

# **Teaching with Purpose:** **Responsive Practice for All** **Learners**

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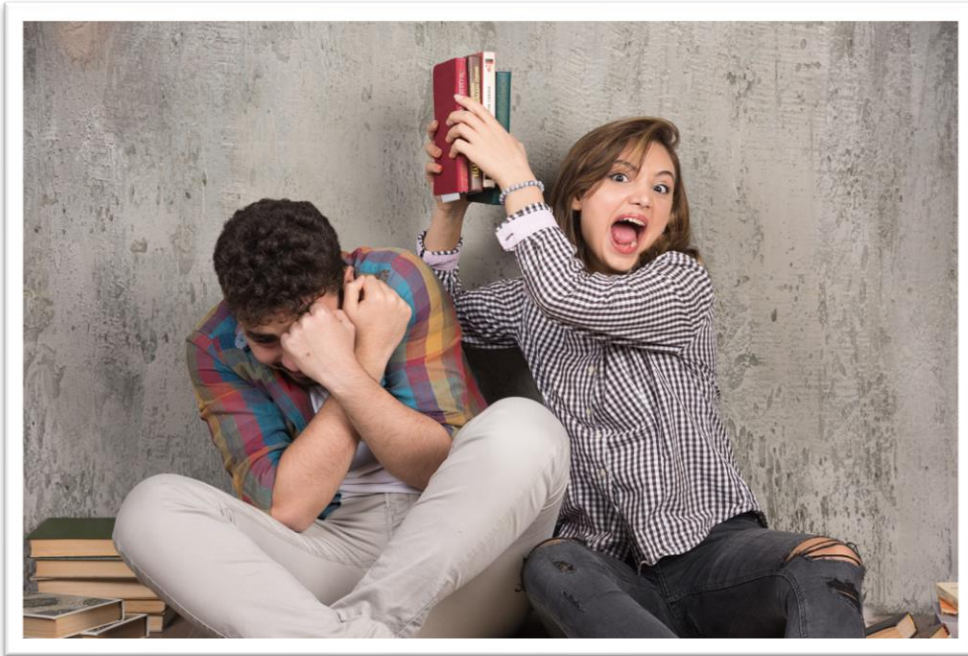
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ENBI  
agency

### 3. Design Control:

## Teaching Choices & Behaviour



Young angry woman hitting man with books by azerbaijan\_stockers on freepik

***“Rage-baiting is a performance  
and emotion is its fuel.”***

**NOTE: Rage-baiting ends the moment the teacher stops feeding it.**

# Why doesn't behaviour management always work?

- Teachers intervene **too late**
- Reactions are often **emotional, public, or impulsive**
- Behaviour is treated as a **student problem** instead of a **situational one**:
- *“What in this moment is producing this behaviour?”*



01.

# Isn't it a Student Problem?



# ✗ Framing it as a “Student Problem”

**The behaviour is explained as:**

- “This student is difficult”
- “They’re disrespectful”
- “They have an attitude”
- “They always cause trouble”



- **This framing leaves the teacher with only punish-or-remove options.**
- **Prevents professional decision-making**



# Deciphering a situational problem

**The behaviour is understood as emerging from a specific situation, such as:**

- A public correction
- A transition with no clear structure
- Task confusion or overload
- Peer presence / seeking an audience
- Uncertainty / low self-esteem

**“Seeing behaviour as situational doesn’t excuse it → it gives us leverage over it.”**

# So... When do things escalate?

1. Micro-signals (movement, whispers, avoidance)
2. Minor disruptions (comments, refusal, jokes)
- 3. Disruptive incident**
- 4. Public confrontation**
- 5. Loss of authority**

Teacher mistake (game over):

- **Intervening only at stage 3 onwards**







02.

# Preventing Escalation



## Preventive Moves

### Simple approaches to minimizing the chances of behaviour escalation

- Teacher positioning before giving instructions
- Pausing instead of repeating
- Managing transitions tightly
- Proper preparation

**Precaution: Long transitions = high-risk moments**

**Lesson planning is key and a teacher's obligation**



## Proxemic Zones

**Simple approaches to minimizing the chances of behaviour escalation**

- Intimate Zone (0 to 45 cm)
- Personal Zone (45 cm to 1.2 metres)
- Social Zone (1.2 to 3.7 metres)
- Public Zone (beyond 3.7 metres)

**Changing zones de-escalates disruptions!**



## Proxemic Zones

In a classroom setting, a teacher uses the **Personal Zone** (50 cm to 1.2 meters) to **stop disruptive behaviour** through non-verbal proximity.

This technique is often called **proximity interference**. By moving out of the "Social Zone" and into the student's "Personal Zone," the teacher sends a **clear non-verbal signal of authority and monitoring** without having to stop the lesson or engage in a verbal confrontation.



# Proxemic Zones

Here is how it works:

- **The Signal:** Your physical presence creates a "**pressure**" that reminds the student they are **being watched**.
- **The Benefit:** It allows the student to "**save face**" because they aren't being publicly scolded, yet the proximity makes continuing the disruption uncomfortable.
- **The Limit:** Teachers generally **avoid** the **Intimate Zone (under 45 cm)**, as crossing that line can feel aggressive or threatening, which might escalate the student's behaviour instead of calming it.

# What about Emotionally Jeopardised Students?

## Immediate De-escalation Techniques:

**1. Increase Physical Distance:** While "proximity interference" works for minor disruptions, an escalating student needs more space.

