

BEHAVIOUR TEACHING PROCESS HELPING HANDS NOT HURTING HANDS

An outline of the non-blame behaviour teaching process (© McArdle 2005) using the behaviour expectation **‘Helping hands not hurting hands’** follows:

1. Introduce the behaviour expectation ‘Helping hands not hurting hands’ to the students at a time when everyone is calm and relaxed. Never introduce the behaviour expectation in the ‘heat of the moment’ after an incident of hurting hands behaviour. Discuss with the students a logical, age-appropriate explanation for their existence. Ask questions to actively involve all the students.

Talk with the students about why we have behaviour expectations. Discuss with them what might happen if we had no limits. Talk with them about why they think we need to have behaviour expectations when we play. Introduce the phrase ‘Helping hands not hurting hands’ and ask them what they think that phrase means. Explore with the students if it is necessary to play using helping hands. Compare and contrast the student’s responses. Ponder with the students if helping hands not hurting hands is an important expectation to have in your group / class / school. Explore with them their responses. Discuss emotions associate with helping hands not hurting hands. Use storytelling to illustrate these emotions.

You may choose to use posters, pictures, photographs, puppets, songs, and / or stories as material to support your discussion. It is important that the students start to recognize that helping hands not hurting hands is not just something the teacher thinks is a good idea but something that the group thinks is a good idea ‘for the following reasons...’ This way the behaviour expectation moves from MY expectation to OUR group / class / school expectation.

2. It is now time to link the helping hands not hurting hands concept with the student’s past experiences to provide meaning and continue to invoke interest. Invite students to give examples of helping hands and hurting hands. Compare and contrast examples. Do a T-Chart or Y/Chart for helping hands not hurting hands. Discuss with the students what helping hands looks, sounds, feels like – describe and define it from the perspective of the giver and the receiver and across different social contexts. Invite the students to name what would be happening if everyone were using helping hands not hurting hands – what would we see happening, what words would we hear being spoken, what might you be thinking if you were use our helping hands not our hurting hands, how might students be feeling if everyone was playing with helping hands rather than hurting hands. You may choose to record student’s response visually and at a later date use these visuals / invite the students to create their own visuals to create ‘Our helping hands not hurting hands story book’. During this stage of the discussion explore with students strategies they could use when someone was choosing to use hurting hands.
3. Role-play the behaviour expectation helping hands not hurting hands with the students – positive role-play followed by negative role-play, followed by positive role-play. Adults and / or students can perform the role-plays. If some students are involved in the role-play, have the other students observe the action. Ask them to reflect on what

behaviours were happening by naming exactly what they saw happening. Invite the students to name the different behaviours being role played – helping hands behaviours and hurting hands behaviours.

Nominate the exact social scenario that the students will role-play. If helping hands not hurting hands is a problem when the students are playing handball together then this will be the role-play focus that you could use. Take the students outside to the handball court and have the behaviour teaching session there. Remember there will be several role-play scenarios so each teaching segment concentrate on only one scenario.

4. It is now time for independent practicing. Ask the students to have a go practicing the expectation helping hands not hurting hands in the real life social context i.e., handball during the lunch break on the handball court. Take your cue from the role play – if the role play concentrated on helping hands not hurting hands during handball games then teach it prior to going out for the lunch break when handball is played.
5. As students are getting ready to leave the classroom for their lunch break remind them to ‘Have a go’ practicing helping hands not hurting hands when playing handball. You may want to go out, observe and coach the students during handball for several of the morning teas until you can see that the students are being to grasp the concept of helping hands not hurting hands in handball games. Give students behaviour specific feedback naming the behaviour you are seeing happening – e.g., Billy, great to see you using your hands for helping. That’s what helping hands means’.
6. Re-teach and re-practice the behaviour expectation helping hands not hurting hands as necessary. This re-teaching emphasizes the fact that learning to use helping hands is very serious business. Always ensure that you allow for individual differences in skill levels and acquisition rates. This re-teaching may involve all the students, a small group of students, individual students who experienced difficulty with choosing their helping hands. This re-teaching and re-practicing needs to happen in a ‘matter of fact’ way without emotion. It needs to happen on the spot whenever and wherever possible.
7. Provide students with coaching and scaffolding to bridge the gap between what is known and what can be known as far as the helping hands behaviour expectation is concerned. Some students will require no coaching, others may require limited coaching, and while some students may require/ benefit from intensive one on one and small group coaching. Assistance with learning the behaviour expectations is provided when / where students require it most. Using Gardner’s intelligences, Bloom’s taxonomy and / or DeBono’s thinking hat may be the key at this stage in the behaviour teaching process.

This behaviour teaching process is ongoing and needs to be consistently taught and reinforced as part of your daily teaching and learning program.