

| <b>Student Behaviour</b>   | <b>What usually works when off task</b>   | <b>What's important to remember</b>   |
|--|---|---|
| <b><u>Category A:</u></b> <ul style="list-style-type: none"> <li>• Student responds to curriculum</li> <li>• Undertakes tasks when directed</li> </ul>   | Hints, moving closer  | <b><u>All</u> students need to feel competent and see the relevance of the work</b> |
| <b><u>Category B:</u></b> <ul style="list-style-type: none"> <li>• Less interested in the work</li> <li>• Less confident in ability</li> <li>• Sometimes distracted and distracting</li> </ul> | Judicious use of recognitions and rewards and use of consequences when necessary    | Can be moved into A   |
| <b><u>Category C:</u></b> <ul style="list-style-type: none"> <li>• Sufficiently challenging to warrant isolation or withdrawal</li> </ul>  | "Chat" about the impact of behavior on others (will need to do this more than once) | Can be moved into B with steady intervention  |
| <b><u>Category D:</u></b> <ul style="list-style-type: none"> <li>• Repeated misbehavior despite all A-C interventions</li> </ul>   | Needs a radical improvement in self-concept   | Can be moved into C, then B,  |

Ramon Lewis, 2008. "The Developmental Management Approach to Classroom Behaviour".