Module:



**behaviour**

Reflective log questions:

Consider these two scenarios:

Scenario 1: A child is struggling with multiplication methods. How might a school approach this? Write a brief description (5 bullet points on a common way that a school would approach this.)

Scenario 2: A child struggling with sitting still in class and keeps calling out. How might a school approach this? Write a brief description (5 bullet points on a common way that a school would approach this.)

Are there any differences? What beliefs, theories or perspectives underpin these differences?

Consider the range of perspectives on behaviour that you have learnt about.

Revisit scenario 2: A child struggling with sitting still in class and keeps calling out.

Consider the visual of an empty onion or an iceberg and write down what could be going on for this child from the behaviour we can see. What might this child’s behaviour be communicating? . Which of the perspectives we’ve looked at are relevant?

Q. Now consider the processes and procedures (both informal and formal) that operate in your school when there is a behaviour mistake.

Q. What type of beliefs, theories and/or assumptions are being made about the behaviour?

Identify opportunities in the school timetable and in the curriculum for:

Explicit teaching of behaviours

Modelling pro-social behaviours

Opportunities for dialogue

Opportunities for collaborative problem solving

Reflective log:

Module:



**behaviour**

Reflective log (continued):