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# Stop/Start Behaviour Plan

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### In developing such a plan with the student :-

It will always help if the head of year (or some other senior colleague) sits in with you as you work with the student, one-to-one, with this approach (should you decide it's a useful option).

- Allow 20 minutes (thereabouts) for the one-to-one session with the student. By having a senior colleague with you at this meeting it enhances the appropriate 'seriousness' of the behaviour concerns and issues at hand.
- *Briefly* let the student know (at the meeting) that you're aware he's probably feeling annoyed or concerned because he has to be 'at this meeting ...'. " ... you're probably feeling annoyed/concerned that I've asked you to be at this meeting with me and (Mr/Ms \_\_\_\_\_) ... or, "You may be annoyed or concerned that ... however we need to talk to you about ..."
- Focus, then, on the student's behaviour that is causing serious concern. *Briefly but clearly, describe his behaviour* in class :-
  - the *frequent* calling out or butting in comments while you're engaged in whole-class teaching time.
  - *often* talking to other students while you're teaching/engaging the class.
  - *often* (?) turning around to other students and / rocking back in his seat.

Nb It can also help to briefly 'mirror' such behaviours (*briefly* demonstrate, by showing the student what his calling out behaviour, or butting in behaviour, ... looks and sounds like. *Always* ask 'permission', " ... do you mind if I briefly show you what I mean when I say you call out many times ...?" Having *briefly* 'mirrored' the disruptive behaviour we can – now – clearly say, "... that's what I mean ..."

Of course if the student says "No" to your request to show them what their behaviour looks/sounds like, then verbally – but specifically – explain what you see/hear in their disruptive behaviour in classtime.

- Give the student a ‘right-of-reply’ after outlining the above behaviours. If he complains and whinges (which is probable) ‘block’ the verbiage if it goes on too long; certainly respond briefly eg :

“John ( ... ) I’m not picking on you, quite the opposite. These are behaviours *very often* see and I am concerned about all the students in our class and I’m concerned about you and want to support you. When you call out lots of times (instead of putting up your hand and waiting) it makes it hard for me to teach the class. Also it makes it unfair for others. We’ve got a fair expectation for class discussions.”

If the student argues that you only pick on him and there are other students how do ‘x’, ‘y’ or ‘z’ briefly point out : “ ... John ( ... ) you’re responsible for *your* behaviour. If others are calling out a lot I’ll remind them and I’ll have a meeting with them like I’m having a meeting with you ...” [or words to that effect].

- Focus, now, on the behaviours of serious concern that will *need to stop and the obvious why*. “So John ... this is a plan that will help you; to remind you of your responsibilities, and support you in our class,” (or classes at secondary level) (show him the plan) ...

“These are the behaviours you need to STOP ...” (make sure they’re noted *specifically* / behaviourally)

- *Stop* calling out and butting in, during whole-class teaching/discussion time ...
- *Stop* talking while the teacher is teaching.
- *Stop* rocking in your seat and turning around to talk to others.

- Behaviours that need to START and *why*.

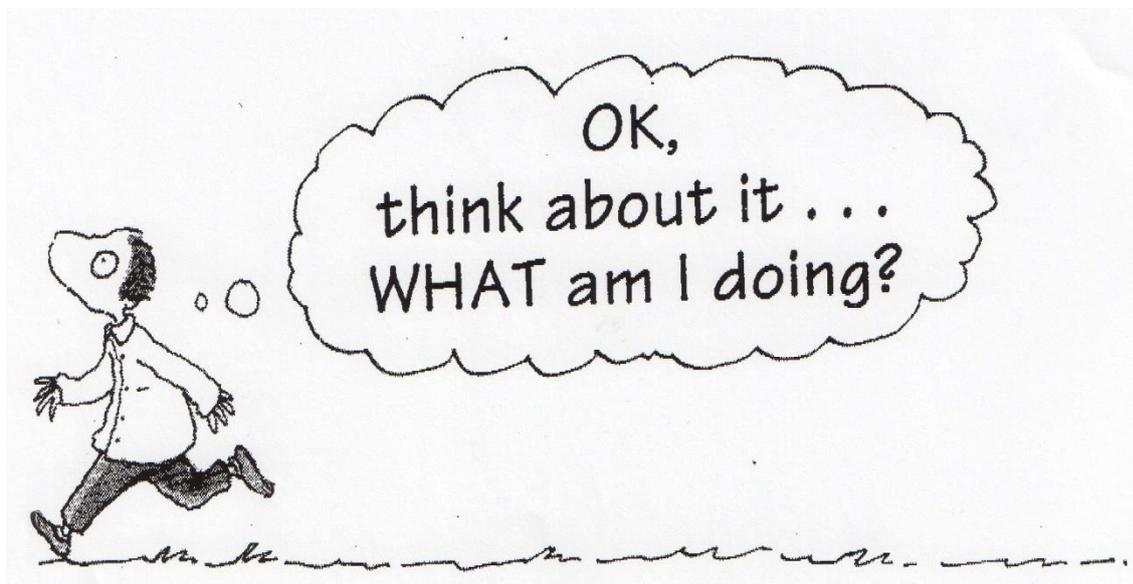
We then talk with the student about what behaviours need to *start* in class (it’s easy to ‘tell’ a student what to stop regarding their distracting/disruptive behaviour, it’s crucial to then – respectfully and supportively – talk with them about those behaviours he needs to *responsibly choose to start* ... Eg :-

