

Resource 23: Teacher's questionnaire

Ask yourself the following questions, and put a tick or cross next to each one.

Do I:

- make sure the pupil is looking at me before giving instructions?
- break down instructions into small chunks?
- provide prompts and signposts to help keep the pupil on task?
- create a bespoke behaviour programme that checks very frequently if negotiated targets have been achieved?
- ensure that precise behaviour related positive comments are made four times as often as negative comments?
- provide a timer (kitchen, sand, etc) to aid completion of tasks in a specified time?
- ensure that opportunities arise for controlled movement around the classroom?
- ensure that opportunities arise for the pupil to take responsibility?
- ensure that I have explained clearly the behaviour that is expected of pupils in my classroom?
- take curriculum time to explicitly teach behaviour?
- model appropriate behaviour at all times I am on view to my class?
- teach what type of voice to use in different situations and give feedback on practice sessions?
- consistently affirm the type of behaviour I want to see?
- always keep cool when the classroom temperature seems to be rising?
- get to know my pupils so that I may tap into their sense of humour?
- set realistically achievable amounts of homework?
- make sure I stick to routines in the classroom?
- check that my classroom is well organised?
- place pupils with ADHD type behaviour away from distractions?
- have a quiet place where an ADHD pupil can go to work quietly?

Cont...

- negotiate with ADHD pupils when they need to make the choice to go to that space?
- have enough space in my class to seat pupils separately and to seat an ADHD pupil between two good role models?
- have a discrete negotiated signal that I can use to let the pupil know s/he's off task and it's time to get back on without letting the rest of the group know?
- know which tasks appear interesting to the pupil?
- always keep cool when faced with non-compliant behaviour, and calmly and slowly explain the choices available to pupils?
- communicate that I am saddened by the non-compliant behaviour, but that I am not ruffled by it and I will take time to consider my response?
- always state fairly the consequences of an action?
- encourage the pupil to consider the effects of his or her actions without asking him why s/he did something (a question s/he can never answer anyway)?
- target certain agreed behaviours rather than pay attention to every single misdemeanour?
- vigilantly praise appropriate behaviour?
- provide opportunities for a pupil to achieve in ways other than writing?
- discuss concentration and attention issues with the pupil and ensure s/he knows how to work on these behaviours?