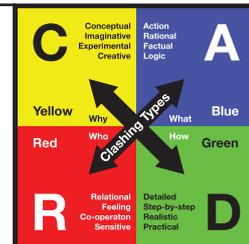# Disengaged Students by C.A.R.D. Type

CONCEPT Why "Why should I do it!"	ACTION What "I won't do it!"	RELATIONAL Who "Help me do it!"	DETAIL How "I can't do it!"
NEED: 'I need you to make it compelling and interesting to me'	**NEED: 'I need to be in control and avoid looking incompetent'**	**NEED: 'I need both positive reinforcement and your approval'**	**NEED: 'I need to fully understand before I'm willing to try'**
May sound like: • I don't get it! • How is this interesting / useful in the 'real world'? • Why do we have to do it this way? **Key Behaviours:** • Late, loud and laughing • Disruptive / calling out • Justifies viewpoint (part of learning process vs oppositional)	**May sound like:** • I don't have to do it if I don't want to! • This sucks! • I'm not going to do it! **Key Behaviours:** • Uses aggression to make others back off • Wants to work by themselves when unsure / avoids groups • Face-to-face direct eye contact	**May sound like:** • I'm unsure – am I on the right track? • Can you look over this for me (assurance seeking)? **Key Behaviours:** • Needs a lot of reassurance / praise / proximal support • May feel embarrassed if asked to speak in front of the group	**May sound like:** • I don't understand the task / the instructions are confusing! • I'm not doing this until I'm clear about exactly what we're doing! **Key Behaviours:** • Needs to have certainty/ clarity • Passively resists when uncertain • Fidgety / Nervous / Quiet
SUPPORT STRATEGY: Link task to a 'real world' current situation or future career choice that the student is interested in. If unsuccessful then pragmatically remind them completing the task quickly is easier than avoiding task and negative consequences.	**SUPPORT STRATEGY:** Pre-empt with non-example success task. Break task down further and give practise without peers watching. If task refusal continues, exit task and/or exit classroom rather then argue/escalate.	**SUPPORT STRATEGY:** Encourage, model and proximity support. Remind student of life skill to try things and be okay with feeling uncomfortable. Praise efforts as part of constructive feedback for sub par performance.	**SUPPORT STRATEGY:** Break down instructions further asking curious questions and modelling at each step. Allow extra practice of each step. Remind them of consequences and agree that they can choose what to do next then follow through.
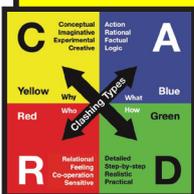
Student Support x C.A.R.D. Type – NON-VERBAL CUES*

*A student's underlying personality is central to understanding their patterns of behaviour. Depending upon context, students may also have additional behavioural overlays based on disability type, developmental age and any co-morbid conditions such as anxiety, depression etc. - all of which should also be factored into behaviour support planning. Use this tipsheet to identify one or more dominant personality preferences within identified students and associated support considerations.

CONCEPT Why	ACTION What	RELATIONAL Who	DETAIL How
NEED: 'Learning tasks that are exciting and interesting to me'	**NEED: 'Learning tasks where I can be independent/in control'**	**NEED: 'Learning tasks where I can share & interact with others'**	**NEED: 'Learning tasks with very clear steps I can follow'**
NON-VERBAL BEHAVIOURS • Day-dreaming, doodling, looking around to see what others are doing. • Often going off-task or intentionally/creatively working around regimented processes. • Giving up early on tasks that they are not personally interested in.	**NON-VERBAL BEHAVIOURS** • Jumping into tasks ahead of instructions. • Rushing vs being methodical. • Acting independently of others. • Resisting help or group work. • Easily frustrated and agitated.	**NON-VERBAL BEHAVIOURS** • Want to buddy-up and/or be near the teacher or their other 'favourite people'. • Require a lot of reassurance /praise/ proximal support. • Quick to feel embarrassed or personally offended and may emotionally escalate in response.	**NON-VERBAL BEHAVIOURS** • Requires well organised space familiar to them. • Protective of personal property. • Easily confused if instructions are unclear - requires modelling of steps. • May appear fidgety, nervous, quiet.
SUPPORT CONSIDERATIONS They respond best when they understand what the end result needs to look like and have some freedom to find their own way to that point. Create time and space for them to work flexibly towards the end goal. They dislike being micro-managed – if upset give them time to regroup before providing redirection or feedback.	**SUPPORT CONSIDERATIONS** Keep instructions short and concise – back up with visual cues of task and timeframe. Pre-empt with non-example success task. Break task down further and give practise without peers watching. If task refusal continues after redirection, exit task and/or exit classroom to avoid escalation trap.	**SUPPORT CONSIDERATIONS** Encourage, model and proximity support. Praise efforts as part of constructive feedback for sub par performance. Enable group work, as they like to sit close to others (so long as they like them). Praise their genuine desire to help and try their best. Implement any consequences discretely to avoid negative social impact.	**SUPPORT CONSIDERATIONS** Allow time to orientate to classroom setting and lesson plan. Break down instructions further and provide modelling at each step. Allow extra practise for each step. If task refusal occurs, remind them of consequences and let them choose what to do then follow up with consequences.
PRAISE PROMPTS: Awesome! Amazing! So cool! You're so clever/genius!	**PRAISE PROMPTS:** Great work! Well done! Nice one! (Thumbs Up)	**PRAISE PROMPTS:** Thankyou! You did a great job! You're so kind! You're so helpful!	**PRAISE PROMPTS:** That's perfect! That's excellent! That's brilliant!

Key Reflection Question: Does the student's Personalised Learning Plan consider both their personality preferences & any other contextual factors?