- *Start* : put your hand up and wait in class discussions (point out that this means we put our hands up without calling out, without clicking fingers or loud “Miss, Miss ...”)
- *Start* : sit in your seat relaxed, facing (without rocking), the front of the room in whole class teaching time, [see example plan :- *how* that will need to stop – and the obvious why. (See p 3(a) ).

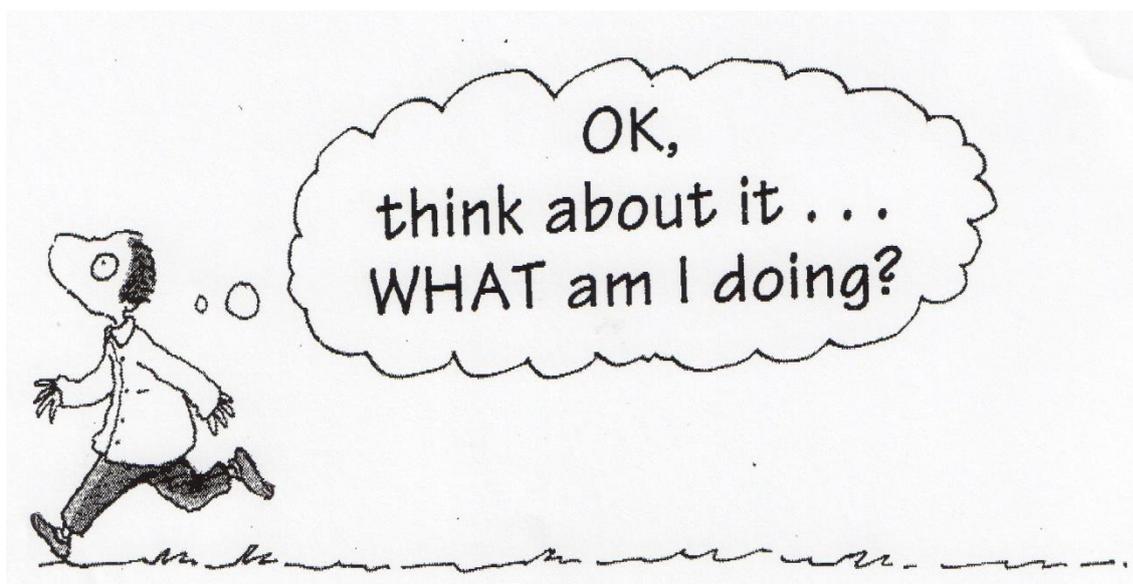
“John, these behaviours demonstrate your commitment to a fair-go and your respect for others. They are also *our classroom expectations* that support our rights *and* responsibilities as a class group. And they are *your personal reminder* John.”

