



Common Behaviours	Why?	What helps?
<p>Late for class</p>	<ul style="list-style-type: none"> - Social-emotional issues (lack of sleep, family issues/responsibilities, relationship stresses or health concerns) - Physical – poor sleep patterns - Medication - difficulties with management - Disorganized - Memory issues - Disinterested in course or program - Change in classroom location 	<ul style="list-style-type: none"> - Clear and consistent set of expectations and consequences – review code of conduct (use of course outline) - Identify changes well ahead of time – use of email, BlackBoard etc. - Meeting with student to discuss concern(s) and/or option(s) such as a referral to Student Services for support
<p>Off topic conversations</p>	<ul style="list-style-type: none"> - Disengaged – feels they already know the info or not interested - Personal issues - Class too early - Easily distracted 	<ul style="list-style-type: none"> - Stop instruction - allow 1 speaker at a time - Change proximity to student – stand beside - Encourage/allow fidget toys or doodling etc. - Implement breaks into lecture - Change in direction – instead of lecturing, ask a question - Cultivate engagement – educational icebreaker, trivia question - Meeting with student to discuss concerns and options - review code of conduct – agree on a resolution & consequences - Ask student(s) to leave if they do not stop - Referral to Student Services - Minimize classroom distractions – close door/blinds etc. - Outline lesson/goal at beginning of class



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<p>Inappropriate response to classroom discussion/topic (raised voice, profanity use etc.)</p>	<ul style="list-style-type: none"> - Emotionally/personally connected to topic - Confrontational approach - Difficulties understanding/interpreting and selecting appropriate responses 	<ul style="list-style-type: none"> - Clear and consistent set of expectations and consequences – review code of conduct (use of course outline) - Appropriate use of re-direction - start a different line of discussion/lecturing - Meet with student individually to discuss situation/concern(s) and/or option(s) such as a referral to Student Services for support
<p>Confrontational/Challenging behaviours in response to faculty or peers (marks, comments, topic of discussion or debates etc.)</p>	<ul style="list-style-type: none"> - Learned communication style - Emotional reaction to topic - Cultural differences - Personal perspective/philosophy 	<ul style="list-style-type: none"> - Discuss inclusivity – start of semester - Clear and consistent set of expectations and consequences – review code of conduct (use of course outline) - Meet with student individually to discuss situation/concern(s) and/or option(s) such as a referral to Student Services for support
<p>Disengagement (individual or group) – sleeping, lack of note taking, ear bud use, non-participation, use of technology, completing assignment for another class, off-topic discussions</p>	<ul style="list-style-type: none"> - Wrong program and/or course – (personal perspective – not important, low interest or may feel it is not important to potential employment opportunities) - Time of day (i.e. 8 am or late afternoon classes) - Lengthy classes (2+ hrs.) - type of activity/lack of activity – does not match learning style - social/emotional issues (lack of sleep, family issues/responsibilities, relationship stresses, health concerns or poorly developed interpersonal skills) - difficulties with multi-tasking (listening & taking notes at the same time) 	<ul style="list-style-type: none"> - Develop/encourage student relationships - Clear and consistent set of expectations and consequences – review code of conduct (use of course outline) - Implement tasks that encourage engagement (provide question to research or dialogue with peers) - Minimize classroom distractions - Outline lesson at beginning of class - Use a multi-sensory approach (diagrams, videos, graphs etc.) and provide demonstrations whenever possible - Allow time for questions or to copy information from the board



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<p>Non-attendance</p>	<ul style="list-style-type: none"> - information was delivered too fast and cannot keep up – poor auditory processing - Wrong program and/or course – (personal perspective – not important, low interest, or may feel it is not important to potential employment opportunities) - Personal issues – works part/full time, financial issues - Personality conflict with peers and/or faculty - Disorganization (poor sleep habits, transportation issues) - Missed multiple classes feel they cannot return or approach faculty - Poor executive functioning skills – difficulty managing academics and social life - Disconnect between attending classes, homework assignments and/or marks 	<ul style="list-style-type: none"> - Meet with student individually to discuss concern(s) and/or option(s) such as a referral to Student Services for support - Develop/encourage student relationships - Develop and implement engaging curriculum - Account for all learning styles when developing lessons that support curriculum delivery – Universal Design (UD) - Embed or integrate executive functioning development into curriculum delivery – link use of Outlook to programs with marks - Meet with student individually to discuss situation/concern(s) and/or option(s) such as a referral to Student Services for support
<p>Inappropriate use of Technology (phone, computer etc.)</p>	<ul style="list-style-type: none"> - Disengagement - Personal issues/responsibilities - Required to access course information - Recording of lecture - Easily distracted 	<ul style="list-style-type: none"> - Clear and consistent set of expectations and consequences (use of course outline) - Use of a technology basket – leave devices at the door/desk or if necessary on the desk up-side down - Integration of technology into the lectures – used to find information or facts on the topic - Meet with student individually to discuss situation/concern(s) and/or option(s) such as a referral to Student Services for support
<p>Plagiarism/Academic Dishonesty</p>	<ul style="list-style-type: none"> - Difficulties understanding expectations of assignment - Poor understanding of rules 	<ul style="list-style-type: none"> - Clear and consistent set of expectations and consequences - Review code of conduct - Provide explicit guidelines for assignments



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<p>Discrepancy between classroom results and test/assignment results</p>	<ul style="list-style-type: none"> - Do not understand formatting - APA, MLA etc. - Cultural differences 	<ul style="list-style-type: none"> - Demonstrate the use of plagiarism checker - Notify student a plagiarism checker will be used/part of marking rubric - Strategic seating - Walk around classroom
<p>Group Work Issues – difficulty finding, creating or working with peers</p>	<ul style="list-style-type: none"> - Learning style – stronger verbally - Poor test prep skills - Difficulties with printed documents - Personal issues – lack of time to complete or prepare 	<ul style="list-style-type: none"> - Discussion with student to discuss concerns – possible previous academic history of discrepancy - Referral to Student Services - Implement and integrate a variety of assessment tools
<p>Movement (walking/pacing in class, tapping foot, pencil etc.)</p>	<ul style="list-style-type: none"> - Personality issues with classmates - Difficulties initiating - Poor communication skills - Lack of experience working with groups - Poor perception or understanding the use of group work 	<ul style="list-style-type: none"> - Clear expectations discussed and inserted into course outline - Incorporate “how to work in groups” into curriculum - Discuss group conflict and develop clear steps to resolve - Provide rationale on the use of group work i.e. – industry standard - Offer to discuss individually any concerns - Instructor selects groups
	<ul style="list-style-type: none"> - Physical/emotional limitations – sitting too long, zoning out - Learning style - Coping strategy 	<ul style="list-style-type: none"> - Meeting with student to discuss options/needs – suggest identifying a cue between student and faculty that they need a break etc. - Referral to Student Services