**Activity: Four-step model of behaviour (Adapted from Castle and Buckler, 2018: 435-436)**

Swinson and Harrop’s (2012) four-step model of behaviour is presented below:

* Step one
  + Ensure instructions and directions are absolutely clear.
* Step two
  + Follow any instruction or direction by looking for learners doing what they have been asked and acknowledging them, e.g. ‘Well done table three!’
* Step three
  + Specific and descriptive feedback to those on task
  + Sincere and appropriate to the age
  + E.g. ‘It is great to see you so engaged with tidying up quickly and quietly Cameron’
* Step four
  + Always know exactly what to do to deal with inappropriate behaviour.
  + Ensure a consistent approach for different categories of behaviour.
  + E.g. ‘Claire, you have been asked to tidy up quickly and quietly: would you prefer to do this now, or after the rest of the class are at play?’
  + By providing a choice, the learner can decide whether to engage with the instruction or to engage with the resulting consequence.
  + The consequence is directly related to the behaviour.

Swinson and Harrop (2012) also identify three types of unwanted behaviour listed in the table below. What consistent approach could you use for each of the three types of unwanted behaviour?

|  |  |
| --- | --- |
| **Type of behaviour** | **Strategies (e.g. what you could say)** |
| ***Non-disruptive off-task*** |  |
| ***Disruptive off-task*** |  |
| ***Severe disruptive*** |  |