**Non-Verbal Intervention – Visible Signals**

* The teacher can make these visible signals more effective by combining them with their Perch Position (increased Radar) and Be Seen Looking techniques.
* This allows the teacher to catch any off-task behaviour early without breaking the thread of instruction.
* Make eye contact with the student(s).
* Therefore, a small problem only requires a small solution.

**Additional Benefits**

* The visible signals save your voice.
* They depersonalise the intervention helping to avoid confrontation and a potential ‘death spiral’.
* They starve a poorly behaving student from public attention (which might be what they want).

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| **Non-Verbal Intervention** | **Visible Signal** | **Explanation** |
| 1. Stop talking |  | * Best to use when only one or two are talking. |
| 1. Listen to me |  | * Wiggle the earlobe. |
| 1. Don’t do what you’re about to do |  | * A gentle side to side headshake which says, ‘don’t even think about doing what you are about to do’. |
| 1. Stop doing that immediately |  | * Similar to number 3 but a bit more forceful. |
| 1. Sit down |  | * A single finger waved up and down to lace a student in their seat. |
| 1. Settle down |  | * Best used as students enter the class in a hyper mood * Two hands waving downwards says, ‘get ready to learn’ * Can combine with a precise ‘what to do’ instruction (eg: *“30 seconds for reading book, classwork book and equipment out then we’re reading in silence”*). Narrate the positive throughout then give a 10 second and 5 second warning. |
| 1. You’ve done what I’ve asked |  | * A universal sign of praise (even better with a smile). I * deal for students who prefer quiet positive reinforcement . |
| 1. You should be reading |  | * Identical sign for a book in a game of charades. |
| 1. Start writing |  | * Hold an imaginary pen between your thumb and index finger and scribble quickly. |
| 1. Focus on your work |  | * As you circulate, direct students back on task with a few taps on their exercise book |
| 1. Turn around |  | * Get them performing a u-turn so they are facing the way you want them to be facing.. |
| 1. You need to work faster |  | * Think about a football referee signalling to a time-wasting player. |
| 1. I’m waiting for silence |  | * Accompanied with a theatrical backward step, this signals to a noisy class that you are waiting. * However, may need a verbal whole-class instruction if you are waiting too long. |
| 1. I’m really quite annoyed with you |  | * The thousand yard stare. Only use when absolutely needed. |
| 1. Come here – I want a word with you |  | * Allows you to speak to the student in close proximity so the conversation is not public. * Preferred to a verbal correction across the room which may lead to more students being distracted and off-task (‘death spiral’) |