

SOME HELPFUL RESOURCES

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Children's Ministries
South Pacific Division
2004

POSITIVE BEHAVIOUR MANAGEMENT



Ensuring safety, security,
achievement and happiness

Ensure Success with Careful Planning

- Choose a program that is appropriate to the children's age, ability and interests
- Select activities that are meaningful to the children
- Enlist helpers who accept and respect each other
- Ensure that the surroundings are pleasant, well-organised and suited to the age group

After a choice has been given without effect, standing as close to the student as possible:

1. Stop teaching; square off to them.
2. Make eye contact; take your time.
3. Deal with allies; stand between them and the offender.
4. Shift the focus of control to the student.
5. Pause and allow the student to save face.
6. Bring closure: Thank you. I appreciate that.

The Role of a Group Teacher

The leader up front is the class teacher who gives directions.

The group teacher is a volunteer who sits with a group of five children.

The group teacher is the leader's ally and the group's coach.

Teaching this way makes it easy to recruit volunteers because they do not prepare a lesson.

They:

- Get to know the children in their group
- Help the children carry out the instructions of the teacher.
- Take responsibility for only 5 students
- Sit with their group throughout
- Are responsible to the teacher up front
- Have a chance to lead children to Jesus



Bump 2

Minimal request—when a student doesn't respond to bump 1 and bumps again?

1. Pause
2. Turn toward the student (square off)
3. Give a minimal verbal request (Are you finished?)
4. Give a polite thank you and keep going with the lesson.

Bump 3

The choice—a technique for presenting options.

1. Stop teaching, turn to the student (or approach privately)
2. Offer an appropriate choice, or just say "Decision please."
3. Wait for an answer, verbal or non-verbal.
4. Finish with "Thank you."
5. Move to bump 4 if it doesn't work.

In between bumps, try to win them over with a little humour.

Bump 4

Following through —This bump has two dimensions:

1. Following through on the choice you gave earlier
2. Implied choice — A choice you gave one student applies to all students if they heard the choice.

Bump 5

Steps to defuse a crisis or power struggle—to show that you mean what you say

Ensure Success with Thorough Preparation

- Pray for your program and each team member
- Pray for each child and their family by name
- Begin planning well ahead
- Review your Children's Ministries Code of Behaviour
- Be punctual and have all resources ready
- Have all team members in place and ready to interact with the children



Ensure Success with Purposeful Strategies

- Understand the worlds which impact on them
- Recognise and meet their physical needs
- Recognise and meet their emotional needs
- Recognise and meet their identity needs
- Develop effective personal relationships
- Model and foster acceptance, belonging, security and trust
- Promote success and believe every child can achieve it



CONTROLLING MISBEHAVIOUR BY BUMPS

“Each increased level of aggression bumps up the ante.” *Bennett and Smilanich*

Bump 1

Low-key response (Deals with the problem not the student)

1. Proximity
2. Touch (light, quick)
3. Student's name (quick, quiet)
4. Gesture (Finger on mouth)
5. The look (eye contact, quick)
6. The pause (active pause—Scan the class, wait for compliance)
7. Ignore (Turns it back on student.)
8. Signal (to begin)

Apply bump 1 response to slow responder, saying, “Thank you” when student complies.

Managing allies: Allies are other kids who respond to the offender before you can. You just asked everyone to think about a question. Andy blurts out his response. Bill shouts, “Be quiet, Andy!” Andy then replies to Bill and a heated exchange ensues — for the purpose of derailing the teacher. Apply bump 2.

WHAT IS DISCIPLINE?

- It is action taken from love and concern
- It focuses on future, lasting change
- It gives security because it maintains consistent values
- It fosters self-control and responsibility
- It ensures respect for every child

WHEN THINGS GO WRONG

- Be there and be alert
- Deal with the children individually
- Ask the child to state what they did wrong
- Ask them to explain why their behaviour is wrong
- Ask them to state what they should have done
- The consequences of their behaviour are applied



Ensure Success by Building Relationships

- Accept and love the children
- Be reliable, realistic and consistent
- Focus on positive actions
- Talk to a child side by side
- Set clear and fair boundaries
- Practise active listening
- Use appropriate touch
- Encourage peer learning
- Be positive and truthful
- Use shared humour often
- Maintain confidences



Ensuring Success By Using Preventive Measures

Goal	Method	Benefits
1. Winning Them Over	Smiles and hugs Call by name Touch Affirm Terms of endearment Liking the kids Listening to them Room decor	You develop friendships Kids feel comfortable Kids know they are wanted Mutual trust develops Loyalty to the teacher follows
2. Cohesiveness	Doing stuff together Working as a team 2-way communication Involving them in planning Getting next to key leaders Team challenges—not competition Being huggable Being teachable	Everyone feels like they belong Team spirit Kids accept you as coach You get hugs and smiles Kids see themselves as being on your side. They don't criticize their own efforts
3. Inclusiveness	Cooperative learning Modelling cohesiveness Valuing differences & cultures Leaving nobody out Teaching for learning styles	Everyone feels included in the group Nobody treated as if invisible Kids want to be around you
4. Safe Environment	No wrong answers Positive emotional climate Nobody left out Show respect for kids Teach kids to respect each other. "In our room we don't put anybody down." Tone of voice Establish rules and routines	Kids want to be in your room Learning increases Kids have increased confidence in themselves. Kids develop social skills Kids are motivated to learn