

SERVICING:

- Cherbourg SS
- Cloyna SS
- Goomeri SS
- Moffatdale SS
- Murgon SS
- Proston SS
- Wheatlands SS
- Winderas SS
- Wondai SS

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Another Term Over

As another term draws to an end I am left wondering where the first three quarters of the year has gone!

I have decided to get this edition out early as a round off to what has been a wonderful term and to let you all know what the Behaviour Support Teacher has been up to this term.

So, let's look at some statistics! This term the BST has:

1. provided approx 20

teachers with individual support

2. been involved in 6 cases of individual student support and
3. performed 15 individual Classroom Profiling sessions

As well as this the BST has been involved in a small first year teachers group, attended two school's SWPBS meetings, and attended a variety of other be-

haviour management and special needs meetings across the cluster.

This term I have also participated in some PD including PART Training, a SFD trip to Sippy Downs for an ICT Innovation Day and the Cluster Schools SFD including a workshop on Pathways to Peace.

I hope all of you have enjoyed this term as much as I have and I hope you all have a refreshing break! See you all in term 4.

Autism Internet Modules Project

With the ever increasing diversity of student needs within the average classroom it is getting harder and harder for teachers to find quality opportunities to develop their understanding of these needs.

One organisation that is working to assist teachers, parents and other professionals to understand Autism is the Ohio Center for Autism and Low Incidence (OCLAI).

Working in collaboration with the Autism Society of American, the Nebraska ASD Network, the National Professional Development Centre on ASD and Geneva Centre for Autism, OCLAI is working on a set of Autism study modules.

It is intended that 60 online study modules will be available

for free to parents and professionals who wish to increase their understanding of Autism.

The topics of these modules will vary and range from assessment and identification, characteristics, evidence based practices, transition to adulthood and employment.



OCLAI- Educational Services Centre of Central Ohio

While all of these topics may not directly link to our classroom practices I am sure that the content of many of these modules will assist teachers in

coming to a better understanding of how to cater for students with Autism Spectrum Disorder.

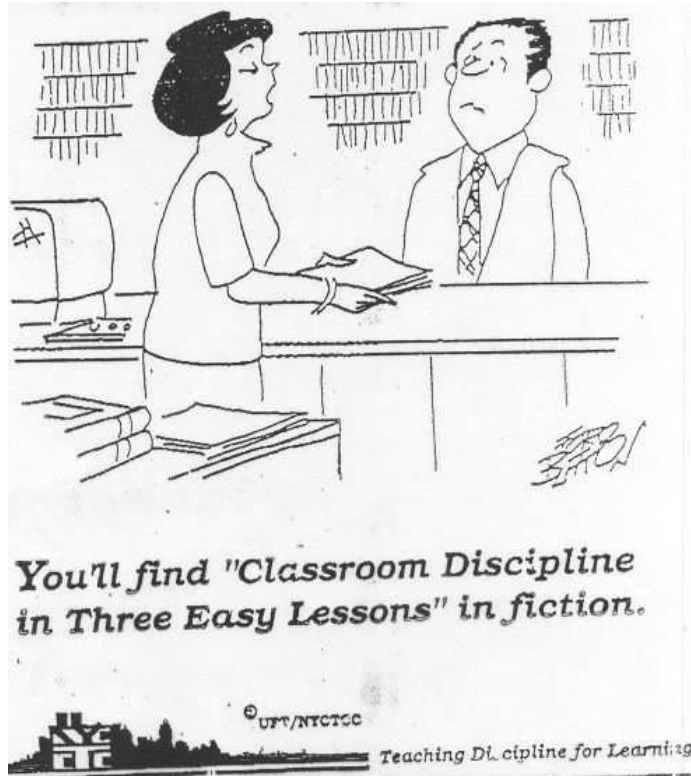
The modules provide a series of information, with case studies and then a short assessment to check your understanding. Each module takes 15—45min to complete. You do not have to complete all modules and so can choose those that are relevant to your situation.

The language used in the modules is easy to read and absent of the heavy "jargon" often used in study resources and so are perfect for parents or those in the early stages of their understanding of ASD.

The modules can be accessed by going to the OCLAI Internet Modules site:

www.autisminternetmodules.org/

Humour Corner



“The Essential Skills in Classroom Management package outlines the minimum standards required for effective classroom management”



Rod Welford
(Education Minister)

Essential Skills in the Classroom

Skill Four: Cueing with Parallel Acknowledgment

Rationale: Acknowledging students on task behaviour with the intention of encouraging others to follow suite is an effective management skill because:

- It covertly cues other students to match the behaviour that is being acknowledged
- It is an alternative to a redirection, so can help you avoid “nagging” or becoming too directive

Suggestions for Implementation:

Scan group regularly... student is off-task, acknowledge and praise someone in close proximity

Acknowledge that person with a descriptive encourager

Follow up with a low-key acknowledgement once on task

Verbal Language...

