FLOW CHART FOR BEHAVIOUR MANAGEMENT

RELEVANT AND VIVABLE CURRICULUM

ESTABLISH CLASS RULES AND CONSEQUENCES

MODEL APPROPRIATE BEHAVIOUR
DEVELOP POSITIVE RELATIONSHIPS

STUDENT MISBEHAVES

WHAT ARE YOU DOING

IS IT HELPING YOU
RULES
WHAT CAN YOU DO TO IMPROVE
DOING AND IT IS AGAINST THE
RULES
ASK FOR A COMMITMENT
DOING?
ACCEPT NO EXCUSES
(never ask why)

IS IT AGAINST THE
if no response
‘THIS IS WHAT I SAW YOU
WHAT SHOULD YOU BE
APPLY CONSEQUENCES

WE HAVE TO WORK THIS

OUT
WAYS TO TALK TO STUDENTS SO THAT THEY RECOGNISE THAT THEY CHOOSE THEIR BEHAVIOUR

Using the language of Control Theory means that we speak about ourselves and to others so that they work out that they actually choose what they do - they are not 'forced' to behave by outside agencies.

For example, we don’t use “What made you so upset?” or, “What did they do to you?”. Language like this teaches them that their behaviour is externally caused and that they can blame someone or some event outside themselves for what happened.

To teach that they choose what they do, use language like this:

1. What do we need to figure out?
2. That won’t work here. Think of another way.
3. What do you want to be seeing, hearing, feeling?
5. How did you handle yourself? What did you do? Say?
6. What are you telling yourself about it? Can you change that?
7. What are you doing? Is it working?
8. How would you like it to be?
9. What could you do differently next time?
10. Even if you have to face the same thing again, how would you like to be feeling? Thinking? Acting?
A GOOD PLAN IS:

1. Simple: It is not complicated.
2. Small: To the client, it looks easy.
3. Specific: It has all the details of how, when, what, where, how many, with whom (A PROCESS plan).
4. Reasonable: It makes sense; the client can see the value in doing.
5. Positive: It is a plan to do, not stop doing, something.
6. Repeatable: It is something you can do each day or often.
7. Independent: It is not contingent on someone else's behaviour.
8. Immediate: It is something that can be done soon.
9. Reinforcing: You feel good when you do it - it is need satisfying.
10. Measurable: You know when you have done it.
11. Requires: This is important in developing responsibility. A time for Commitment: evaluation should be built in.

Steps in Planning:

1. There must be a partnership of helper and person helped.
2. There must be a value judgement that something must change.
3. There must be an examination of alternatives (options), both positive and negative.
4. Plan must be short term "Will you try it for one day?"
5. Build an outside gauge to reinforce the partnership, e.g. checklist, clock, another person.
6. Discuss consequences if plan doesn't work.
7. Use positive reinforcement (verbal praise, rewards).
8. Building in evaluation time. (Evaluate success as well as failure).
9. Make a mutual commitment to the plan.
10. Anticipate excuses - ask 'even if' questions. (Even if there's an earthquake, will you still come in on time?)
11. No punishment - allow consequences agreed upon.
12. Avoid over-planning. Too many, too detailed.
13. Person whose plan it is must have over 50% responsibility for it. Gradually increase this.
14. Never drop a plan. Either graduate from it or re-plan.
15. Never give up!
MERICI COLLEGE BEHAVIOUR MANAGEMENT FLOWCHART

This flowchart describes the process to be followed for persistent and serious student behaviour management problems. After the low-level strategies implemented at classroom teacher level and outlined in the Tutor Handbook the following process will occur. The student’s individual circumstances, her responses to the different stages of the process and any special needs will be factors in determining the movement between different stages of the process.

Parents are contacted by House Coordinator ◊ Student Placed on Progress Sheets for a finite period of time (e.g. two weeks).

If insufficient improvement….

Parents and student attend interview with House Coordinator and Assistant Principal (Student Welfare) ◊ Student placed on contract, which details

- behaviours required
- consequences for not meeting expectations and
- support to be offered by the College.

If contract does not result in improved behaviours….

Parents and student attend interview with Assistant Principal (Student Welfare) and Principal ◊ Student placed on conditional enrolment contract, which details

- behaviours required
- support to be offered
- that consequence for not meeting expectations will be review of enrolment

If contract breached…..

Parents and student attend interview with Principal for review of enrolment ◊ option of withdrawal of student from the College by parents.

If situation unable to be resolved, Principal consults with Catholic Education Office.