



EEI1304

English Classroom Management

Chapter 3

Manage Students' Behaviours

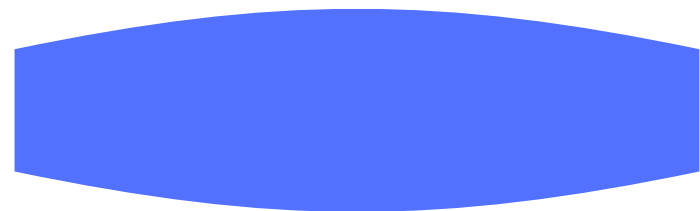
- Regaining students' attention
- Seeking permission to leave the room





01.

REGAINING STUDENTS' ATTENTION



01.



Regaining Students' Attention

- Position yourself where all students can see you
- Use a verbal or audible prompt to get students to focus on you
 - Count down
 - Call and response
 - Use visual cues to complement verbal prompts
- Pause, scan and respond to students' behaviour

(Australian Education Research Organisation, 2023)



Position yourself where all students can see you

(Australian Education Research Organisation, 2023)

instructions

information

misunderstanding

Standing in a position where all students can see you allows students to look at you, listen to your _____ and see your non-verbal prompts. It helps students focus and be ready to receive critical _____, reducing the risk of _____. Your position should also allow you to see all students – for example, stand at the front of the room or where the number of students who need to turn around to see you is kept to a minimum.



Use a verbal or audible prompt to get students to focus on you: **Countdown (Australain Education Research Organisation, 2023)**

pausing

scanning

looking

Instruct students in what to do and then count down from a low number such as three or five, deliberately _ _ _ _ _ between each number and _ _ _ _ _ student behaviour. Remind students of expected behaviours as necessary to focus their attention. If the noise level is high, give the instruction in a loud voice that gains all students' attention, then reduce the volume with each number as the noise in the classroom reduces. 'One' can be in a whisper as students are silent and _ _ _ _ _ at you.



Use a verbal or audible prompt to get students to focus on you: Countdown (Australain Education Research Organisation, 2023)

For example:

- ‘Looking at me in 5 (pause), 4 (pause), 3 (pause), 2 (pause) and 1.’
- ‘Finish the sentence you are writing in 5 pens down and eyes facing towards me. Four, thank you [student], pen down facing this way. Three, I can see most eyes facing this way. Two (pause) and one.’



Use a verbal or audible prompt to get students to focus on you: Call and response (Australain Education Research Organisation, 2023)

Use a verbal or audible prompt for students to reply in unison.
For example:

Teacher call		Student response
'1, 2, 3, eyes on me.'	→	'1, 2 eyes on you.'
'Ready to listen.'	→	'Ready to learn.'
A short clapping pattern.	→	Students copy the clapping pattern.







Use visual cues to complement verbal prompts (Australain Education Research Organisation, 2023)

raising

holding

standing

motioning

Visual cues usually support a verbal prompt to gain student attention – for example,  one hand in the air, or  up 5 fingers and lowering them one at a time as you verbally count down. In noisy situations, visual cues may be more appropriate. Examples include  in front of students and putting your finger to your lips to signal silence, holding your hand up to indicate students should copy the gesture and be silent, acknowledging students looking with a thumbs up, and  for students to encourage students around them to focus on you.



Pause, scan and respond to students' behaviour (Australain Education Research Organisation, 2023)

Pausing and scanning allows you to ensure that students are following your instructions to stop, look and listen, as well as acknowledge those who are meeting behaviour expectations and correct those who are not.

- Deliberately pause and scan all students.
- Acknowledge students giving you their attention – for example, by saying 'Thank you' or giving a thumbs up, and praise students exceeding behaviour expectations specific to them.
- Use a correction for students that will redirect their focus to you – for example, moving closer to them, within their line of sight (proximity), or giving a quick correction.
- Acknowledge students when they correct their behaviour.

Techniques for regaining students' focus

Signals



Techniques for regaining students' focus

Hand Signals



Techniques for regaining students' focus

Cue Words



Techniques for regaining students' focus

Clapping your Hands



Source: <https://www.youtube.com/watch?v=E7kVyJXQeQE>



02.

SEEKING PERMISSION TO LEAVE THE ROOM



02.

