Working To Prevent Challenging Behavior

- Think about your approach
  - Consider the strategies you use to encourage positive classroom behavior

- Visualize Possible Challenges (i.e. be prepared)
  - Develop clear-cut strategies that will help you stay grounded when challenges arise

- Make your expectations clear from the beginning
  - Have classroom rules (and have them posted).
    - Have them be positive, specific, and concise
    - Spell out what the consequences are for choice that go against classroom rules or do not live up to expectations

- Model positive behavior (model positive choices)
  - Remind yourself to follow the rules
    - Remember “monkey see, monkey do…”

- Encourage, Encourage, Encourage
  - Encourage those who are trying (need positive reinforcement)

- Show respect
  - Listening to students’ needs and preserving their dignity
  - Living up to students’ expectations

- Be Consistent
  - Address student behavior in a consistent manner

- Keep Students Challenged and Busy
  - Make sure students are working at appropriate levels
  - (Avoid frustration and boredom)

- Listen to Students’ Suggestions
  - Students more responsive when their voice is heard
    - Such as gathering their thoughts on classroom rules
Characteristics of Effective Behavior Managers

1. Respect their own strengths and weaknesses as seriously as those of their students
2. Understand that social-emotional growth is a never-ending process
3. Clearly communicate rules, goals, and expectations
4. Respond to behaviors consistently and predictably
5. Exhibit high degrees of empathy and self-efficacy

Behaviors Teachers exhibit that contribute to successful classroom management include:

- Having materials organized
- Using a pleasant tone of voice
- Being aware of multiple elements of group functioning simultaneously
- Being able to anticipate possible problems and react quickly to avoid them
Emphatic Teachers (who report experiencing less stress) exhibit these qualities:

- Warm
- Caring
- Affectionate
- Friendly (smile frequently)
- Soft-spoken
- Calm
- Relaxed
- Humorous
- Analytical of behavior and motives
- Able to predict how another will react
- Able to sympathize
- Not easily incited to express anger
- Not easily depressed under difficult circumstances
- Able to subordinate their own need and feelings for another’s benefit
- Spontaneous
- Balanced in feelings of self-worth and self-regard
- Encouraging
- Inspiring
- Motivating
- Adaptable to the needs of others
- Altruistic (desire to make personal contribution)
- Able to give positive verbal and non-verbal feedback
- Conscientious in attending to the needs of others
- Do not need to be the center of attention
- Make others centrally involved
- Independent and creative
- Totally accepting of individual differences, but do not focus on deviance
- Highly intuitive and feeling
- Do not feel a great need to control all people and events
Behavior Management Checklist

Mark each recommendation with an “S” (skilled in that area), “N” (needing improvement). Use the ones marked “N” for setting goals for professional growth.

The Plan

__ I have a comprehensive behavior management plan with includes;
   - positively stated rules that tell students what they ought to be doing
   - rules which are in addition to, not redundant of school rules
   - a listing of consequences proceeding from mild penalties to removal from the room
   - ways to recognize and thank students for having displayed appropriate behavior

__ I have submitted my behavior management plan to my administrator and scheduled a meeting to review the plan. If the plan is approved, I will ask for his/her support when a student has reached the last step of my consequence list (removal from the classroom to the school office)

The Implementation of the Plan

__ My plan applies equally to all students. I do not allow myself to be intimidated by certain students. I do not let crying or pleas for leniency keep me from administering consequences (unless I have made a mistake in judgment)

__ I see humor in situations and chuckle as some of things my students do. I don’t penalize “nutty” behavior that will go away in a second.

__ I use humor or distraction to redirect mild misbehavior.

__ I avoid “empty comments” (i.e. your book bag is in the aisle) unless I am purposefully trying to give hints to behavior

__ When students are misbehaving, I will them clear, firm direction to do something or I ask “What should you be doing right now?”

__ If my direction is not followed, I administer the first consequence from my list. I continue through the list until I gain compliance. I encourage that compliance all the way rather than using the next consequence to threaten students.

