



Centre of Excellence for Behaviour Management

Commission scolaire *Riverside* School Board

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BUILDING A RELATIONSHIP WITH A CHALLENGING STUDENT BEFORE THE SCHOOL YEAR STARTS

When teachers are faced with a student known to have behavioural challenges they often worry about how the first day will go. Experience has shown that for these children, taking the time to meet with them and their parents BEFORE the all the hustle and bustle of the first day of school can do wonders for creating the all-important student-teacher relationship. These students often need extra help with getting to know the adults at the school and, most importantly, the routines and expectations of their new teacher.

When setting up this meeting with the parents, the administrator would want to stress that they are looking forward to the child's return to school and want to make sure that the child has the best year possible. This visit would allow for some extra time to allow for a good start of the school year.

Once the greeting of the parent and child is complete, the administrator can take time to speak with the parent while the teacher brings the child to his/her classroom and takes this opportunity to get to know the student: likes, dislikes and worries.

- Activities s/he likes to do
 - Outside of school
 - In class
 - At recess
- Talking about School Work
 - Describe interesting parts of the Language Arts and Math programmes and expectations: It's OK to make mistakes. How to get help from the teacher.
 - Ask what s/he finds easy and difficult in LA, Math and other subjects you will be teaching the student.
 - Ask "How can I best help you when you are having a hard time understanding how to do something?"
 - Go over daily schedule (give copy) – let the student know who his/her other teachers will be and make introductions, if possible.
- Learning and practicing class routines
 - Go over "entry to class" routine and any other key routines with the student.
 - Show student where to hang coat, put school bag and lunch kit etc.

The teacher could ask the student to practice the routine so that s/he could be the "model" for the other students.

Ideally the teacher should find a "job" for the student to do on the first few days of school.

If s/he is concerned that the student will be in trouble on the playground, the student should be invited to come to the class early to help with setting up the class for the first morning.

The teacher should also use this opportunity to introduce the student to their other teachers and important adults in the school.

The main purpose of this practice is to that on the first day of school, **both** the student and the teacher will look forward to being with each other.