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*Classroom Management on a Budget*

*Catholic Education Office Ballarat  
Southern Zone Catholic Education Conference  
St. Joseph's School - Warrnambool*

Presented by

Dan Petro, Behaviour Analyst  
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*Thank you for your cooperation!*

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- Slide Numbers -

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- Section 1 -  
*Embrace "The Big Picture"*

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7

*Our goal is  
to teach each student  
to be as independent and  
likeable as possible.*

7

8

*Don't let a child's history of  
challenging conditions  
or experiences  
deter your teaching.*

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- Section 2 -  
*Develop a Strong Framework*

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10

Establish an honest perspective  
of issues related to  
Effectiveness -vs- Fairness.

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*Do what's effective for the  
student...*  
  
*Not what you perceive  
to be fair.*

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Acknowledges  
that effective instruction  
is not occurring  
when the primary goal is  
obtaining compliance.

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*The goal of obtaining control  
is neither  
inclusive nor sustainable.*

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Establishes clear  
expectations for how desirable  
behaviours look.

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*If you don't know how you want  
the correct behaviour to look...*  
  
*The child never will.*

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- Section 3 -  
  
*If what you're  
doing is working...*

16

17

Please keep doing it!

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18

Classroom success means your  
students are experiencing:

18

*A positive relationship with you.* <sup>19</sup>  
~

19

*A positive relationship with you.* <sup>20</sup>  
~  
*Frequent opportunities  
responding to effective instruction.*  
~

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*A positive relationship with you.* <sup>21</sup>  
~  
*Frequent opportunities  
responding to effective instruction.*  
~  
*More attention for doing  
the right thing, than the wrong thing.*

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<sup>22</sup>  
- Section 4 -  
*If what you're doing  
is not working...*

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<sup>23</sup>  
Please do something else!

23

<sup>24</sup>  
Change any  
ineffective responses to  
problem behaviours...

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<sup>25</sup>  
- Lectures  
-  
-  
-  
-

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<sup>26</sup>  
- Lectures  
- Reflection  
-  
-  
-

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<sup>27</sup>  
- Lectures  
- Reflection  
- Discussions  
-  
-

27

- Lectures
- Reflection
- Discussions
- Formula Responses
- 

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- Lectures
- Reflection
- Discussions
- Formula Responses
- Restorative Practices

29

29

- *Argument* -

“He has to learn...”  
“She needs to realise...”  
“They need to understand...”

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*There is no teachable moment  
right after  
the problem behaviour occurs.*

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Use pre-correction to help prevent  
problem behaviour situations.

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- Section 5 -

*Avoid Power Struggles*

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Drop the editorial comments.

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Develop a “neutral affect”  
for  
challenging situations.

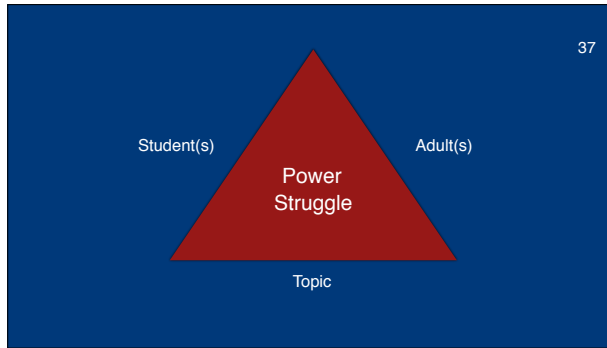
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“What are you supposed  
to be doing right now?”

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*The Correct Tone & Timing  
Creates Trust!*

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- Section 6 -  
*Build Student Resiliency*

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Students with people problems.

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*When someone or something is  
bothering me, my choices are:*

41

42

*When someone or something is  
bothering me, my choices are:*

1. Keep doing what I was doing.

42

43

*When someone or something is  
bothering me, my choices are:*

1. Keep doing what I was doing.
2. Move away.

43

44

*When someone or something is  
bothering me, my choices are:*

1. Keep doing what I was doing.
2. Move away.
3. Ask someone for help.

44

- Section 7 -  
*Finally, remember...*

45

*Teach students the right thing to do,  
then  
catch them doing it.*



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