Teacher-Student Conversation Protocol
Planning Sheet

The more strategically you plan for these conversations, the more likely they will be effective in helping the child improve and feel more competent and autonomous. Use this worksheet to guide your preparation.

**Focusing the Conversation**

What is the issue you want to discuss with the child?
____________________________________________________________________________________
____________________________________________________________________________________

What factual information do you have about this issue?
____________________________________________________________________________________
____________________________________________________________________________________

If you do not have much factual information, when, where, and how will you collect it?
____________________________________________________________________________________
____________________________________________________________________________________

**Planning What to Say**

*Introduction*: How will you personally connect with the child?
____________________________________________________________________________________
____________________________________________________________________________________

*Problem*: How will you neutrally describe the problem to the child?
____________________________________________________________________________________
____________________________________________________________________________________

*Causes*: What are some possible reasons for the problem?
____________________________________________________________________________________
____________________________________________________________________________________

*Suggestions*: What are some strategies you might suggest to the child?
____________________________________________________________________________________
____________________________________________________________________________________

*Closing*: Decide how the student will proceed and when you will follow up to talk about how well it’s going.
____________________________________________________________________________________
____________________________________________________________________________________

Figure 6.5