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.**

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."