Handle students Seeking Permission to Leave the Classroom

Emergency

Wait

End of the class

Break Time



Handle students Seeking Permission to Leave the Classroom

Emergency



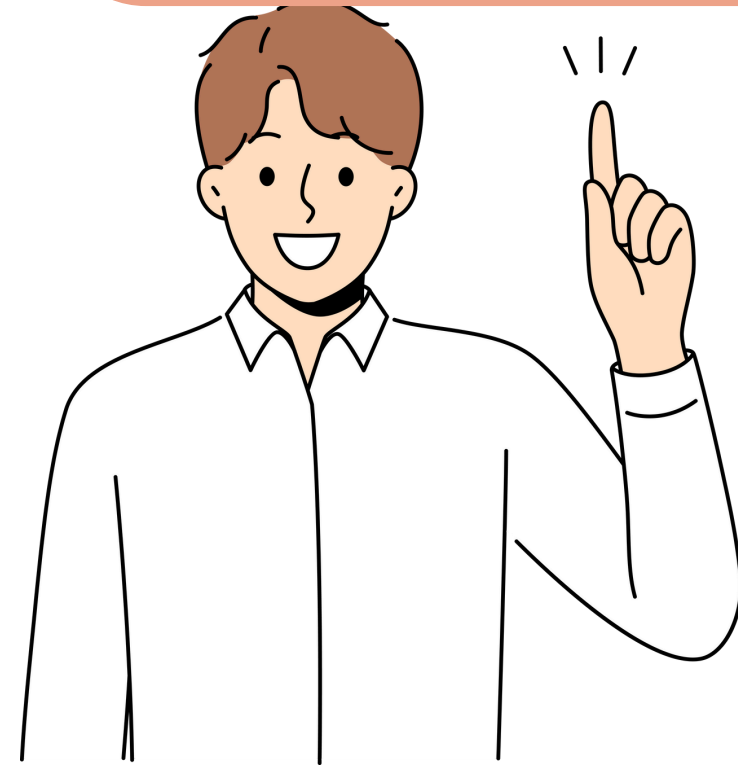
Feeling unwell



Experiencing any discomfort

Handle students Seeking Permission to Leave the Classroom

Student's Signals



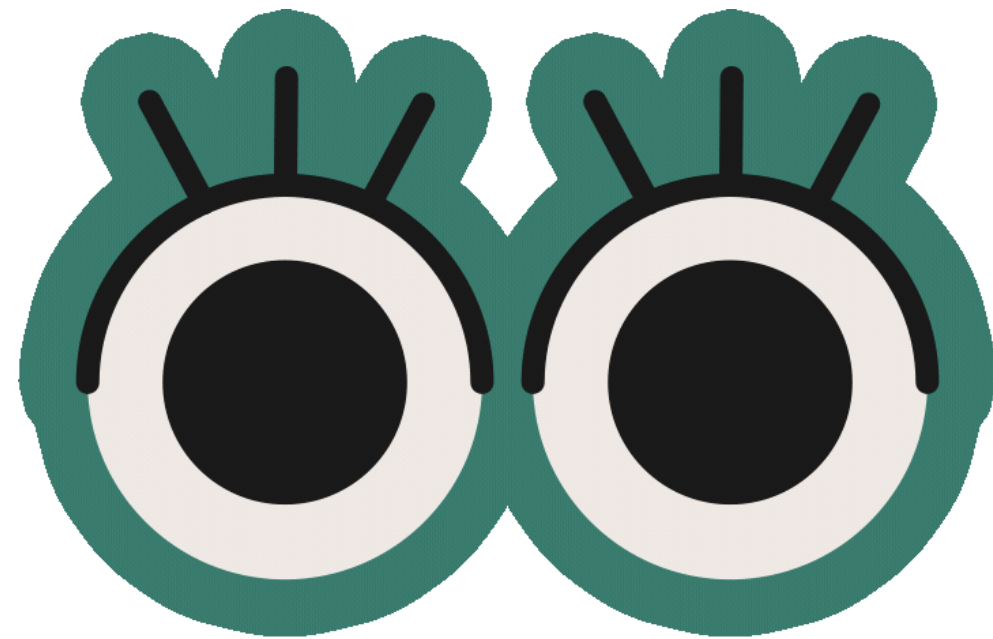
Need a bathroom



Need sharpening

Handle students Seeking Permission to Leave the Classroom


Teacher's acknowledgement



Make eye contact



Nodding

A photograph of a modern restroom. On the left, there is a row of white urinals with blue privacy panels. On the right, there are blue stalls with glass doors. The floor is made of light-colored square tiles. The ceiling has recessed lighting. A white speech bubble with black text is overlaid in the center of the image.

