



***Modifying a Student's
Behaviour using Positive
Reinforcement and
Relationship
Practices***

***2 Day Face to Face/
Webinar Conference***

**Thursday 30th May &
Friday 31st May, 2024**

**Melbourne
Venue To Be Advised.**

Who should attend?

Anyone interested in knowing more about developing and understanding Positive Behaviour traits in their students.

Cost to participate in this conference

Attendee Costs:

ATTENDING IN PERSON:

Thursday 30th & Friday 31st May 2024 (Both Days) COST PER PERSON = \$649 + GST

Thursday 30th May 2024 (Day One Only) COST PER PERSON = \$449 + GST

Friday 31st May (Day Two Only) COST PER PERSON = \$449 + GST

ATTENDING VIA ZOOM LIVE STREAM:

Thursday 30th & Friday 31st May 2024 (Both Days) COST PER PERSON = \$569 + GST

Thursday 30th May 2024 (Day One Only) COST PER PERSON = \$369 + GST

Friday 31st May 2024 (Day Two Only) COST PER PERSON = \$369 + GST

Critical Agendas will not accept split bookings for this event.

Booking Conditions

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have any monies paid refunded in full. Cancellation made prior to the Thursday 16th May, 2024 will incur a 25% service charge per applicant. This program will be payable for in full for cancellations made on or after Thursday 16th May, 2024 or for failure to attend the program. Participants will be sent a Zoom link which is only to be used by the registered person. If any other unregistered person views the webinar without registration, they will be liable for the full registration plus an additional 25% administration fee. No attendance certificates will be issued until all monies are paid in full. Any cancellation must be made in writing and emailed to admin@criticalagendas.com.au in accordance with the terms and conditions. In the event of insufficient applications this program will not proceed, and registration monies paid will be fully refunded. Critical Agendas Pty Ltd will not be accepting liability for any other associated costs. Critical Agendas Pty Ltd reserves the right to vary the advertised program prior to commencement. Please note: No refunds are possible for any non-attendance due to Covid19 or Covid19 Lockdowns. Should we not be able to proceed in a face-to-face format any face-to-face registration will automatically change to the webinar format.

Itinerary

Day 1 – Thursday 30th May, 2024

- 8.30am – 9.00am Conference Registration
- 9.00am – 10.15am **Presenter 1 – Kristy Elliot**
Understanding the Behaviour to build Positive Relationships
- 10.15am – 10.40am Morning tea
- 10.40am – 12.00pm **Presenter 2- Shirley Houston**
Reducing Task- Avoidance Behaviour
- 12.00pm – 12.10pm Mini Break
- 12.10pm – 1.20pm **Presenter 3 – Ruth Reading**
Empowering students' to be their best through pro-active and reactive Classroom Management Strategies
- 1.20pm – 2.00pm Lunch
- 2.00pm – 3.20pm **Presenter 4 – Greg Mitchell**
Understanding the Complex Kids in the Classroom

Day 2 – Friday 31st May, 2024

- 8.30am – 9.00am Conference Registration
- 9.00am – 10.20am **Presenter 5 – Dave Vinegrad**
Boy's Behaviour – what's going on?
- 10.20am – 10.50am Morning tea
- 10.50am – 12.00pm **Presenter 6 – Adam Kruger**
Practical Engagement Strategies to support all students
- 12.00pm – 12.10pm Mini Break
- 12.10pm – 1.20pm **Presenter 7 – Dave Vinegrad**
The Whole School Model approach to successful Behaviour Outcomes
- 1.20pm – 2.00pm Lunch
- 2.00pm – 3.20pm **Presenter 8 – Greg Mitchell**
Building Positive Frameworks
- 3.20pm – 3.30pm Conference close

Day One – Thursday 30th May, 2024

8.30am – 9.00am – Conference Registration.

9.00am – 10.15am – Presenter 1 – Kristy Elliot



Understanding the Behaviour to build Positive Relationships

What is behaviour? Depending on the lens you choose, behaviour can be understood and interpreted in different ways. This workshop will explore behaviour from a neuro-biological perspective – that is, how the brain and body influences behaviour. We will look at how the brain processes sensory information, how stress and distress impacts brain function, and the role of our nervous system in behaviour. Understanding these physiological systems can help support teachers to understand student behaviour and respond in ways that address needs and concerns while maintaining positive relationships.

Participants will explore practical strategies to address unwanted behaviours as well as tools to support the development of positive student behaviours in classrooms.

10.15am – 10.40am – Morning Tea.

10.40am – 12.00pm – Presenter 2 – Shirley Houston



Reducing Task- Avoidance Behaviour

A student's task avoidance behaviour can be concerning and confronting, particularly if it distracts other students. Task avoidance behaviour is, however, normal, often reflecting anxiety, depression, perfectionism, executive dysfunction or lack of motivation. It is important to address the underlying causes of behaviour so this session will examine the causes of task avoidance behaviour and identify strategies for reducing that behaviour, drawing on the principles of the Universal Design for Learning framework. It will discuss the importance of offering multiple means of:

- Engagement
- Representation
- Action and expression.

Particular reference will be made to the experience of students who have a learning disability.

12.00pm – 12.10pm Mini Break

12.10pm – 1.20pm – Presenter 3 – Ruth Reading



Empowering students' to be their best through pro-active and reactive Classroom Management Strategies.

I believe in my students. I believe that they are doing the best they can with what they have. But sometimes what they have isn't working and sometimes they don't have the skills to be able to be even better. That makes teaching and learning difficult, for me and my students.

