<table>
<thead>
<tr>
<th>Types of Behaviour</th>
<th>Classroom Strategies</th>
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| Behaviour problems such as:  
  • verbally or physically threatening others  
  • fighting with other students  
  • refusal or inability to stop an activity or behaviour |  
  • Use non-verbal cuing, such as hand gestures, proximity, facial expressions, or other signals to let a student know in a low-key way (without drawing the attention of the whole class) that the behaviour is not acceptable.  
  • Use low-profile interventions for minor problems so that students are not rewarded for misbehaviour by becoming the centre of attention.  
  • Work with the student to solve problems, to encourage the student to take responsibility for and ownership of his/her behaviour.  
  • Model positive behaviour.  
  • Use a neutral, non-confrontational tone (e.g., "I notice that you have been..."") when talking about behaviour with the student.  
  • Arrange a quiet, safe place where the student can go to calm down when angry or frustrated.  
  • For the aggressive student: Encourage him/her to participate in sports activities.  
  • For young children: Help them to express their anger or frustration verbally this may require the educator to write out the words for the student.  
  • Help the student to practice using "self-talk", to talk him/herself through times when things are going wrong. For example, "I have the right to be mad, but I am not going to lose it."  
  • Give positive reinforcement to the student for showing self-control in situations that would normally make him/her angry, annoyed, or upset (e.g., give a tangible reward such as a classroom privilege or free time).  
  • Structure classroom seating arrangements to reduce opportunities for conflict experiment with different seating arrangements in the classroom to find the optimal location for the student.  

continued...
- Teach alternative ways of dealing with anger or frustration (e.g., walking away, talking).
- Provide a quiet space away from peers where the student can work independently (but do not isolate the student as a form of punishment).
- Maintain consistent expectations and daily routines.
- Avoid behaviour that could be stressful for the student (e.g., publicly announcing test scores, or requiring the student to read out loud in class).
- Plan a full schedule of activities to avoid periods of unstructured time.
- Provide clear instructions and make sure the rules are understood before an activity begins.
- Establish clear classroom rules, review them often, and post visual reminders of what they are.
- Discuss alternative solutions with a student who has behaved/is behaving inappropriately.
- Provide enough time for the student to complete work or activities.
- Clearly communicate what the time limits are for tasks and activities and check to ensure that the student understands what they are. Keep the student informed about how much time is left (e.g., use a signal such as turning off lights).
- Develop strategies to support the student during the transition between activities.
- Give the student brief assignments to start with and longer ones as the student’s ability to cope with work improves.
- Reinforce the student’s efforts to clear away his/her materials after a task is finished (workbook, pencil).
- Allow the student to begin a new activity when he/she demonstrates self-control.
- Model socially acceptable behaviour.

Source: Based on information from: House, 2002; CYMHIN-MAD, 2011; CPRF, 2005