



COURSE DESCRIPTION

Innovative Approaches for Effective Classroom Management

Classroom management as teaching behaviour rather than only correcting it: clear expectations, steady reinforcement, and a two-minute daily conversation with the student who needs more.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Two minutes a day, for ten days, talking to a disruptive student about anything except school — sports, a video game, a weekend plan. It sounds too small to matter. Teachers who've actually tried the "2x10" technique report the opposite: a handful of two-minute conversations shift what usually looks like a discipline problem into something closer to a starved relationship.

The week is built on Positive Behavioral Interventions and Supports (PBIS), taking only the parts one teacher can run alone.

- Monday — you sort real disruptions from your own class, described without names, and see how PBIS is organised.
- Tuesday — you turn your class rules into a few positive expectations and plan how to teach the first one.
- Wednesday — you build a simple way to reinforce what works and to keep track of it, on paper or with a tool.
- Thursday — you plan a ten-day 2x10 conversation schedule for one student you have in mind, and practise the first conversation.
- Friday — you see where a teacher's part ends, pull your plans into one action plan, and share it with the group.

By Friday you have a set of positive class expectations, a reinforcement routine you can keep track of, a ten-day conversation schedule that starts the week you return, and a short list of what you will ask your school for. None of it needs extra time beyond an ordinary teaching day, and nothing needs a school-wide programme.

02 Course description

PBIS is a tiered framework. The first tier is for everyone: a few clear expectations that are taught and reinforced. The second is for students who need more: targeted support, often built on a relationship with an adult. The third is intensive, individual support. The framework is a whole-school approach developed in the United States and promoted by the Center on PBIS; in a school that has adopted it, the tiers are run by teams, with data and shared decisions. Most teachers who come to this course do not work in such a school, so the week is clear about the difference: it uses the parts a single teacher can run in one classroom, and shows where a teacher's part ends.

The 2×10 technique sits at the second tier. A teacher has a two-minute conversation with a student on ten school days in a row, about anything except school. It goes back to Raymond Wlodkowski's idea of a two-minute intervention and was popularised by Allen Mendler in *Connecting with Students*. The evidence for it is small-scale and mostly qualitative — teacher-preparation studies report stronger relationships and calmer classrooms rather than large randomised trials. The course teaches it as a practice worth trying with one student, and asks you to notice what changes.

Each day of the week gives one usable piece. On Monday you sort disruptions into those that need a reminder, those that need a relationship, and those that need more than one teacher can give alone. On Tuesday you write a few positive expectations — what students do, not what they must not do — and plan how to teach them. On Wednesday you build reinforcement and a way to keep track of it; this can be a paper chart or a tool such as ClassDojo, and the week covers what student information to record and what to leave out, and to check your own school's rules before putting behaviour data on any online platform. On Thursday you plan and rehearse the 2×10 conversations. On Friday you sort what you can do alone, what needs one colleague, and what you ask your school for, and write it as one action plan.

You practise on each other before anything goes near a class, and you work from your own class without names, so the plans are real but private.

A note on the boundary. The 2×10 conversation is a relationship built before any incident, not a response to one. Once two people are in conflict, or a situation involves bullying, a different set of skills applies; those are taught in the course on conflict management and bullying prevention, and a school's own safeguarding route comes first in any serious case.

03 Learning outcomes

- 01 Explain PBIS and its three tiers, and say which parts a single teacher can run in their own class.
- 02 Write three to five positively phrased class expectations and plan how to teach and reinforce them.
- 03 Choose a way to keep track of reinforcement — paper or a tool such as ClassDojo — and decide what student information to record and what to leave out.
- 04 Plan a ten-day 2×10 conversation schedule for one student and practise the first conversation.
- 05 Draft a classroom action plan that separates what you will do alone, with a colleague, and ask your school for.

