

Talk Ticket



Description: Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The “Talk Ticket” assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

Materials: Copy of the “Talk Ticket” form (attached)

Preparation: If you choose to use Form B or C of the Talk Ticket, which lists several trusted adults that the student might choose to meet with, you will need to check in with these professionals prior to starting the intervention to describe the intervention to them and obtain their permission to be listed as contacts.

Intervention Steps:

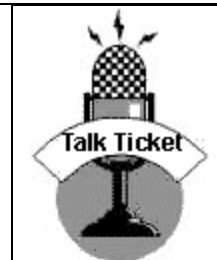
- Step 1:** Choose a version of the Talk Ticket form from the examples that accompany this intervention description.
- Step 2:** Meet with the student privately to introduce the Talk Ticket intervention. Tell the student that, when an upsetting incident occurs that the teacher cannot immediately meet with the student to discuss, the student will be given a “Talk Ticket.” This ticket will guarantee that the student will be able to meet with a trusted adult to debrief about the incident –but at a time that will not interfere with instruction.
- Step 3:** Whenever you note that the student is upset about an event or issue but you not have time to meet immediately with the student to discuss the situation, write out a Talk Ticket that notes a time and location for the student to meet with a trusted person (e.g., you, school counselor, administrator, teacher) to problem-solve about the issue.
- Step 4:** Be sure that the student is allowed to ‘redeem’ his or her Talk Ticket at the time noted! If you have listed several adult contacts in the school whom the student might choose to meet with, you may decide to let the student work down the list, checking in with each of the adults listed until the student finds one who has time to meet with him or her.
- Step 5 (Optional):** After the student meets with an adult to talk about the upsetting situation, you might choose to have the student complete the “Talk Ticket Reflective Planner” form. Or the student and adult can complete this form together as part of their conference.

Teacher Notes:

This intervention will probably be most effective if the adult who debriefs with the student is able to use a structured problem-solving approach to help the student reflect on (1) what factors led to the problem in the first place and (2) how he or she might avoid such problems in the future. If time allows, consider using the Form C version of the Talk Ticket and have the student fill out the “Talk Ticket Reflective Planner” as well.

*Form A**Talk Ticket*

This ticket entitles _____ to a conversation with:

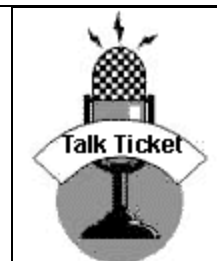


The conversation will take place on (date/time) _____

at (location) _____

*Form B**Talk Ticket*

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):



1. _____

2. _____

3. _____

The conversation will take place on (date/time) _____ .

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.

Form C

Talk Ticket

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):



1. _____
2. _____
3. _____

The conversation will take place on (date/ time) _____ .

The student will talk with the adult about the following incident or concern:

The student will:

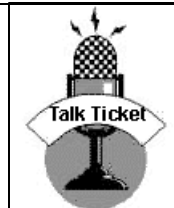
- *Describe what happened*
- *Talk about what role he or she played in this event*
- *Think of other positive things that the student could have done to bring about a better outcome*
- *Think of other positive things that the teacher or other people could have done to bring about a better outcome*
- *Come up with appropriate 'next steps' that the student could take to improve the situation.*

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.

Talk Ticket Reflective Planner:

After talking with an adult, write down your thoughts about the situation or event that you are concerned about.

Describe what happened in the incident or event:



What role did you play in making this incident worse or better?

What are some other positive things that you could have done to bring about a better outcome?

What are some other positive things that the teacher or other people could have done to bring about a better outcome?

What are appropriate "next steps" that you can now take to improve the situation or set things right?