**Restroom breaks are a
basic human need and
should be respected**

A restroom pass

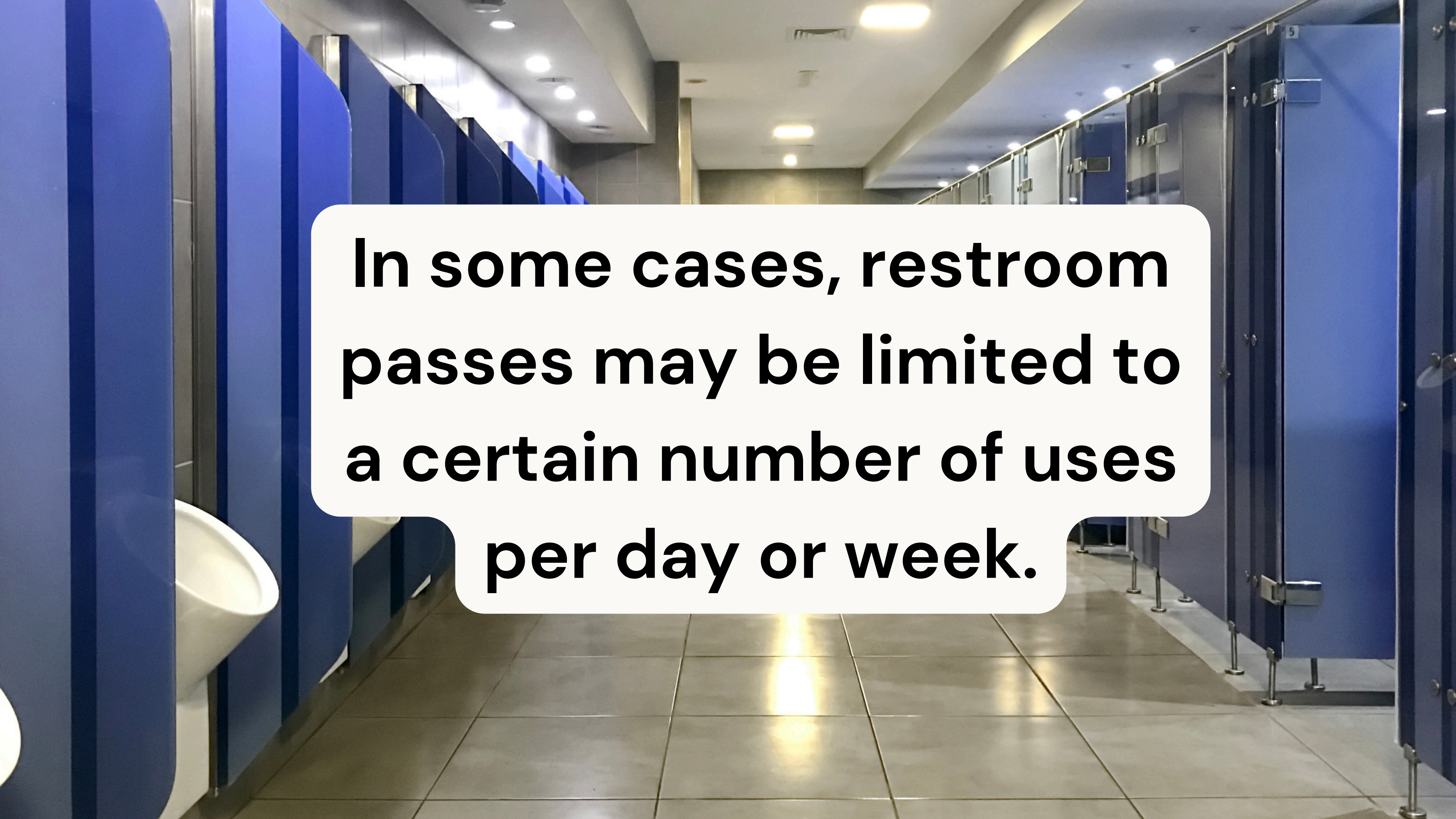


made separately for boys and girls

A restroom pass



The student takes a restroom pass and shows the teacher without talking.

A photograph of a modern restroom. On the left, there is a white urinal mounted on a blue wall. The restroom features blue stalls with glass doors. The floor is made of light-colored tiles, and the ceiling has recessed lighting. A white text box with a drop shadow is centered in the image, containing the text:

In some cases, restroom passes may be limited to a certain number of uses per day or week.

Bibliography

Australian Education Research Organisation. (2023, December). Classroom management practice guide: Gaining all students' attention. Retrieved January 4, 2026, from Australian Education Research Organisation:
<https://www.edresearch.edu.au/guides-resources/practice-guides/gaining-all-students-attention>