



Cambridge Assessment  
International Education

# How to encourage positive behaviours in an inclusive classroom

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स्वागत **Namaste** مرحبا **Willkommen** Bem Vindo Selamat Datang  
 Bienvenidos **Willkommen** Welcome Bienvenidos أهلا وسهلا 欢迎  
 Benvenuti **Welkom** Croeso **Welcome** 欢迎  
 Welkom **Welcome** Bem-Vindo  
 Bienvenue **Welkom** Welcome **مرحبا** Croeso 환영합니다  
 Bienvenidos **مرحبا** Welcome **مرحبا** أهلا وسهلا أهلا وسهلا  
 Selamat Datang **Bienvenue** أهلا وسهلا أهلا وسهلا  
 Welcome **Bienvenue** Bem-Vindo  
 Willkommen **Willkommen** Selamat Datang Croeso **Bem-Vindo**  
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 In Welcome ようこそ

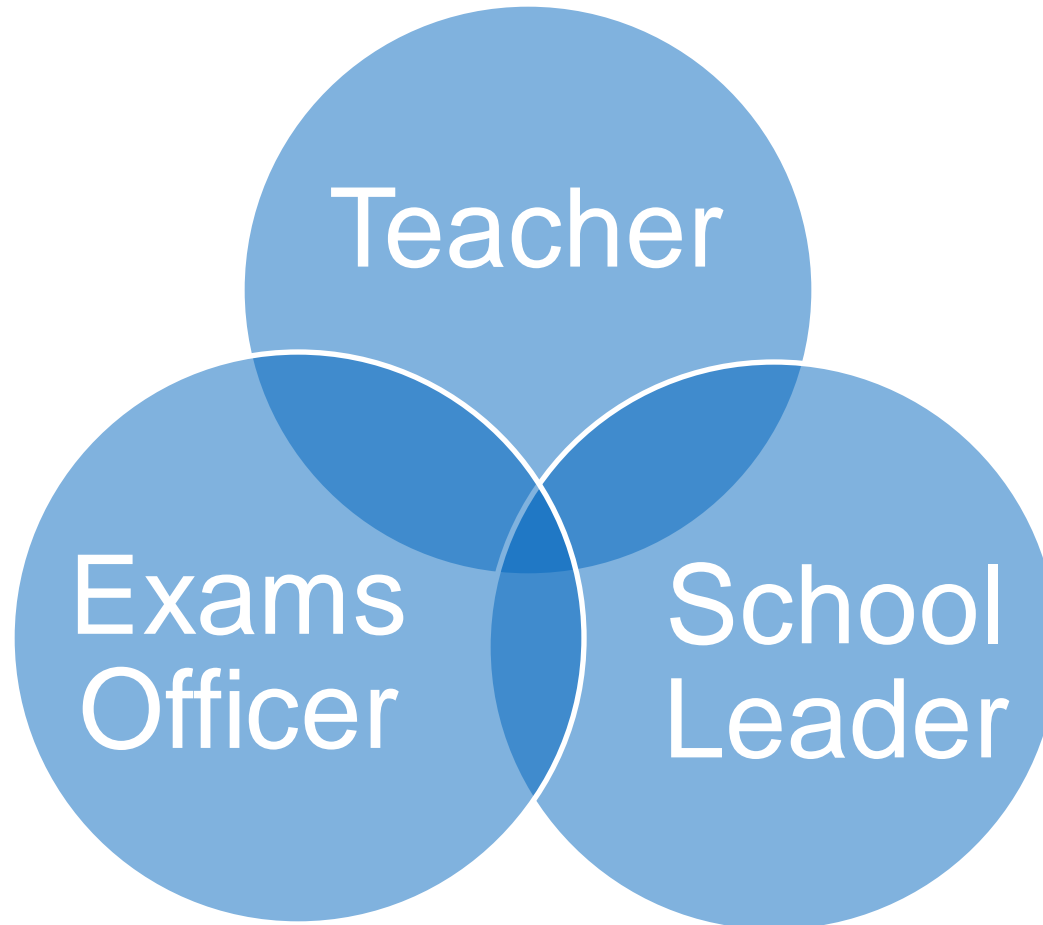
# Jess Lane

- ▶ Class teacher
- ▶ Special needs coordinator
- ▶ Teach children unable to access mainstream education
- ▶ Cambridge International