Maintain at least 1.8 meters of distance to avoid making them feel cornered.

## 2. Maintain "Low and Slow"

**Communication:** Speak in a quiet, steady, and predictable tone. Lowering your voice often encourages the student to lower theirs.



# What about Escalating Students?

## Immediate De-escalation Techniques:

**3. Use Non-Confrontational Body Language:** Keep your posture open and relaxed. Avoid pointing fingers, crossing your arms, or standing directly over the student, as these can be perceived as aggressive triggers.

**4. Offer Limited Choices:** Instead of demands, provide two acceptable options to help the student regain a sense of control. For example: "Would you like to finish the task at your desk or somewhere else?"

# What about Escalating Students?

## Immediate De-escalation Techniques:

**5. Provide "Take-Up Time":** After giving a direction or a choice, walk away to give the student time to process and comply without the pressure of your direct gaze.

**6. NEVER touch the Student:** Physical contact during escalation can be misinterpreted as a threat and may lead to physical aggression.



# ✗ Teacher language we don't use during an incident

## Escalating Phrases:

- “How many times do I have to tell you?” (**challenge**)
- “You’re being rude/disrespectful” (**labelling**)
- “If you don’t stop, you’ll...” (**threat**)



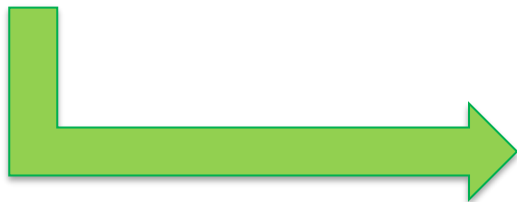
## Repercussions:

- **Inviting a power struggle**
- **Creating an Audience**
- **Challenging Identity**

# Teacher language: Professional Alternatives

## De-escalating Language:

- “We’ll deal with this after the activity.” (**in control**)
- “Right now, the task is...” (**postponing**)
- “Let’s choose exercise A or B.” (**distraction/focus on lesson**)



## Effect:

- **Maintains authority**
- **Buys time**
- **Keeps lesson intact**



03.

# Rage Baiting

# What is 'Rage-Baiting'?

**Rage-baiting** = deliberate behaviour designed to:

- Provoke an emotional reaction
- Make the teacher lose composure
- Gain peer attention or control the room

## ***Typical signs:***

- Smirking while challenging rules
- Off topic remarks about anything
- Escalation only when audience is present

**Key insight: Rage-baiting feeds on teacher emotion.**



# **Dealing with Rage-Baiting**

## **What NOT to do:**

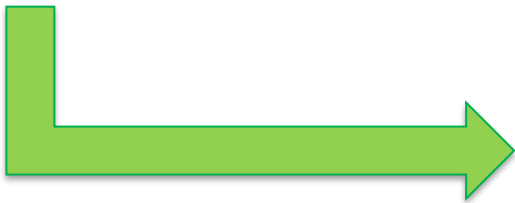
- Argue
- Explain yourself
- Raise your voice

## **Effective Language:**

- “We’ll talk after the activity.”
- “Return to the task.”
- “We don’t want to miss our break.”

## **What to do:**

- **Stay neutral and brief**
- **Remove the audience**
- **Delay the confrontation**



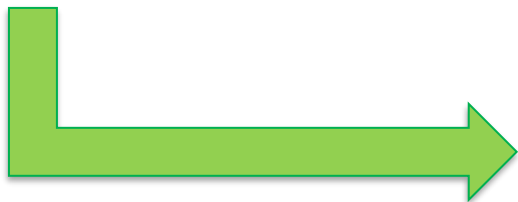


**WHEN A STUDENT IS  
BEING BULLIED IN CLASS**

# Responding to bullying

## In the moment:

- Stop the behaviour immediately
- Name the behaviour, not the student
- Separate students if needed



## Language examples:

- “That behaviour is **not** acceptable here.”
- “We stop **now.**”

## After the lesson

- **Document the incident**
- **Follow school protocol**
- **Speak to students separately**



***“Bullying requires intervention,  
not de-escalation.”***





# What about us? Teacher self-regulation

## Bear in mind

- Calm is strategic
- Emotion is contagious
- You don't need to win

## Professional mantra:

*“Stay calm. Stay private. Stay consistent.”*

## Key takeaways

- Behaviour management = decision-making
- ‘Prevention’ beats reaction
- Authority comes from consistency

# References

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- Wisconsin Department of Public Instruction. (n.d.). *Behavior supports: Prevention*. <https://dpi.wi.gov/sped/educators/behavior-supports/prevention>

# RESOURCES

## PHOTOS

- Child suffering at school for getting bullied by @Freepik
- Young man using a book as an umbrella by @pressfoto
- Handsome nerd by @gpointstudio
- Fish-eye shot of distressed, annoyed and pissed-off man clenching hands angry staring with clenched teeth, frowning bothered, sit at office desk by @cookie\_studio
- Crazy and drunk businessman giving a punch by @luis\_Molinero
- Social Networks icon by @freepik
- Picture showing children violence at school by @gpointstudio
- Editor checking words on journal article before publish @rawpixel.com
- A tired student is studying using a laptop male student studying online by @pvproductions
- Portrait of boy child showing finger behind his head and teasing against white background by @freepik
- Teacher with elbow on stack on books by @freepik

# THANKS

**Do you have any questions?**

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