Supplementary File 5. *All the Deleted Behaviours (TMBs) in Rounds 1, 2, and 3*

Reached Consensus?	Behaviour	Description	Example Behaviour	Function Description
Deleted (overlapping)	**Uttering directives or commands**	Command students to do things without providing rationales.	“Do it like this.”	Imposes expectations on students without aligning it to any reasons.
Deleted (overlapping)	**Show interest in outside school activities**	Express interest in students activities outside of school	"What sports did you do on the weekend?"	Shows student is recognised and valued as a person, not just a student
Deleted (overlapping)	**Provide students with personal attention**	Pay close attention to students' progress and wellbeing while working in class	Moving between tables while students collaborate on a difficult problem	Makes students feel that their work is important and their efforts are noticed
No	**Active Learning**	Set up activities where all students are engaged in a learning activity	Complete this worksheet individually to figure out how heavy the Sydney Harbour Bridge is; "Try to make a sentence using as few of these phonemes as possible"	Allows each student hands-on practice with an activity designed to progress development of a skill
No	**Discuss class values**	Collaboratively establish the values important to display in the class, or remind students of the collaboratively derived values	We all thought working hard was important, so even though many find this task difficult, see if you can push through to the end.	Connects the activities that take place in class with values that the student cares about
No	**Teacher enthusiasm**	Present content enthusiastically to make things fun and interesting	Now I think this next part of the lesson is really interesting!	Models the attitude and energy that the teacher would like the students to demonstrate; shows interest in the material.
No	**Offering hints**	Give hints to help students along without giving them the "right answer"	“It might be easier to start with this formula.”	Supports the student’s own learning processes. Allows students to maintain an internal locus of causality during learning.

No	**Provide extra resources for independent learning**	Introduce extra resources for further learning or support outside of class time	If you want more help, remember maths club before school tomorrow; "here are some extra problems if you want to practice at home"	Allows for self-directed learning and progress outside of class time
Deleted (overlapping)	**Provide transparent structure**	Provide an overview of what we are going to do in the lesson	In todays class, we are working on ratios in three ways...	Provides a plan for students to follow so they know how things are going to be organised
Deleted (overlapping)	**Responding to Queries**	Answer student questions fully and carefully	Not quite, that is the formula for Sin not Cos.	Clarifies path toward goal achievement.
Deleted (overlapping)	**Acknowledge student negative feelings**	Acknowledge students negative feelings	I noticed you are looking frustrated.	Validates emotions as understandable, normal, and expected
No	**Provoke curiosity**	Ask a curiosity-inducing question	Why do we always see the same side of the moon?	Piques student interest through facilitating their exploratory behaviour
No	**Show understanding of the students' point of view**	Try to understand how students see things before suggesting a new way to do things.	I know many of you wish I didn't assign homework today. You've said you don't like homework over the weekend.	Helps the student feel listened-to and understood.
No	**Use pupils as positive role models**	Highlight some students as examples for the rest of the class to follow	John, you commented on your code very well. Can we put it on the smartboard so your friends can see it?	Increase self-belief through vicarious experiences of success
Deleted (overlapping)	**Ask controlling questions**	Provide commands that are phrased as rhetorical questions	Can you do it like I showed you?" Communicates disapproval for the students current behaviour; reinforces need for obedience; promotes students' defensive self-justifications	Communicates disapproval for the students current behaviour; reinforces need for obedience; promotes students' defensive self-justifications

Deleted (overlapping)	**Outlining Punishment Contingencies**	Declaring (but not yet enforcing) if-then extrinsic punishments—contingencies that are not inherent to the task and are provided in an effort to extinguish a behaviour	If you two speak one more time, I will send you out	Imposes an extrinsic reason for student behaviour.
No	**Use abusive language (content)**	Calling students by hurtful names when they misbehave	Calling a student "dummie" or "moron"	Performance mistakes and behavioural misconduct are met with competence-threatening punishment
No	**Provide rewards unfairly**	Provide rewards unfairly so students who are doing equally well, get different rewards	Rewarding only one of three people who all completed a task	Students feel rewards are not predictable and teacher behaviour unjust
No	**Exhibiting solutions or answers**	Give answers to problems instead of letting students figure it out	The answer is 42	Stifles self-directed learning and provides external locus of causality for succes (i.e., from the teacher)
No	**Praise winning via peer comparison**	Congratulate winners so that everyone knows who did the best	The highest score on the exam was John	Emphasises peer comparison and establishing a sense of competence, meaning few students experience success by being the best
No	**Chaotic or Absent Teaching**	Leave students without clear instructions so the class waits or is disorganised while the teacher does something else	Teacher leaves students waiting when arranging papers at front; Teacher gives up on providing feedback so checks his/her emails in class	Students do not know what they should be doing to learn and do not get any feedback or structure about how to persue goals

