your questions

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General questions about improving students' behaviour

Questions you asked

- How to improve students' behaviour?
- How to improve student behaviour?
- Any strategies that can improve student behaviour?
- How to promote cultural change and recommended strategies for promoting positive behaviour support in practice?
- How can teachers regard students' emotional intelligence in the learning process?
- How do you ensure (and measure) implementation fidelity of school-based strategies?
- Strategies for repetitive disruptive (but not nasty) behaviour
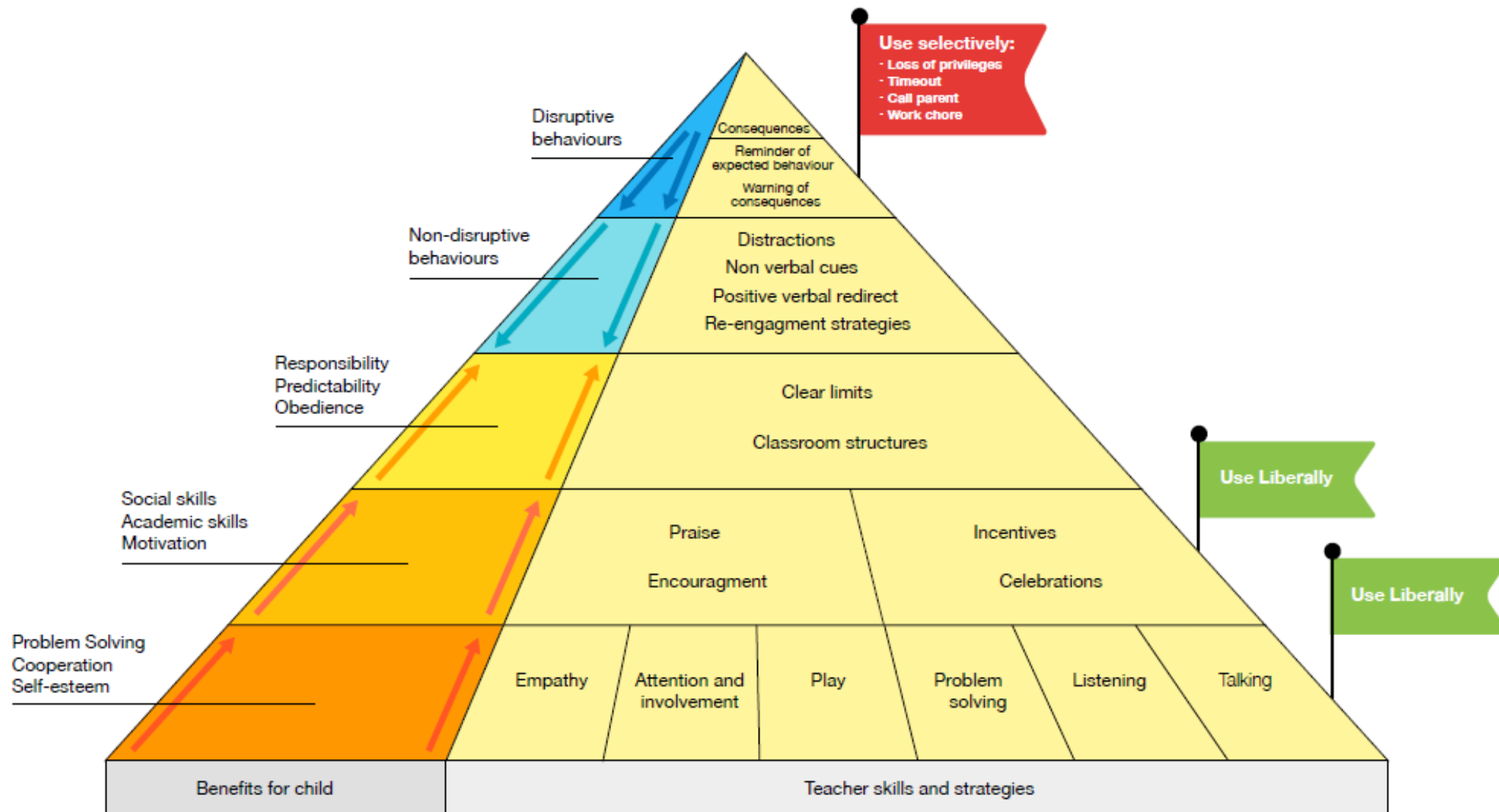- How can we manage overconfident children ?

Resources

Toolkit approach: Behaviour interventions

Toolkit Australasian Research Summary: Behaviour interventions

Education Endowment Foundation Guidance Report - Improving behaviour in Schools highlights Improving classroom management through intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.

