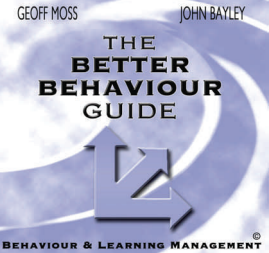




GEOFF MOSS & JOHN BAYLEY



The Better Behaviour Guide CD

an interactive CD-Rom to promote behaviour for learning in your school improvement plan and to resource your teachers' CPD programme

A 12-step checklist of the basic Assertive Discipline skills

Read each of the following twelve 'competencies' that make up the basic Assertive Discipline method. Thinking of your own practice in your classroom, score each one on a five-point scale according to how far you have implemented each competency into your regular classroom routines.

- 1 = not at all / I don't really understand this or I know what this means
- 2 = I know it, but I haven't
- 3 = I am at the early stages
- 4 = yes I am doing this most of the time
- 5 = yes (I definitely use this)

A discipline questionnaire

This questionnaire might be used with a sample of staff to get a sense of perceived school culture. It might be used with students to compare perceptions as well.

Add the totals for each respondent and divide by the number of respondents to get the average score.

Respondents should read each statement and for each one circle the number in the range -5 to +5 that best fits their view of conditions in the school.

1. I have completed work based on the AD grid (e.g. stickers, stamps)
2. I have put together a list of things to do (e.g. a list of things to do)
3. I have developed a system for displaying work (e.g. a display board)
4. I have carefully taught prominently display (e.g. a display board)
5. I give clear activity instructions (e.g. a list of things to do)
6. I have identified the regularly occurring bit (e.g. a list of things to do)
7. I have taught these them, and most follow (e.g. a list of things to do)
8. I reinforce pupils who behave on a regular basis (e.g. a list of things to do)
9. I provide consistent on a repertoire of responses (e.g. a list of things to do)
10. I use non-verbal reinforcement (e.g. a list of things to do)
11. I communicate verbs when behaviour is displayed (e.g. a list of things to do)
12. I follow up as needed firm and consistent (e.g. a list of things to do)

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

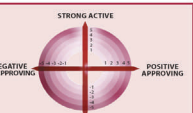
Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.

Plot your score on the graph below.



Only £79.95 for a complete school behaviour management resource

Only available from Behaviour & Learning Management - email info@behaviour-learning.com fax 0870 609 3196 phone 0870 241 8262

CONTENTS

- INTRODUCTION
- 1.1 Overview of the Better Behaviour Guide
- POLICY, SYSTEMS, PEOPLE
- 2.1 Discipline Policy and Behaviour Plans
- 2.2 A Staged Approach
- 2.3 Person Resources
- CLASSROOM MANAGEMENT
- 3.1 Managing the Diverse Classroom : the 3 Faces of Discipline
- 3.2 The Conditions for Learning : the 3 R's of Behaviour
- 3.3 Teaching & Coaching for Better Behaviour : the 3 Step method
- MORE CHALLENGING BEHAVIOUR
- 4.1 Issues about Social Inclusion
- 4.2 Individualised Approaches in the Classroom
- 4.3 Individual Behaviour Programmes
- CPD & LEADERSHIP
- 5.1 Training in Behaviour Management
- 5.2 Leading with Behaviour
- APPENDICES
- 6.1 Assertive Discipline 12 Step CPD Checklist
- 6.2 School Discipline Culture Scale
- 6.3 The 3 R's of Behaviour Checklist
- 6.4 Diagnosing Assertive Discipline Development Level
- 6.5 Understanding Behaviour Checklist
- 6.6 Individual Behaviour Programme Format

This new CD-ROM builds on Geoff Moss & John Bayley's acclaimed series for *Managing Schools Today*, and now includes twelve sections dealing with School Policy, Classroom Management, developing Individual Approaches for tougher behaviour, Professional and Organisational Development and a further six Appendices containing Questionnaires and Checklists for use in analysing both teacher and pupil behaviours. All presented both in html format for directly downloading onto your school intranet and as pdf files to print off for professional development work and planning.

THIS ONE CD-ROM WILL PROVIDE READY ACCESS TO VALUABLE BEHAVIOUR MANAGEMENT ADVICE FOR ALL STAFF! FOR A ONE OFF PURCHASE OF ONLY £ 79.95 (+ vat) YOU HAVE A CPD RESOURCE AVAILABLE TO EVERYONE IN YOUR ORGANISATION.

ORDER FORM Invoices will be sent after despatch of orders, giving full payment details.

Post to: Behaviour & Learning Management, 321 Eagle Tower, Montpellier Drive, Cheltenham GL50 1TA.

Name	
School/Organisation	
Address	
Postcode	e-mail
Tel:	Fax:
Your order number:	