__ I CONSISTENTLY enforce rules by moving through the hierarchy of consequences.

__ I am in control of my emotions when disciplining.
   __ I NEVER (ever) yell at my students (except situations in which someone is in danger)
   __ I use respectful terminology when disciplining my students.
   __ I use a calm, firm, respectful tone of voice when administering consequences.
I never “nag” or lecture students who have misbehaved (b/c they stop listening after the 4th word)

I NEVER plead with students to behave. They obey my direction or receive a penalty from the list of consequences. Compliance to my direction is met by a polite “thank you.”

If I decide that it is best to purposefully ignore a student’s behavior, I am praising other students for showing appropriate behavior.

I constantly watch for opportunities to positively react to my students who are behaving.

Prevention Instead of Reaction

I pleasantly greet my student at the classroom door to keep rowdy behavior from entering my room. Students must first calm themselves before entering.

A “Do now” activity is written on the board for students to see as they enter the room. They know that they are to begin that short, simple assignment immediately (before the bell sounds). This activity focuses students and prepares them for the upcoming lesson.

Although I am flexible in my approach to kids, my classroom is a structured place.

I have standardized routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.

I maintain a warm, helpful, and positive learning environment

Managing Behavior By the Way I Teach

I am organized and prepared for each lesson.

My lessons are well-paced. I start promptly, keep things moving, and allow a few minutes before the bell for a quick review and/or clean up

I vary my methods. I know that teaching involves more than just giving out dittos and copies.

I make my lessons interesting in order to motivate students (ex. Multi-media use, hands-on)

I ask the question before I select a student to answer it (otherwise the student will stop listening/thinking)

Outside of the classroom

Knowing that students behave better for teachers they like, I get to know my pupils on a somewhat personal basis and speak with them outside of class. I realize that kids don’t listen to the message unless they like the messenger.

I seek new teaching ideas and positive ways to manage behavior. I just don’t complain.
Consequence Planning Decision Flowchart Model

1. Teach and encourage appropriate behavior

Provide natural positive consequences immediately upon demonstration of the replacement behavior

Withhold access to natural positive consequences immediately upon demonstration of the problem behavior and provide prompts

2. Continue with program and gradually decrease prompts

Has the student demonstrated the replacement behavior?

Yes

Student consistently demonstrates the replacement behavior?

Yes

Problem solved?

Yes

Consider the use of different negative consequences

End

Go to 2

No

No

Go to 1

No

Go to 1

Has the student demonstrated the replacement behavior?

Yes

Does the student continue to demonstrate the problem behavior?

Yes

Consider the use of different artificial positive consequences

Go to 1

No

Problem solved?

Yes

Consider the use of different negative consequences

End

No

Go to 2
Proactive Intervention Skills

Changing pace of classroom activities: Restructure situation and involve students in other activities that require active student participation and help them to refocus interests.

Removing seductive objects: Collect object that is competing with teacher

Interest boosting: Teacher shows interest in student’s work, thereby bringing the student back on-task (walking over and checking how work is going, asking student to share work)

Redirecting behavior: Refocus student’s attention, ask them to read, do a problem, or answer a question (treat student as if he/she was paying attention).

Nonpunititive time out: Teacher quietly asks student if she would get a drink or invites her to run an errand or do a chore

Encouraging the appropriate behavior of other students: Make positive comments about other students’ behavior show are making good decisions. Reminds off-task students of the behavior that is expected of them

Providing cues for expected behavior: Use a cue that students understand. Can close the door, flick the lights, or even make a motion with one’s hands.
Remedial Intervention Skills – Nonverbal Interventions

**Planned ignoring:** Ignoring a behavior, under the assumption that ignoring it will cause it to lesson and eventually disappear (i.e. student is engaging in behavior to obtain attention)

**Signal Interference:** Any type of nonverbal behavior that communicates to the student without disturbing others that the behavior is not appropriate (should be clearly directed at the off-task student)

**Proximity Interference:** Any movement toward the disruptive student (i.e. move closer)

**Touch Interference:** A light, nonaggressive physical contact with a student. Can be taking hand or placing hand on shoulder (be aware of limitations and possible negative outcomes)
Remedial Intervention Skills – Nonverbal Interventions

Adjacent (Peer Reinforcement): Behavior that is reinforced is more likely to be repeated. Peer reinforcement focuses class attention on appropriate behavior rather than on inappropriate behavior. Teacher comments publicly on appropriate behavior of another student.