# Who is here today?

Early Years  
Primary  
Lower Secondary  
Upper Secondary  
Advanced

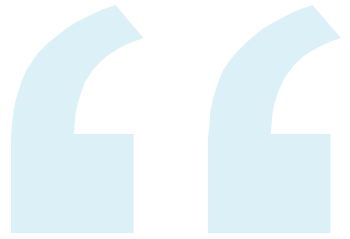


# How to encourage positive behaviours in an inclusive classroom

Term 'inclusion' focussed on learners with Special Educational Needs and/or Disability (SEND)

## Contents

- ▶ What do 'positive behaviours' look like?
- ▶ Why might learners be showing 'undesirable behaviours'?
- ▶ What strategies can we use to prevent undesirable behaviours?
- ▶ **ACTIVITY** – Identifying what strategies can be used for specific case studies



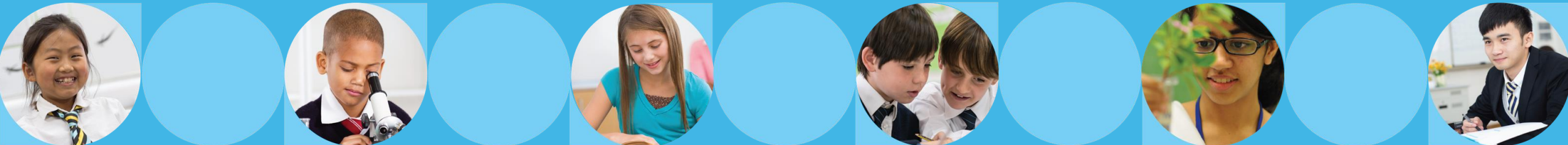
They may forget what you said but they will never forget how you made them feel.

**Carol Buchner (1971)**





# What do positive behaviours look like?



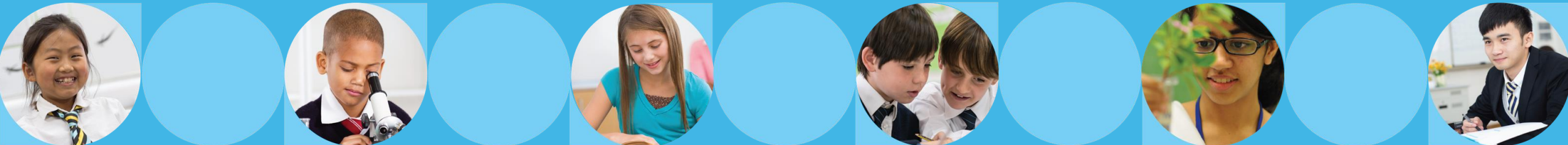
# What do positive behaviours look like?

- ▶ Desire to attend school
- ▶ Involvement
- ▶ Completion of work
- ▶ Pride
- ▶ Self-worth
- ▶ Respect
- ▶ Take risks – challenging self
- ▶ Transition smoothly
- ▶ Self regulate
- ▶ Have a positive approach





# Why might a learner show undesirable behaviours?



# Why might a learner show undesirable behaviours?

- Consider the reasons behind the behaviour
- Forms of communication
- Being consistently withdrawn can be an undesirable behaviour



# Why might a learner show undesirable behaviours?

This may be due to different causes

- The learner's individual situation
- Other learners
- The environment the teacher creates



There may be a difference in what is perceived as undesirable behaviours due to generation and culture.

