



The Resolution Process

by Glenn Werkmeister and Scott Jennens

Sometimes, the way your students are behaving, at a particular point in time, may be due to a wide variety of reasons that have nothing to do with you or the way you run your class. Although nothing excuses poor behaviour, understanding that there may be reasons behind it may assist you to deal with behaviours without taking things personally. For example, the student may have been bullied at recess, things at home aren't good, or they have just had an argument with a friend.

Teachers must be prepared to lose face at times. Not all issues can get resolved immediately. Remember: "You can lose a battle but win the war". However, it is important in these cases that the situation is resolved with the student, before the next class.

When either the teacher and/or the student is angry and unwilling to resolve the issue at hand, another staff member acting as a mediator can be used to find an acceptable solution to the problem. Use other teachers in an advisory role. You don't have to have all the answers.

Key Points:

- Identify the problem, take time to make sure the student can understand and verbalise the problem.
- Discuss the student's response, take their point of view and perspective seriously.
- Discuss the solution, work together on this – involve parents if appropriate.
- Use a mediator if needed.

Responding to feelings

Recognising the feelings of the students in our classroom is a valuable skill in enabling successful outcomes when dealing with challenging behaviours and resolving issues. The way a student is feeling will influence the way in which they respond to our efforts to resolve behaviour issues. The feeling we recognise should influence the way in which we respond to behaviours and resolve issues.

- ANGRY people need SPACE
- SAD people need CONTACT
- ANXIOUS people need STRUCTURE
- FEARFUL people need ROUTINE

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