Evidence for Learning's Guidance Report Putting evidence to work: a school's guide to implementation', provides a framework for driving change in a school setting.

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Use selectively:
- Loss of privileges
- Timeout
- Call parent
- Work chore

Disruptive behaviours

Consequences

Reminder of expected behaviour

Warning of consequences

Non-disruptive behaviours

Distractions

Non verbal cues

Positive verbal redirect

Re-engagment strategies

Responsibility
Predictability
Obedience

Clear limits

Classroom structures

Use Liberally

Social skills
Academic skills
Motivation

Praise

Incentives

Encouragment

Celebrations

Use Liberally

Problem Solving
Cooperation
Self-esteem

Empathy | Attention and involvement | Play | Problem solving | Listening | Talking

Benefits for child

Teacher skills and strategies

Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

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Supporting students with additional needs

Questions you asked

- How to teach students who have experienced trauma who also have specific learning needs (e.g. dyslexia).
- How can we as teachers improve the behaviour of students coming from different backgrounds?
- How to balance expectations of Whole Body Listening with a student that uses clapping and or vocal when not engaged/frustrated
- How can educators identify students whose behaviour is a result of trauma or inappropriate educational provisions?

Resources

inclusionED - www.autismcrc.com.au/inclusionED and approaches-by-organisation/inclusioned/inclusioned-practices/

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools.

Toolkit approach: Behaviour interventions

Toolkit Australasian Research Summary: Behaviour interventions

Education Endowment Foundation Guidance Report - Improving behaviour in Schools highlights that understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.

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Use of Teaching Assistants for improving behaviour

Questions you asked

- What additional education is available for Teaching Assistants to enable them to add more value to the classroom?
- Most effective model for the use of a TA.
- Training / qualifications of Teaching Assistants
- How families can support discussions with their teacher around use of the TA with their child
- Needs of schools in relation to teaching assistant training and qualification delivery

Resources

Toolkit approach: Teaching Assistants

Australasian summary of Teaching Assistants

Education Endowment Foundation Guidance Report - Improving behaviour in Schools highlights that all staff need the same training for whole-school approaches including teaching assistants.

Guidance Report – Teaching Assistants – seen to be most effective in having an impact in year 9 students' behaviour.

Teacher Magazine Article - Implementing the evidence to maximise the impact of Teaching Assistants. Willsmore, Schoeffel & Vaughan, 2020.

Teacher Magazine article: Teaching Assistants in Australia

Teacher Magazine article: The effective use of teaching assistants

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Encouraging positive behaviour in home-supported learning

Questions you asked

- How to best utilise your Education Support member during remote learning.

- How can teachers best utilise Teaching Assistants in the COVID-19 pandemic?

- How to catch the learner's attentions on modular distance learning

Resources

E4L has developed a range of resources to support schools impacted by the Covid-19 pandemic. The home-supported learning site, includes easy to use, one-page resources on a range of topics.

A global rapid evidence review was recently conducted to investigate the implications of online-learning. It is available here.

Teacher Magazine article - Home-supported learning: using what works best in schools. Schoeffel & Vaughan, 2020.

Toolkit approach: Teaching Assistants

Australasian summary of Teaching Assistants

Education Endowment Foundation Guidance Report - Improving behaviour in Schools highlights that all staff need the same training for whole-school approaches including teaching assistants.

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Year level specific techniques

Questions you asked

Kindergarten
- How can we help to improve behaviour in our kindergarten kids?

Primary School techniques
- Most interested in Primary School information

Secondary School techniques
- How can Learning Support Assistants be utilised to be a part of a behaviour management/ support program in secondary classroom
- How do you manage students who do not complete work in class because they don't wish to pursue that subject pathway?

Resources

Kindergarten

Early Childhood Education (ECE) Toolkit: Self-regulation strategies

ECE Toolkit Australasian Research Summary: Self-regulation strategies

ECE Toolkit: Social and emotional learning strategies

ECE Toolkit Australasian Research Summary: Social and emotional learning strategies

Primary and Secondary

Toolkit approach: Behaviour interventions

Toolkit Australasian Research Summary: Behaviour interventions

Education Endowment Foundation Guidance Report - Improving behaviour in Schools

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Subject specific use

Questions you asked

- I am very keen not to 'control' my students rather to encourage their enthusiasm while keeping them safe in a laboratory.

Resources

Toolkit approach: [Behaviour interventions](#)

Toolkit Australasian Research Summary: [Behaviour interventions](#)

Education Endowment Foundation Guidance Report - [Improving behaviour in Schools](#) highlights Improving classroom management through intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.

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