

SURFACE MANAGEMENT SKILLS

Surface management skills are simple but effective strategies teachers / counselors can use to:
Promote, Maintain, and Restore Appropriate student behavior

PLANNED IGNORING

Ignoring or failing to reinforce a behavior is one way to eliminate it. Prevents an undesirable behavior from being rewarded by adult attention. Ignoring is often the first instinctive reaction of an adult faced with disruptive or inappropriate behavior.

CONSIDERATIONS IN USING PLANNED IGNORING

1. Your tolerance for distraction
2. Your knowledge of the group
3. The type of activity in which the group is engaged

SIGNAL INTERFERENCE

A management technique that does not interrupt the ongoing activity;
Using non-verbal cues or signals to communicate disapproval.

TYPES OF SIGNAL INTERFERENCE

1. Facial expressions
2. Movements or gestures
3. Environmental signals

Cueing is a subtle intervention used to bring a mildly disruptive behavior under control or prompt a student to make a good choice

PROXIMITY CONTROL

Proximity control provides protection, strength and identification to a child who needs support.
The strategy is based on the gentle use of your authority by virtue of your physical presence.

LEVELS OF PROXIMITY CONTROL

1. Change body posture to be oriented toward child
2. Walk toward the child
3. Put a hand on students desk
4. Touch the object a child is using
5. Put a hand gently on the child's shoulder or arm

INTEREST BOOSTING

Interest boosting is simply your efforts to make an activity more interesting.
When interest wanes, distraction provides an invitation for misbehavior;

1. Pique the child's attention and add interest to activities (make it personal/relevant/fun)
2. Structure from routines is important, but balance is the key
3. Create a classroom climate that reflects ownership by the children

HURDLE HELP

Helping a child hurdle an obstacle or challenge which is beginning to cause frustration and anxiety.
A timely comment, personal attention, or immediate instruction, at the onset of a problem, helps the child to follow the correct course of action.

RESTRUCTURING ACTIVITIES

Effective group management is truly a balancing act.
Restructuring activities can restore balance when behavioral controls are weakening.

1. Change the composition of a group
2. Accept children working at different levels
3. Change the ongoing activity
4. Routines are critical so explain any changes

DISTRACTION

An intervention designed to focus the child's attention away from the source of stress;
Reduce the child's stress level by finding an activity or task that will take the child's mind off of the on-going problem to something of interest.

TENSION REDUCTION WITH HUMOR

In some cases, humor can be used to deflate a potentially explosive situation.
Appropriately used, humor interrupts inappropriate behavior while maintaining a positive tone.
Humor can be an effective pressure release valve, so long as it is timed and balanced.
The child must be able to read the affectionate aspect of this intervention. Beware of satire, sarcasm, and ridicule.

ANTISEPTIC BOUNCE

When a child's behavior indicates a build-up of stress or restlessness,
it is a good idea to remove the child in such a way that attention is not focused on the negative behavior.
This provides a distraction for the individual child, while preventing contagion in the group.

APPEAL TO RELATIONSHIP

To make a request directly to the child, and to rely upon your personal relationship;
This requires that a mutual relationship exist between the child and the adult making the request, and the child desires to identify with the adult.