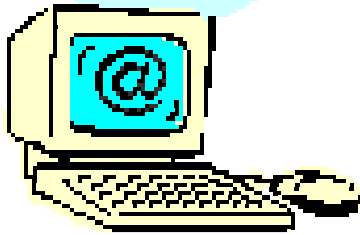
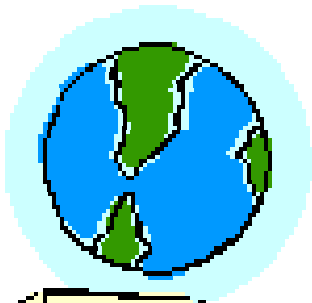
- Descriptive encourager: “Daniel, I can see you writing”
- Praise: “Well done Melissa”

Non-Verbal Language...

- Smiling
- Finger signing
- Close proximity
- Touching of students’ materials
- Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work



Useful Websites



<http://www.headroom.net.au>

A website for professionals, parents and children that deals with the promotion of the positive mental health of children and adolescence.

<http://www.wilderdom.com>

Wilderdom is a project in natural living and transformation. Includes information, resources and activities.

<http://wwwwww.teacherstv.com.au>

Teachers TV Australia is the Australian equivalent of the successful UK initiative, Teachers TV. The UK service is a successful web and 24 hour cable television initiative providing teachers and school administrators with professional development resources that are engaging, relevant and convenient to use.

Positive Teaching Strategies

Positive strategies to improve student behaviour is an essential element of every teachers professional practices. Over future issues of the Bugle we are going to review a number of positive teacher strategies that you may wish to try in your classroom.

Strategy	Description	Examples
Expectations clarified/ restated (curriculum)	Before beginning an activity, or when it is noticeable that students are not following instructions when working, the teacher might <u>re-state</u> the curriculum requirements of the activity at hand or might encourage the students to check each other as to what is expected in the lesson.	“Who can tell me what is the first thing you must do when you get back to your desk?” “Everyone stop... Who can tell me what our job is?” “Does anyone have any questions about the instructions I have given before we start the activity?”
Indicate post lesson discussion	The teacher indicates that they will need to speak to a student/s at a time indicated (generally at the end of the lesson). This strategy might be used if a student arrives late to class, or is off task but not seriously disturbing others or has been slightly “off” during the lesson.	“I’ll need to speak with you at the break” “... you’ll need to wait back at the break.” IN COLSE PROXIMITY USING A CALM, FRIENDLY, MEASURED VOICE.
Move student in room	This strategy involves asking a student, verbally, or non-verbally, to move to another seat/ area as they may have already been given a choice about their behaviour and have continued to remain off task or they have chosen to sit next to a student/ “thing” e.g. bookshelf etc that the teacher either knows will distract them or is distracting them. This can be proactive to avoid a problem or reactive to solve one.	“You have continued with your off-task behaviour, you will need to move yourself to the time out seat thanks.” “I am not sure that you can work sitting near the computers, move to another desk thanks.”

Behaviour Support Services Available

Behaviour Support Teacher Contact Details

Mobile: 0438 749 715
Office: (07) 4168 4400
Fax: (07) 4169 6250
E-mail: bhumb5@eq.edu.au

Important Dates and Information

- **Referrals for support must be in to the BST by the close of business of Wednesday in evenly numbered weeks (i.e. Wk 2,4,6,8) for inclusion in the following fortnights timetable.**

1. Behaviour Planning

Assistance in creating School-wide behaviour strategies, Responsible Behaviour Plans and Individual Behaviour Plans

2. Classroom Observations and feedback

Individual support and coaching upon request. Can include strategies, resources, contacts etc.

3. Classroom Profiling

Accredited to use EQ's Classroom Profiling process. This can only be completed upon teacher request.

4. Dreamtime Personalities

Accredited Facilitator in the Dreamtime Personality Type Indicator. In-servicing and profiling available for both staff and students.

This is only a selection of the services available, the possibilities are only limited by your imagination! If you need a service or have a suggestion, don't be afraid to talk to me!

Service Highlight: Class Support

The Behaviour Support Teacher is available to assist schools by providing targeted short to medium term programs for classes or groups of students. The types of programs delivered would be based on schools needs identified in consultation with Admin and teachers.

The primary focus of the BST is the up skilling of teachers in effective behaviour management, and it should be recognised that when the BST is referred to work with a class that a process of Individual Teacher Support will also be enacted.

Whole Class Support programs could include but are not limited to:

- Anger management
- Conflict resolution skills
- Bullying
- Social skilling (e.g. making and keeping friends, team building etc.)
- Dreamtime Personalities (profiling and personality workshops)



The support that the Behaviour Support Teacher can offer is only limited by your imagination, if there is program that you would like the BST to offer to your school or class just get in touch and we'll see what