No	**Provide a variety of activities**	Provide a variety of activities in a way that keeps things interesting	Teacher regularly changes the format of the class (debates one lesson, worksheets the next), and presents content in dynamic ways (teaches US History using Hamilton)	Reduces boredom
Deleted (overlapping)	**Ask questions to check knowledge**	Ask the students clarification questions that check what students know	What is the B in BODMAS?	Fosters common understanding of goal-directed behaviours
Deleted (redundant)	**Prefer open-ended questions over closed questions**	Ask questions that require many words to answer	Ask questions starting with "why", "how", or "what" rather than "do", "is", or "are"	Facilitates student self-expression and deeper thinking
No	**Apply fair punishments**	Provide punishments fairly so students who misbehave are treated equally	Sending both of two students out of class when they misbehave or break a rule	Ensures misbehaviour is consistently and reliably met with external contingencies
No	**Set up activities that exclude some students**	Set up activities so there are times where some students are not doing anything	if you have finished the questions, just sit quietly until everyone else is finished	Students do not have opportunities to engage even if they want to
No	**Teaching students to set intrinsic life goals for learning**	Help students link learning to other intrinsic life goals, like helping others, being healthy, embracing challenges, or improving the world.	Reading helps me to gain knowledge about life or "I want to use my reading skills to read to little kids".	Students will try to understand the lessons more, become better at doing the activities, so that students can help others someday, or discover something interesting.
Deleted (overlapping)	**Adopting student initiatives**	Take student suggestions into learning activities when they arise	That's a great idea. We can do that activity in this session.	Affirms student initiative and self-management of learning.

No	**Group students with similar interests**	Create groups in the class where students with similar values or interests can work together on problems	When studying geography, grouping musical students to look at a country's music, the sporty students to look at the country's sports, and other students to look at the country's key historical events.	Allows students to work on tasks—and with people—that match their interests and values.
Deleted (overlapping)	**Unfair use of praise**	Praises students unfairly or unequally; shows favourites	Complementing only one of three students who completed a problem a creative way	Makes students feel like some are more worthy of praise than others; fails to encourage some students
No	**Modelling resilience by expressing vulnerability**	Showing that it is possible to adapt and achieve despite difficulties now or in the past	"I struggled to write clearly for years, but I kept asking for feedback and got better."	Helps students to perceive the teacher as a model for coping with challenges; makes classroom more accepting space for failure
Deleted (overlapping)	**Offer rewards**	Offering—but not yet providing—extrinsic rewards: privileges or items that are not inherent to the task, but are provided in an effort to promote a behaviour.	"If you all finish the questions, I'll play a short video clip."	To direct behaviour so students know what behaviour the teacher wants to see
Deleted (overlapping)	**Provide frequent constructive criticism**	Frequently provide constructive criticism (informative feedback regarding areas of improvement)	Consistently observing the class to provide feedback for getting unstruck	Promotes continual improvement in abilities.
Deleted (overlapping)	**Praise a student's fixed qualities**	Provides praise that targets the talents or fixed qualities of students	"You are very smart"	Affirms students natural abilities
Deleted (overlapping)	**Praise a student in public**	Praise a student in public	Praise in front of the class	Generates pride within students receiving praise

Deleted (overlapping)	**Provide regular praise**	Regularly praise students	Teacher consistently observes the class, praising students for correct answers	Provides continual affirmation of progress and improvement
Deleted (overlapping)	**Communicate in a perspective-taking way**	Show that you have taken a students perspective	"I can see why you'd find this activity tricky because it's the first time you have tried it."	Communicates that teacher understands the students frame of reference
Deleted (overlapping)	**Provide rewards fairly**	Provide rewards when the expected behaviour is observed	"You all did your homework, so as I promised, we can watch a YouTube video today"	Adds external, tangible signal of which behaviours are desirable/valued by the teacher
No	**Humour**	Use authentic humour so the class is fun	"What did the triangle say to the circle? You are pointless"	Alleviates anxiety and reduces ego-involved goal-focus; increases warmth for teacher; stimulates interest
Deleted (overlapping)	**Create heterogeneous groups**	For group activities, assign students so that each group has a mix of abilities	"Take a playing card, and find the other students with the same suit as you"	Removes public signalling of incompetence; increases chance of balanced frames of reference and more diverse interpersonal connections
No	**Creating meaning through using parables, stories, analogies, or metaphors**	Use parables, stories, analogies, or metaphors to help students to connect abstract constructs into concrete examples	"mistakes are stepping stones, not stumbling blocks"; "treating others well is like sowing good seeds, eventually you'll reap a good harvest"	Promote understanding through narratives that students can connect to, and provide examples that students can follow.
Deleted (overlapping)	**Set goals on behalf of the class**	Teachers setting goals for students rather than providing individual challenges	"Complete all questions on page 4 by the start of class tomorrow. I want you all to get at least 9 out of 10."	Provides the same level of challenge for the whole class.
No	**Provide incorrect modelling examples**	The teacher unintentionally models behaviour in a way that is unlikely to produce	"Helium is the first element of the periodic table"	Undermines progress because students are likely to reproduce the undesirable approach.

		the desired outcome.		
No	**Regular communication with parents**	Teachers engaging in regular contact (e.g., phone, email, text) with parents about the activities in the class,	The teacher calls a parent when she notices that a student has been particularly disengaged and unenthusiastic to talk and when the children improved, was particularly engaged and/or creative.	If contact is not transactional, it may support connections between the students' home and school life, identifying ways that key people in each domain (e.g., parents, teachers) can support each-other, building trusting relationships