

Problem behaviour Students talking is interfering with teacher's instruction and peers participating in classroom discussion

Students involved Approximately 16/22 students in Grade 8 social studies classroom

Meeting participants

Facilitator Language arts teacher, Grade 7/8

Recorder Librarian

Others Counsellor, assistant principal

Step 1: Identify the problem behaviour (5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.
 - Students talking to other students while the teacher is talking to the class. This is compromising instruction and preventing any kind of meaningful group discussion.
2. Clarify the problem as a group. Identify when, how often, how long, etc. It may be necessary to narrow the scope of the problem.
 - Planned class discussions were abandoned after less than five minutes every class this month.
 - Estimate asking students to "Be quiet" at least 10 times per 60-minute class.

Step 2: Identify desired behaviour (5 minutes)

Existing behaviours to maintain and/or increase:

- Talking with peers in class during group work or times when the teacher invites students to talk together

New behaviours to teach and reinforce:

- Demonstrating turn-taking behaviour by using talking stick
- Maintaining quiet and demonstrating attentive listening during teacher instruction and when individual students are addressing the class
- Talking with peers while teacher is quietly talking with one student or a small group of students

Existing behaviours to decrease and/or eliminate:

- Talking with peers while the teacher is instructing or addressing the class
- Talking with peers while another student is talking to the class or asking a question
- Talking with peers during daily announcements on PA system

Step 3 (5 minutes)

Identify positive reinforcements for new related positive behaviour.

- Explicit opportunities to socialize in class

Identify negative consequences for the unacceptable behaviour.

- Teacher proximity, nonverbal cue

Step 4 (5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

- Visual cue indicating when students must be silent and when they may talk with peers
- Structured times to visit peers
- Set short times for instruction. "I will be teaching for 10 minutes. It is important to listen for these 10 minutes"
- Using proximity when individual students begin to talk with a peer
- Teaching students expectations for when the teacher is instructing; introduce through mini lesson, post them, reinforce them
- Using a "talking stick" during group discussions to clearly identify speaker

Step 5 (5 minutes)

Identify at least two ways to determine if the plan is working and student behaviour is improving.

- Colleague observes in classroom to determine high frequency times and duration of student talk during instruction
- Colleague does a second observation three weeks later to see if student talk has decreased during this time and if use of proactive strategies (e.g., use of talking stick) has increased

Step 6 (4 minutes)

Identify actions that other staff members can do to assist and support the teacher and students.

- *One colleague visits class two times to observe and record data*
- *All teachers explicitly teach and reinforce “what to do when the teacher is instructing” over the next month*

Step 7 (1 minute)

Set a date for a follow-up meeting to evaluate and revise the plan.

Date and time of next meeting *21 days from today's meeting*