# Why might a learner show undesirable behaviours?

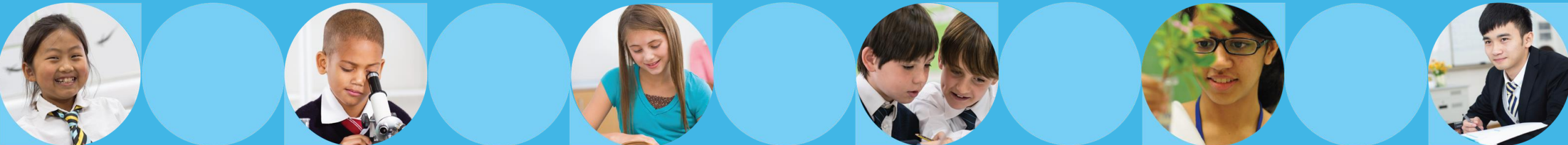
## Learner

- Health problems
- Neurodivergent
- Home environment
- Developmental issues
- Academic issues
- Lack of routine



# What strategies can we use to prevent undesirable behaviours?

- 1) Positive whole class approaches
- 2) Positive individual approaches





# Positive whole class approaches

Rita Pierson – educator in America for 40 years

TED talk – ‘Every Kid Needs a Champion’  
May 2013

Importance of Relationships

["People don't learn from people they don't like"](#)

0.56 - 1:54





# What strategies can we use to prevent undesirable behaviours?

## Are you positive?

- Use positive motivators – praise/encouragement, rather than negative ones – fear/embarrassment
- Display warmth and friendliness verbal and non verbal communication
- Focus on positive behaviours - “I like the way you are ....”
- Get to know your class



# What strategies can we use to prevent undesirable behaviours?

- Establish a class code of conduct – Dos not Don'ts
- Use named random lolly sticks – not hands up (consider anxiety issues)
- Establish routines

<b>CLASS RULES</b>	
<b>1</b>	Listen carefully
<b>2</b>	Keep your hands and feet to yourself
<b>3</b>	Follow directions
<b>4</b>	Raise your hand if you have something to say
<b>5</b>	Show respect and kindness to your classmates
<b>6</b>	Do your best

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# What strategies can we use to prevent undesirable behaviours?

## Explaining tasks

- Instructions given in small chunks
- Change some of your listening and written activities with more practical tasks
- Model 'good examples' and make expectations clear
- Explain concepts in different ways
- Check understanding by asking learners to explain what they must do



# What strategies can we use to prevent undesirable behaviours?

## Praise

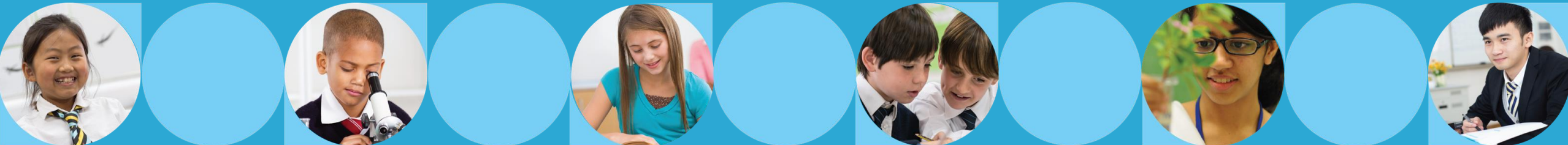
- Give positive comments as well as ways to improve in your feedback
- Celebrate mistakes – point out your own
- Make sure you praise learners using their name and give focussed feedback





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# Positive individual approaches





# What strategies can we use to address undesirable behaviours?

## Positive individual approaches

- Curriculum is accessible to all
- Teacher check-ins
- Vary output expected from different learners
- Challenge everybody
- If a learner is off task, don't point it out – ask them “Are you ok?”. The answer will inevitably be “Yes” and they will be back on task.
- Appeal to individual's interests



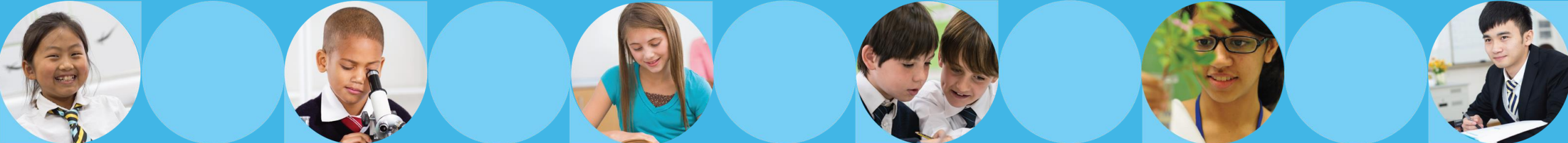


# What strategies can we use to address undesirable behaviours?

- Think about seating plans
- Minimise distractions on desks
- Think where 'busy' areas are in the classroom
- Establish a quiet space for individuals
- Sensory check
- Speak to learners away from others if you are picking up on their behaviour
- Recognise good behaviour and achievements – communicate these to parents



# Activity



# Activity

You are having a meeting with the previous teacher to find out more information about your class. In your groups read the information about the particular learner.

