Remediation Model
For Disruptive Behaviours

1. Perception
2. Information
3. Analysis
4. Action
5. Evaluation - regulation

Adapted from CECM, UQ Network, 2010
Remediation Model: Step 1

1. Perception

When we acknowledge the existence of an issue, the first step is to ask ourselves:

"What is happening right now in the classroom? »

Adapted from CECM, (2010), Facilitator’s Guide – Workshop on time management, Universités du Québec Network, page 24
The second step is to gather the facts that will allow us to identify the current issue:

"What clues are at my disposal at the moment? »
Then, we put the clues collected in relation to one another to identify the issue, compare possible strategies, and then choose an intervention:

"What is at stake? What would be the most effective action to take in the current context? »

Adapted from CECM, (2010), Facilitator’s Guide – Workshop on time management, Universités du Québec Network, page 24
Remediation Model: Step 4

4. Action

The next step is to act promptly to minimize the impact of the issue on class climate and learning.

"How will I proceed to increase my chances of success?"

Adapted from CECM, (2010), Facilitator’s Guide – Workshop on time management, Universités du Québec Network, page 24
Remediation Model: Step 5

5. Evaluation - regulation

After class, we assess the effectiveness of our actions and then review and adjust the strategy for future use. This is part of reflective practice:

"What went well? What can I improve for next time? »

Adapted from CECM, (2010), Facilitator’s Guide – Workshop on time management, Universités du Québec Network, page 24