

MISBEHAVIOUR RESOLUTION PLAN

Students Involved	
Course	
Class Day & Time	
Instructor	
Description of Misbehaviour	

STEP 1: Preventing Misbehaviour

Which steps have we employed to prevent misbehaviour?

check if employed

- | | |
|---|--------------------------|
| a) Take control before students enter the classroom | <input type="checkbox"/> |
| b) Provide clear instruction for entering classroom | <input type="checkbox"/> |
| c) Develop a routine to get student's attention | <input type="checkbox"/> |
| d) Review of class rules | <input type="checkbox"/> |
| e) Use of praise to influence behaviour | <input type="checkbox"/> |

STEP 2: Stopping to Address the Class

Have we stopped to address misbehaviour to the entire class?

check if employed

- | | |
|--|--------------------------|
| a) Explained that daily projects must be completed for students to continue to next course | <input type="checkbox"/> |
| b) Obtained buy in from students | <input type="checkbox"/> |
| c) Reviewed class rules | <input type="checkbox"/> |

STEP 3: Issue a Warning and Follow Through

- One warning only with a clear consequence, move to the consequence immediately afterwards if warning is ignored
- base your consequence on a Logical Follow Up – if wasting class time or not paying attention, remove from class and book a mandatory makeup class. If distracting other students, re-arrange seating. If talking when you are presenting material, remove from classroom...

- Deliver calmly, let the consequence do the work for you
- Gives opportunity to students to make a choice to take responsibility

What was the warning and logical consequence presented to student?

STEP 4: One-on-One Talk Outside Classroom

- CHECK AWARENESS - ask student if he knows why he/she is outside
- CHECK EXPECTATION - ask if he/she knows what he should be doing instead
- COMMUNICATE CONSEQUENCE - communicate the next level consequence (as logical follow up)
 - Asking parents to meet with manager, switching classes, repeating course, etc
- OBTAIN COMMITMENT – get student to buy-in

What was the consequence and commitment discussed with student

STEP 5: DISCUSSION WITH PARENTS

- Ask branch manager/lead instructor to schedule a discussion with parents
- Consequences presented in Step 5 involve permanent actions such as switching classes, repeating the term, taking a two-month break

Summarize discussion and obtained commitment