

<p>I am</p>  <p>The Interrupter</p>	<p>Constantly answering questions, without hand up or being asked Calling out when the teacher is explaining Constantly asking questions Dominating the group</p>
<p>I am</p>  <p>The Refuser</p>	<p>'No' 'Make me!' Answers back e.g. 'Tidy up please' "I haven't finished yet" Won't go with the partner you chose</p>
<p>I am</p>  <p>The Disrupter</p>	<p>Talks to a friend Fiddles Rocks on the chair Bangs pencil on the table Makes noises</p>
<p>I am</p>  <p>The Pleaser</p>	<p>Tidies up without being asked (at an inappropriate time) Takes worksheets from you to give out 'Tells on' other children 'Tells off' other children</p>

The Interrupter – a child who refuses to do what they are being asked

- ❖ Non-verbal reminders to put hand up and wait, raise your hand and put your finger on your lips
- ❖ Verbal reminders
- ❖ Say, pop your hand up I will come to you next, or after two more etc.
- ❖ Catch them being good, ensure you ask them next if they have their hand up

The Refuser – a child who refuses to do what they are being asked

- ❖ Give limited choices e.g. 'Do your work now or at playtime'
- ❖ Follow up consequences
- ❖ Repeat instructions "Tidy up time."
- ❖ Persevere, even if they continue to make the wrong choices, it is likely they will soon get fed up of missing playtime! Or find something that will give them an incentive to modify their behaviour
- ❖ Set short achievable tasks – this will enable the child to see an ending and not be overwhelmed by the work expectation
- ❖ Take up time

The Disrupter – a child constantly chatting unnecessarily-

- ❖ Use peer pressure through proximal praise ie to the child sitting next to target child 'Well done Jason, you are listening well'
- ❖ Give them a fiddle toy or blu tac
- ❖ Catch the child being good; when he is being quiet, recognise the expected behaviour
- ❖ Focus listening games to encourage the child to be focused on teacher/adult rather than peers
- ❖ Direct confrontation is giving the child attention from peers so distract rather than react

The Pleaser – a child who demands attention and constant praise

- ❖ Give children set jobs, providing less opportunity for the child to try to 'help' with everything. 'Thank you for offering. That is job.'
- ❖ Contract for attention – provide the child with a certain number of cards they are allowed to use per day to gain your attention
- ❖ Remind them of what they should be doing, with a statement not request. "Can I give out the books?" "It's time to sit at the table."

I am

The Cry Baby

Gets upset if they get something wrong
Won't try spelling difficult words
Sulks
Says it is too hard
Complains about other children

I am

The Controller

Has to make up or change ideas to fit what they think
Decides where they sit
Tells the teacher when it is time to finish or if somebody else is doing something wrong
Dominates the group

I am

The Challenger

Challenges adult's authority
Says things like:
'That's not right'
'We've already done this'
'It's not fair'
'They aren't doing it, so why should I?'

I am

The Quiet Refuser

Doesn't stop when asked
When put with a partner, they choose someone else
Sulks
Sits and won't answer questions or join in with a discussion
Frequently off task

The Cry Baby – a child who uses tears, possibly as work avoidance, attention seeking or to get others into trouble

- ❖ Talk about and list acceptable and unacceptable behaviours and responses to those behaviours
- ❖ If the child is overreacting to the situation, talk through it with them and explain why the response isn't appropriate
- ❖ Try to calm them down, but use a firm tone e.g. 'I can't understand you whilst you are crying, or I can't speak to you until you show me you are calm.'
- ❖ Distract from the situation, 'Could you please help me put these away.'
- ❖ Ignore where appropriate

The Controller – a child who likes to control peers and/or adults. A child who will try to work to their own agenda

- ❖ Allocate them adult led activities to be in control of, so they feel less inclined to take control of everything around them e.g. Line monitor, or house point counter
- ❖ Constant reminders that they need to do what the adult is asking them to do (not work to their own agenda!) use of a target card may help support this
- ❖ Encourage peers to use phrases to explain to the child that they do not want to do something or don't like what they are doing e.g. '.....when you do that it makes me feel.' Stop doing that I don't like it, if you do that again I will tell a grown up.'

The Challenger – a child who will constantly challenge what is being asked of them, and pushing boundaries. This can at times be extreme

- ❖ Set, firm consistent boundaries
- ❖ Remain calm, and use non - threatening body language
- ❖ Repeat instructions
- ❖ Take up time, walk away and allow them to complete the request
- ❖ Acknowledge the child's feelings
- ❖ Take the blame e.g. 'I'm sorry I wasn't clear, you need to...'
- ❖ Distracts rather than react.

The Quiet Refuser – a child who will sit quietly, making little fuss, going unnoticed as they do little/no work

- ❖ Ensure other adults working within the classroom are aware of this child
- ❖ Pair the child up with someone more confident/able, to support/help them with their work. (Less threatening than working with an adult)
- ❖ Timed returns – set the child a target and tell them when you will be returning. E.g. '.....you need to write 3 lines before I come back in 5 minutes' (use of a timer?)
- ❖ Increase praise ratio
- ❖ Set small achievable targets

I am



The Wanderer

Out of seat a lot
Goes to the toilet
Goes to another table
Goes to their drawer
Sharpens pencil
Rarely starts on time
Borrows things from people

I am



The Work Avoider

Sharpens pencil a lot
Looks out of the window
Frequently rubs out work
Takes a long time to get started
Asks to go to the toilet
Keen to do jobs

The Wanderer – a child who is often out of their seat, finding ways to avoid work such as sharpening pencils!

- ❖ Let the child know the times when they are allowed out of their seat
- ❖ If you know a child finds it difficult to stay in their seat, give them permission to move about (small break from work). E.g. ' go and fill the water bottles.' [i.e. the adult is in control because they have chosen to allow the action]
- ❖ Praise when they do stay in their seat [catch them being good]
- ❖ Use of a target card, in which they earn a reward for staying in their seat
- ❖ Short achievable tasks

The Work Avoider –

- ❖ Can they do the work – give them 100 square or 100 frequency words to help
- ❖ Have a list on the table to do, date, title and the first sentence
- ❖ Proximal praise, praise other near by for starting their work
- ❖ Reward when they have started some work