



Conferencing with Students

The why, when, where, and how for helping students be part of the solution

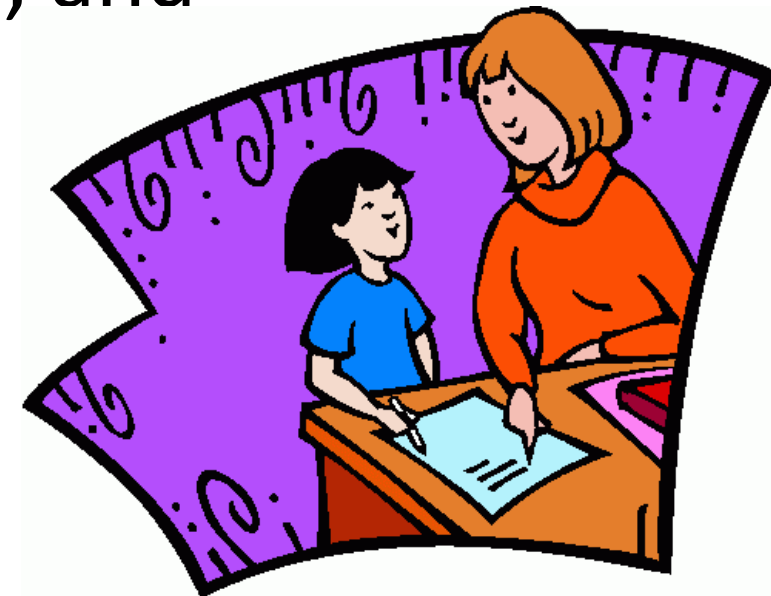
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MO SW-PBS & MTSS:

BRIDGING THE GAPS

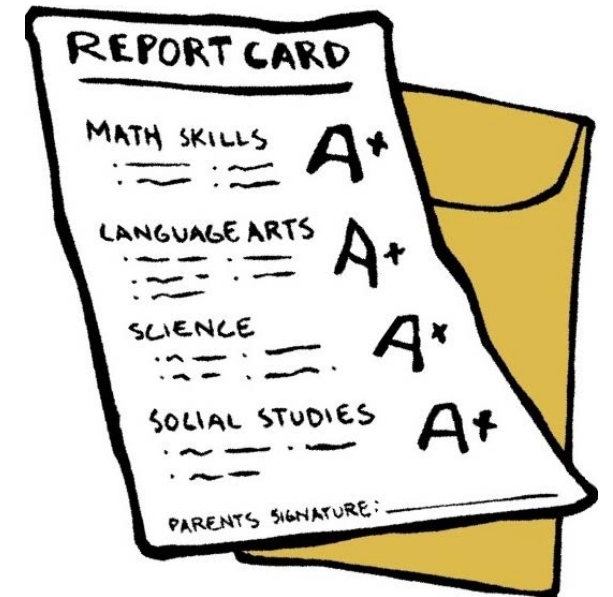
Why conference?

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization



Why conference?

- Promotes self responsibility
- Improves students' grades and accountability
- When done correctly, improves student/teacher relationships





Why conference?

- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication





When should I conference?

- When students exhibit persistent behavior problems
- When students are very unorganized





When should I conference?

- When students consistently fail to complete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students shows a drastic change





When should I conference?

- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
- When students are defiant and oppositional





Where do I conference?

- Privately when the student is calm (not during a crisis situation)
- No interruptions

How do I conference?

- Start with a clear description of the problem behavior



How do I conference?

- Discuss with the student the factors which are contributing to the problem





How do I conference?

- Clearly define the expected replacement behavior.
- Allow time for the student to demonstrate and/or practice the behavior



How do I conference?

- Problem solve with the student



How do I conference?

- Set a SMART goal





How do I conference?

- Determine reinforcement or consequences for both appropriate behavior and if they continue to exhibit the problem behavior

How do I conference?

- Write it down as a contract





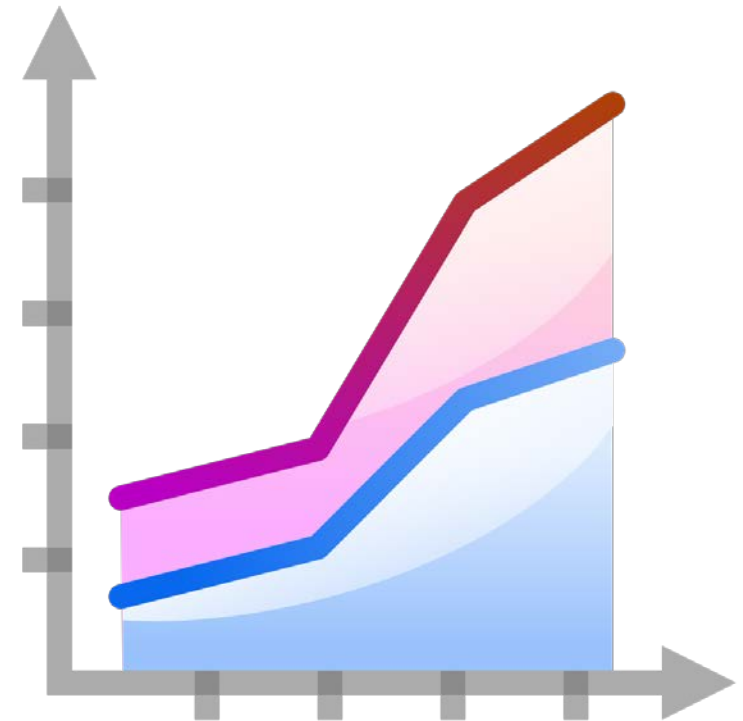
Ways to intensify?

- Make a chart for student to self-monitor the use of the appropriate behavior



Ways to intensify?

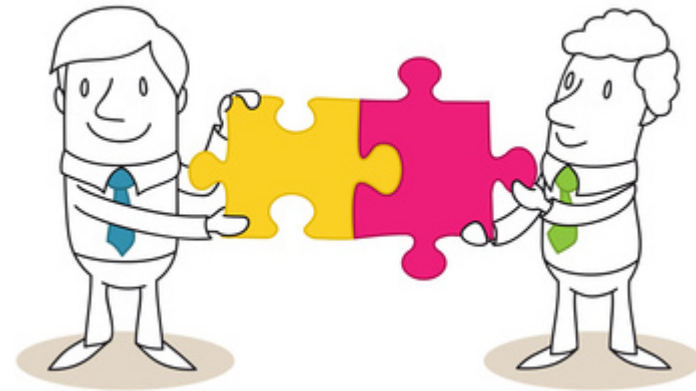
- Check in with student frequently to review progress.
- Have student graph their charted results





Ways to intensify?

- Match reinforcement to function of behavior





Ways to intensify?

- Determine antecedents that trigger the problem behavior and provide supports for student at this stage



Conferencing with students

- Good luck and happy conferencing

For questions contact Deb Childs – dchilds@edplus.org