04 Methodology

Try It On Each Other First	Techniques are practised in pairs and threes before anything goes near a class — a compressed 2×10 conversation on Day 1, a first expectation taught to a partner on Day 2, then the first real 2×10 conversation rehearsed in threes with an observer on Day 4.
One Usable Piece Per Day	PBIS gives the week its shape — expectations, reinforcement, the 2×10 relationship plan, and where a teacher's part ends — so each day gives one usable piece.
Your Own Class, No Names	Examples come from participants' own classes, described without names, so the plans are real but private.

Day 1

Welcome, Introductions and Sorting Disruptions

- **Icebreaker:** "Two Minutes, One Colleague" — pairs practise a compressed version of the 2×10 relationship-building technique on each other, then discuss what changed in how they listened
 - Introduction to the course and participants
 - Presentation of the schools of the participants
 - Sorting real disruptions from your own class, described without names: those that need a reminder, those that need a relationship, and those that need more than one teacher can give alone
 - **Positive Behavioral Interventions and Supports (PBIS):** the three tiers, where the framework comes from, and which parts one teacher can run
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Day 2

Tier 1: Clear Expectations

- **Warm-up:** "Rules in Reverse" — in pairs, turn a classroom "don't" into a "do" ("don't shout out" becomes "raise a hand and wait"), then compare versions across the room
 - Writing three to five positive expectations for your own class
 - **Teaching an expectation:** showing it, practising it, and noticing it when students do it
 - Practising the first minute of teaching your first expectation on a partner, and what you would say when someone gets it right
 - Your first expectation and the plan for teaching it in your first week back
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Day 3

Reinforcement and Keeping Track

- What a disruption might be getting the student — attention, a way out of a task, a sense of belonging — and how that changes your response
 - Building a simple reinforcement routine that you can keep up on a busy day
 - **Keeping track:** a paper chart or a tool such as ClassDojo, what student information to record and what to leave out, and checking your own school's rules before using any online platform
 - Sharing routines in threes and improving them
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Day 4

Tier 2: The 2×10 Conversation

- **The 2×10 technique:** what it is, where it comes from, and what evidence there is for it and what there isn't
- Choosing a student you have in mind, without names, and planning the ten days: when, where, how to start, what to talk about and what to leave alone
- Rehearsing the first conversation in threes, with an observer
- What to notice over ten days, and what counts as a change

Day 5

Where Your Part Ends, and Your Action Plan

- **Tier 3 and the limits of one teacher:** when a student needs more than you can give, and who to go to
- What you can do alone, what you can do with one colleague, and what you will ask your school for — written as a short request to a named person
- Pulling your week into one classroom action plan and sharing it with the group for feedback
- Reflection and self-assessment
- Course evaluation
- Issuing Certificates of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: a one-page positive-expectations worksheet and a one-page ten-day conversation plan, together with the expectations, routines and plans that participants produce during the course. Tracking with paper or a tool such as ClassDojo.

07 How to prepare

- Nothing needs to be prepared in advance. On Day 1 you describe disruptions from your own class from memory, without names.
- No laptop is needed: keeping track is shown on a paper chart or with a tool such as ClassDojo.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

This mobility supports the Key Action 1 school education objective of “supporting professional development of teachers, school leaders and other school staff” (Erasmus+ Programme Guide 2026, Key Action 1 – Mobility for pupils and staff in school education, Objectives of the action, p. 103). Among the school-education priorities it sets out for cooperation partnerships (KA2), a useful reference for the aim, the Guide also includes “early identification of pupils at risk, preventive and early intervention approaches for learners with difficulties” (Partnerships for Cooperation – sector-

specific priorities in the field of school education, p. 230). The week works on that preventive layer at classroom level: a few positively phrased expectations that are taught and reinforced for the whole class (PBIS Tier 1), and a planned ten-day 2x10 relationship-building schedule for one student who needs more (Tier 2), with a clear line on when a student needs support beyond what one teacher can give. It is a classroom approach, not a whole-school PBIS programme; what the school would need to add is written into each participant's action plan as a request to a named person.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.