- 1) Discuss your first impressions and why you think they might be showing undesirable behaviours.
- 2) What positive whole class strategies would benefit this learner to be more included and successful.
- 3) What positive individual strategies would benefit this learner to be more included and successful?

# Learner A

Learner A is aged 10 and usually comes into school happily, although often leaves saying he has had a bad day. He lives at home and is the youngest of six children. He can be quite energetic in the classroom and other children quite often complain he has knocked into them.

Learner A is enthusiastic about his learning and frequently shouts out answers which annoys the other students and teacher. During lesson introductions he often fiddles with equipment on his desk or looks out of the window at people walking past.

Learner A finds it difficult to start a task and although he has lots of ideas during lesson introductions, he often has very little recorded at the end of a lesson. He is collected after school by an older brother and parents are rarely seen. The teacher feels he is underperforming.

# Learner B

Learner B is aged 15. She is always on time and has the correct equipment with her. When walking down the corridor she looks unsettled. She sits very quietly in class and does not contribute voluntarily. If asked a question, she looks very awkward and gives a brief response. Her recorded work is to a good standard but is generally quite short. She doesn't chat with other peers and tends to look down at her desk during lesson introductions.

Parents describe a very different character at home. She quite often gets upset at home and doesn't want to go out. Parents need to give her quite a lot of support to complete her homework although she doesn't seem to need it in school.

Learner B's progress has gradually declined since she came back after lockdown. Her teacher has noticed that she is often holding something which she fiddles with in class.

# Learner C

Learner C is aged 7 and often doesn't want to come into school. He seems younger than his peers and finds the curriculum difficult to access. During lesson introductions, he is often trying to distract those around him and will sometimes share an answer that seems silly and makes the other children laugh. In paired or group work, he often has some good ideas to share.

When working independently, Learner C produces very little work. He seems very disorganised and often does not have the right equipment needed for the day. He often needs adult support to help him find his belongings which are left in different places.

Learner C has shared that he enjoys maths and 'hates' writing. In class, when he is asked to read, he often puts on silly voice and the teacher moves on to another child.



# Summary

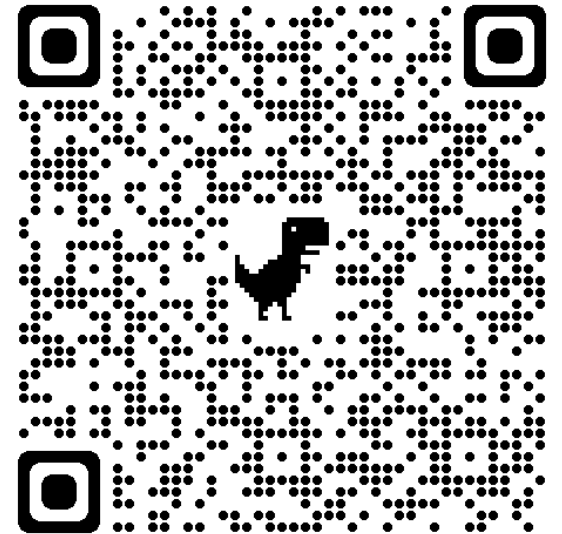
- Labels/environment
- Find out more about the child
- Reinforced strategies of good inclusive teaching practice

# Thoughts to consider – next steps

## School leaders and teachers

- How inclusive is your classroom?
- Are you providing a positive classroom environment?
- Do you know your learners?
- Speak to the learners – how do they feel about their learning experience?
- What could you do to make your classroom/school environment a more positive place to be?

Read Cambridge's  
Education Brief on  
Inclusion





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Thank you  
Any questions?