In this practical workshop we will explore what you can do as a teacher to support students to make changes to their behaviour. This includes strategies to support students to feel safe and connected, so they have the confidence to take risks and learn; ways to help students get to know you and each other to provide a solid foundation for building healthy relationships; and working with them to know how to express themselves and contribute to the learning community to help them develop healthy relationships and create a safe and healthy classroom.

We will also look at how to establish and maintain boundaries that support students when things go wrong. With these tools in hand, you will empower and enable your students to be the best version of themselves, even when things are tough. This workshop is interactive and will provide you with practical tools that can be implemented immediately on return to the classroom.

1.20pm – 2.00pm – Lunch.

2.00pm – 3.20pm – Presenter 4 – Greg Mitchell



Understanding the Complex Kids in the Classroom.

Handling the difficult kids better everyday

The vast majority of students who cause classroom teachers are complex kids.

These kids have either trauma based backgrounds, or disabilities, or both. Trying to run a productive, engaging classroom where these students feel that they belong rather than “fit in “with, is a challenge.

This highly practical and interactive presentation details how complex behaviours are born from

- A basic human need that has yet to be met, such as grief, revenge, attention, a lack of self-confidence, or a lack of power.
- A developmental readiness or delay.
- The state of their nervous system.
- Their approach to confrontation, such as fight, flight, freeze or appease.
- A dysfunctional coping strategy, such as aggression or anxiety
- A change in brain functioning that sees trauma as the norm.

Then you are shown how your classroom teaching can impact on each one of these levels to create a calm, trusting place where students can find solutions rather than creating problems.

Day Two – Friday 31st May, 2024

8.30am – 9.00am - Conference Registration

9.00am – 10.20am – Presenter 5 – Dave Vinegrad



Boy's Behaviour – what's going on?

Boys can be a mystery to many teachers and parents raising questions about risk taking, group norms, identity formation and sometimes just stupid behaviour. Research supports the notion that the more you know about boys the better placed you are to meet their needs in the classroom and respond to inappropriate behaviour.

We can make a broad generalisation that the brains of humans are almost all the same in relation to structure and function. But spend some time in a single sex school and you will agree that there is a difference between boy brains and girl brains. Is it nature or nurture? Is it the environment or socialisation that drives different behaviours?

This workshop will investigate the latest neuroscience that goes a long way in explaining the difference between the sexes and what happens in the boy brain. In this workshop we will explore:

- Brain function 101
- The behavioural science behind boy behaviour
- People who know what they are talking about including Michael Grose, Dan Siegal, Bruce Perry and Lori Desautels.
- How teachers can use regulate – relate – reason as a framework when responding to boy behaviour
- Some simple strategies to manage oppositional and defiant behaviour and of course the slippery fish and the bush lawyer students.

10.20am – 10.50am – Morning Tea.

10.50am – 12.00pm – Presenter 6 – Adam Kruger



Practical Engagement Strategies to support all students

Explore dynamic teaching strategies to motivate and empower students. This session offers practical insights on creating interactive classrooms, utilizing targeted assessments, applying knowledge to real-world scenarios, and providing constructive feedback. Learn to harness the power of data for continuous improvement. Additionally, discover effective ways to modify student behaviour through positive reinforcement and relationship practices. Leave with a toolkit of engaging activities ready for immediate implementation.

Takeaways:

- Ready-to-use engaging activities and strategies.
- Techniques for fostering motivation and collaboration.
- Practical insights for assessment, real-world applications, and effective feedback.
- Approaches to using data for continuous improvement.
- Strategies for modifying student behaviour through positive reinforcement and relationship practices.

12.00pm – 12.10pm - Mini Break

12.10pm – 1.20pm – Presenter 7 – Dave Vinegrad



The Whole School Model approach to successful Behaviour Outcomes

This workshop is what it says on the can – being successful with a whole school model!

The following questions will be addressed by the presenter:

- Why a whole school approach?
- What is the best philosophy to use when putting a whole school model together?
- What are the considerations for a P-12 school?
- Does a 'one-size fits all' approach work?
- How will we know the model is successful?
- What are the components or strategies that work?
- Does Zero Tolerance and Get-Tough strategies have a place?
- What makes a consequence effective in a progressive school?

This workshop aims to provide participants with the knowledge of how to construct a humanistic behaviour management system that delivers on consistency, fairness and supports classroom teachers to manage more issues within their classroom community.

1.20pm - 2.00pm – Lunch

2.00pm – 3.20pm – Presenter 8 – Greg Mitchell



Building Positive Frameworks

What's The Framework?

Do you know exactly what you are going to do when you are put under pressure from a class full of kids who won't listen or when you are confronted by an aggressive student who pushes your buttons?

The answer to all of these challenges is always about developing a consistent response from the teacher and the school. This is impossible if you fail to build frameworks that enable a united team approach to poor behaviour.

This workshop looks at a bunch of strategic frameworks that have been developed for teachers and schools that have exactly these problems.

These frameworks include

- The E.D.U.C.A.T.E. Classroom Management Lesson Sequence (Entry, Do Now, Uplift, Connect, Apply, Test, Exit)
- "THE BEHAVIOUR TRUMPET" for responding to classroom interruptions. (Teach, Remind, Refocus, Redirect, Uncover, Move, Pause & Position, Engage & repair, Track)
- The eight step micro-script for creating an informal agreement with a difficult kid.
- Four routines for dealing with confrontation.

3.20pm - 3.30pm – Conference Close