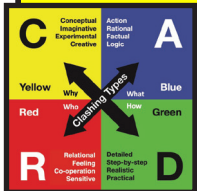


# Disengaged Students by C.A.R.D. Type

<b>CONCEPT</b> <b>Why</b> <u>“Why should I do it!”</u>	<b>ACTION</b> <b>What</b> <u>“I won’t do it!”</u>	<b>RELATIONAL</b> <b>Who</b> <u>“Help me do it!”</u>	<b>DETAIL</b> <b>How</b> <u>“I can’t do it!”</u>
<b>NEED:</b> ‘I need you to make it compelling and interesting to me’	<b>NEED:</b> ‘I need to be in control and avoid looking incompetent’	<b>NEED:</b> ‘I need both positive reinforcement and your approval’	<b>NEED:</b> ‘I need to fully understand before I’m willing to try’
<b>May sound like:</b> <ul style="list-style-type: none"> <li>• I don’t get it!</li> <li>• How is this interesting / useful in the ‘real world’?</li> <li>• Why do we have to do it this way?</li> </ul> <b>Key Behaviours:</b> <ul style="list-style-type: none"> <li>• Late, loud and laughing</li> <li>• Disruptive / calling out</li> <li>• Justifies viewpoint (part of learning process vs oppositional)</li> </ul>	<b>May sound like:</b> <ul style="list-style-type: none"> <li>• I don’t have to do it if I don’t want to!</li> <li>• This sucks!</li> <li>• I’m not going to do it!</li> </ul> <b>Key Behaviours:</b> <ul style="list-style-type: none"> <li>• Uses aggression to make others back off</li> <li>• Wants to work by themselves when unsure / avoids groups</li> <li>• Face-to-face direct eye contact</li> </ul>	<b>May sound like:</b> <ul style="list-style-type: none"> <li>• I’m unsure – am I on the right track?</li> <li>• Can you look over this for me (assurance seeking)?</li> </ul> <b>Key Behaviours:</b> <ul style="list-style-type: none"> <li>• Needs a lot of reassurance / praise / proximal support</li> <li>• May feel embarrassed if asked to speak in front of the group</li> </ul>	<b>May sound like:</b> <ul style="list-style-type: none"> <li>• I don’t understand the task / the instructions are confusing!</li> <li>• I’m not doing this until I’m clear about exactly what we’re doing!</li> </ul> <b>Key Behaviours:</b> <ul style="list-style-type: none"> <li>• Needs to have certainty/ clarity</li> <li>• Passively resists when uncertain</li> <li>• Fidgety / Nervous / Quiet</li> </ul>
<b>SUPPORT STRATEGY:</b> 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.	<b>SUPPORT STRATEGY:</b> 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 than argue/escalate.	<b>SUPPORT STRATEGY:</b> 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.	<b>SUPPORT STRATEGY:</b> 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.



## C.A.R.D. Secondary Subtypes (Additional Behaviours That May Co-exist)

<b>Yellow</b>	<b>Blue</b>	<b>Blue</b>	<b>Yellow</b>	<b>Red</b>	<b>Yellow</b>	<b>Green</b>	<b>Yellow</b>
The Yellow/ Blue 'Why should I do it!' subtype is also prone to outbursts of frustration if redirection is unsuccessful.		The Blue/Yellow 'I won't do it!' subtype will then question the big picture relevance if redirection is unsuccessful.		The Red/ Yellow 'Help me do it!' subtype will question the usefulness of the task if redirection is unsuccessful.		The Green/ Yellow 'I can't do it!' subtype (rare) will then question the big picture relevance if redirection is unsuccessful.	
<b>Yellow</b>	<b>Red</b>	<b>Blue</b>	<b>Red</b>	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Blue</b>
The Yellow/ Red 'Why should I do it!' subtype will become over-sensitive if redirection is unsuccessful.		The Blue/Red 'I won't do it!' subtype (rarer) will self/ blame and reassure you if redirection is unsuccessful.		The Red/ Blue 'Help me do it!' subtype (rare) will then become openly defiant if redirection is unsuccessful.		The 'Green/ Blue 'I can't do it!' subtype will then become oppositional if redirection is unsuccessful.	
<b>Yellow</b>	<b>Green</b>	<b>Blue</b>	<b>Green</b>	<b>Red</b>	<b>Green</b>	<b>Green</b>	<b>Red</b>
The Yellow/ Green 'Why should I do it!' subtype (rarer) will become hyper critical & argumentative if redirection is unsuccessful.		The Blue/ Green 'I won't do it!' subtype will seek to accuse you of unfairness and unclear instructions if redirection is unsuccessful.		The Red/ Green 'Help me do it!' subtype will criticise the task's methods/ details if redirection is unsuccessful.		The Green/ Red 'I can't do it!' subtype will also try to reassure you/ apologise if redirection is unsuccessful.	

### Wellbeing For Learning



A Teacher's Guide

with Stacey Crausaz



## Recommended 1:1 Classroom Boosters By C.A.R.D. Type

Choose Boosters that these students can assist with, that encourage peer interactions (e.g., #5, #1, #7).

Choose Boosters that allow for individual work and safely practice social interaction (e.g., #2, #3, #8, #9).

Choose Boosters that encourage peer cooperation and build relationships (e.g., #6, #10, #11, #12).

Choose Boosters that allow these students to have a 'job', be in charge of an aspect (e.g., #4, #7).

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