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- Ask him if he is clear about the plan : “Do you have any questions ...”. (This plan is not a request; we’re not asking him if he’d ‘like to be on a plan’). “It is a basic and necessary commitment you’re making; your responsibility.” Clarify any questions he may have.
- The plan itself – is expressed positively (see 3(b) ). The initial framework plan (3(a) ) indicates the ‘stop’/‘start’ framework. The plan the student works with, and keeps as an *aide memoir*, is illustrated in 3(b)
- Let him know that you, his subject/class teacher, (and the year level co-ordinator) will be supporting him with his plan every lesson (“I’ll have a *very brief chat* at the end of each lesson John, to see how you’ve gone with the plan.”).  
Let him know there will also be a review meeting once each week to check with the year level co-ordinator (and yourself) to see how the plan is working out – a brief 5-minute meeting at (say) a nominated lunch time.  
At the weekly meeting, the review with the year level co-ordinator (or other senior colleague),  
We can ask the student what part of the plan is working well and what isn’t and if there’s anything that we, and he, can do to help the plan work better for them?  
“Which teachers is your plan working well with, why?”
- If in the tracking/monitoring of the plan (in effect tracking/monitoring his behaviour) there is no significant improvement in his behaviour we will need to contact his parent/s (to discuss his specific behaviours) and move to a more involved plan; a plan that has senior staff involvement, support and consequences attached. These kinds of plans involve a longer-term ‘case-management’ response. (See, Rogers, *Summary of Individual Behaviour Plans, 2019* and *School-wide ‘Level Approaches’ to distracting and disruptive behaviour of students 2019 ...*).



<b>MY GOALS</b>	
<b>STOP DOING</b>	<b>START DOING</b>
<p>1. I CHOOSE TO STOP CHATTING WHILE MY TEACHER IS TEACHING ...</p>	<p>I CHOOSE TO BE RESPONSIBLE</p> <p>1. I CHOOSE TO : FACE THE FRONT, SEAT IN, RELAXED LISTENING.</p>
<p>2. I CHOOSE TO STOP CALLING OUT DURING CLASS DISCUSSIONS ...</p>	<p>2. I CHOOSE TO PUT MY HAND UP WITHOUT CALLING OUT OR TALKING OVER OTHERS.</p>
<p>3. I CHOOSE TO STOP LOUD CHATTING DURING CLASSWORK, AND TO STOP AVOIDING WHAT I KNOW I CAN DO WITH THE CLASSWORK.</p>	<p>3. DURING CLASSWORK I CHOOSE TO USE :-</p> <ul style="list-style-type: none"> <li>- PARTNER-VOICE</li> <li>- RELAXED SITTING</li> <li>- ORGANISED LEARNING SPACE (TABLE)</li> <li>- READ CAREFULLY (BBW)</li> <li>- GIVE IT MY BEST EFFORT</li> </ul>
<ul style="list-style-type: none"> <li>• Is your plan achievable?</li> <li>• OK, how will you do it? Discuss this with your teacher.</li> <li>• How will you handle 'bad days'?</li> <li>• What support will you need from your teacher?</li> </ul> <p>• So; how did you go?</p>	



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An important 'key' to any success of such a plan is to embark on the process (with the student) in a *spirit of support* arising out of our concern; *our appropriate and necessary concern and our belief that the student can change their behaviour (and mindset) with support.*

It is also important that 'the plan' not be seen as a punishment but rather as a way of enabling teacher/student support and encouragement concerning fair and appropriate behaviour – behaviour *within shared rights and responsibilities*. It is also crucial that the plan is *always* initiated, supported and followed-through with appropriate senior colleague support to any teacher working with the student in question.

There's always an 'extreme option', one that's not particularly elegant but one we sometimes use. We 'de-enrol' the student from the class where the child has been particularly disruptive and re-enrol him in another class at a year level above, the student's (current) year level. In such a class he either does the same work as the other students or modified work/study tasks.

Such an option is hardly a 'solution' and would only be canvassed if the student is recidivist in their regular class setting (ie : with respect to their teacher). It has the direct benefit (at least) of removing a 'major catalyst' from the class to a different peer audience; at least for a short-term approach.

We would always undertake this in the context of 'choice'/consequence, communicated to the student. "If you continue to behave in these ways ... (be specific) we'll have to enrol you in another class ..." (and we'll make the necessary 'behaviour reasons' clear).

Such an option should only be a 'last resort' and obviously exercised with colleague support and senior team affirmation and communicated firmly *but respectfully* to the student and his parent/s / caregivers.

\* See also the notes :- *Working With Attentional and Power-Seeking Students* (based on the work of Alfred Adler and Rudolf Dreikurs) Rogers, 2019. Available on request.

Dr Bill Rogers is a teacher, education consultant and author. He conducts in-services and seminar programmes across Australia, New Zealand, Europe and the U.K. in the areas of behaviour management, effective teaching, stress management, colleague support and teacher welfare. He has also worked extensively as a mentor-coach in classrooms; team-teaching in challenging classes in Australia and the U.K. {He is a Fellow of the Australian College of Educators and Honorary Life Fellow of Leeds Trinity University and Honorary Fellow at the Graduate School of Education, Melbourne University}.