

Student Responsibility and Classroom Management



C Students – Not D Students

1. Students generally make good decisions, when they are calm.
2. Students, when calm, are generally of good will.
3. People will generally listen to those who seem to know them.

Parent

Child

Adult

Conversation with C students

1. Welcome, and seek help to deal with the "problem".
Good to see you. I need your help with something.
2. State what the problem is, what effect it is having on others (including you).
When you talk while others are trying to hear, I'm concerned that they are missing out
3. Listen - and paraphrase students' facts and feelings. Reframe if possible.
You seem to be saying that you were only talking because you are worried that...
4. Confront the student's argument. Try to show it is unreasonable.
So because I didn't see Eric talking I shouldn't try to stop you interrupting your friends

Conversation with C students [cont.]

5. Get student's agreement that there is a "problem".
So you can see there's a problem
6. Have student provide a solution that meets both his/her and your needs. If necessary, suggest some.
Next time, rather than talk & interrupt your friends, what might you do instead?
7. Evaluate all the solutions and find one acceptable to both of you. Set a timetable to evaluate its effectiveness.
O.K. then we'll try it until... and see how it goes.

'I' Statements

- You state the behaviour that you (or others) find difficult.
- You state the effect it is having on you (or others), from your perspective.
- You state how you (or they) are feeling.

Active Listening

- You think....
- If I've heard you correctly you believe....
- It seems that....
- I think you are saying that....
- Sounds like....
- From where you stand...
- What I hear you saying is....

Reframing (Positive Spin)

- So you only spoke because you were trying to keep up.
- You wouldn't have... If she hadn't....
- You were trying to make her feel bad, you were just....
- The only reason you... Was because....
- You didn't mean to distract anyone, you were only....

Talking with students who are isolated, or exited from class, rather than having another staff member talk with them.

U =	Tried the strategy & use it on a regular basis	89%
S =	Tried the strategy, worked, but I have stopped using it now	4%
DW =	Tried strategy, it didn't work so I have stopped using it	0%
DT =	Didn't try strategy	6%

"Students don't like not getting any attention and being away from the grade"

"By talking to students who are exited you are able to gain a better understanding of what is happening for the student"

"To help to build relationships with students. To ensure students understand that it is their behaviour I am punishing not the student"

"Important to discuss issues with students personally, to maintain control of student management."