



PIVOTAL EDUCATION

BEHAVIOUR, SAFEGUARDING, TEACHING & LEARNING

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Pivotal Intervention Scripts

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Principles of Pivotal Scripts

- No judgement is ever made about the student's behaviour or identity during interventions. The relationship between teacher and student is paramount and must be protected. People are not their behaviour. Students must take responsibility for their behaviour and not have the opportunity to blame their adults for their behaviour.
- Students are held responsible for the choices they make. Choice changes the neurochemistry of the brain. You can help the students abandon old neural pathways by creating new ones and then reinforcing them so the old ones fade
- Behaviours are shifted to the past tense as soon as possible. We are not interested in dwelling on poor choices but on creating positive expectations for the rest of the lesson.

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- Presupposition is used to influence students limiting self belief. When unspoken positive assumptions lie behind your language they can affect the student's expectations of their own behaviour. It is essential that scripts are complimented with skilled use of physical language and a tone that is calm, kind and nurturing. Any script can be undermined by careless physical language or tone that mixes the message.

Introducing scripts to the students

Using scripts can have a powerful initial impact. To show the students that you have not become teaching robots you will need to counter balance the negative effects of repetitive instruction. Use high levels of praise but particularly contextual ('That is a GCSE grade C standard piece of work and you are in year 9, can I put it on display please) and reflective praise ('You must feel great about that design, there is a lot of intelligent thought there'). De personalise the negative while keeping the positive relaxed and human.

Students will notice when you move into 'script' mode. It will be a more formal approach, marking the moment for the student. If students start to predict or mimic the script (and they will!) you may choose to ignore it or simply tell them that you are doing it this way so that everyone stays calm and is able to concentrate on their own behaviour. If they are refusing to engage in the process use your 'out-line' to regroup.

1st Warning (Verbal)

I saw/heard you chose to You broke rule number

This is a verbal warning (accompany this statement with hand signal, three fingers on the table)

You now have the chance to make intelligent choices

Thank you for listening

2nd Warning (Written)

I saw/heard you chose to You broke rule number

This is a written warning (accompany this statement with warning card)

Think carefully about your next move, you are in charge of your behaviour and can make intelligent choices

Thank you for listening

3rd Sanction – No Tally

I saw/heard you chose to You broke rule number

This is the third time I have spoken to you. You have chosen to lose a tally for this lesson.

..... (student's name), do you remember when (model of previous good behaviour)? That is the standard of behaviour I expect from you

If you choose to break the rules again you leave me no choice but to park you and issue a detention.

Think very carefully about your next move, I know that you can make intelligent choices

Thank you for listening

4th Sanction – Parking and Detention

I saw/heard you choose to You have broken rule number

You have chosen to be parked and to receive a detention where we can discuss this calmly

Refocusing the conversation

When students try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.

or

- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul de sacs.

Student

'It wasn't me'

'But they were doing the same thing

'I was only.....'

'You are not being fair'

'It's boring'

You are a (name calling)

Adult

'I hear what you are saying....'

'I understand.....'

'Maybe you were....and yet....'

'Yes sometimes I may appear unfair...'

Yes you may think it boring...and yet...'

'There may be some truth in that, I'm not perfect...'

'Out-line'

If the conversation is becoming unproductive use:

'I am stopping this conversation now. Am going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have an polite productive conversation.'