Calling on the Student/Name-Dropping: Teacher redirects the student to appropriate behavior by calling on the student to answer a question or by inserting the student’s name in an example or in the middle of a lecture if asking a question is not appropriate.

Humor: Humor is directed at the teacher or at the situation rather than at the student can defuse tension in the classroom and redirect students to appropriate behavior. (Humor, not sarcasm).

Questioning awareness of effect: Teacher makes student aware of impact of his/her behavior through the use of a rhetorical question, which requires no response from a disruptive student.

Sending an “I Message”: “I Message” is three-part message that is intended to help the disruptive student recognize the negative impact of his/her behavior on the teacher. Three parts: (1) simple description of the disruptive behavior, (2) description of its tangible effect on the teacher and/or other students, (3) a description of the teacher’s feelings about the effects of the misbehavior.

Direct Appeal: Courteously requesting that a student stop the disruptive behavior.

Positive Phrasing: When the positive outcomes of appropriate behavior are easily identified, simply stating what the positive outcomes are, can redirect students to proper behavior. “As soon as you do X (make a good decision), we can do Y (a positive outcomes).”

“Are Not For’s”: Use “are not for.” Pencils are not for drumming on desks, pencils are for writing.
Reminder of the Rules: Reminding disruptive students of the rules, when a teacher has established clear guidelines or rules early in the year and has received student commitment to them.

Glasser’s Triplets: Teachers direct students to appropriate behavior through the use of the three questions: (1) What are you doing?, (2) Is it against the rules?, and (3) What should you be doing? (Asking open-ended questions may result in student responses that are dishonest, improper, or unexpected).

Explicit Redirection: An order to stop the misbehavior and return to acceptable behavior (Teacher gives a command and leaves no room for student rebuttal).

Canter’s “Broken Record”: Strategy for communicating to the student that the teacher will not engage in verbal bantering and intends to make sure that the student resumes appropriate behavior. Teacher begins by giving the student an explicit redirection statement. If the student doesn’t comply or if the student tries to defend or explain his behavior, the teacher repeats the redirection.

Comply or Face the Logical Consequences: “You Have a Choice”: Use of logical consequences. 3 types of consequences: natural, logical, and contrived. Natural – teacher does not take any action and allows natural consequences to occur. Logical – requires teacher intervention and consequences are related as closely as possible to the behavior. Contrived – consequences imposed on the student by the teacher and are either unrelated to student behavior or involve a penalty beyond which is fitting for the behavior.

“You have a choice”: Give the student a choice of either complying with the request or facing the consequences. Giving choice.
Phases of Acting-Out Cycle

1. Calm: Students on-task and goal-oriented, follow classroom rules and expectations, respond well to praise and other forms of recognition, comply with suggestions and correction, and take the initiative in classroom routines and academic work.

2. Trigger: Something happens that is anxiety provoking or discomforting to the student. Triggers may include conflicts with other students or adults, denial of need, changes in routine, pressure, threats, abuse, etc.

3. Agitation: An increase or decrease in behavior may indicate agitation. The perceptive teacher who spots these increases or decreases in behavior quickly and recognizes that something needs to be done to keep the student from becoming more agitated may move him/her toward the calm phase.

4. Acceleration: Agitation preludes acceleration. In this phase, the student is looking for ways to draw other people, peers, or adults, into a struggle. The student finds ways of inviting others to engage him or her in coercive interactions.

5. Peak: Out of control (serious property destruction, physical assault, self-injury)

6. De-escalation: After coming back down from being out of control, students typically show signs of confusion. May be withdrawn, deny anything happened, blame others, etc.
