

Managing Problem Behaviors

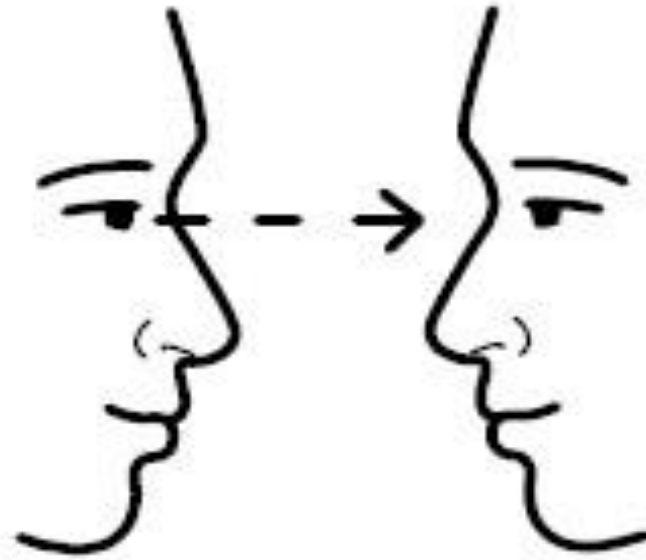
What to do when they drive you crazy.

Chapter 9

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Pre-Assessment: Question 1

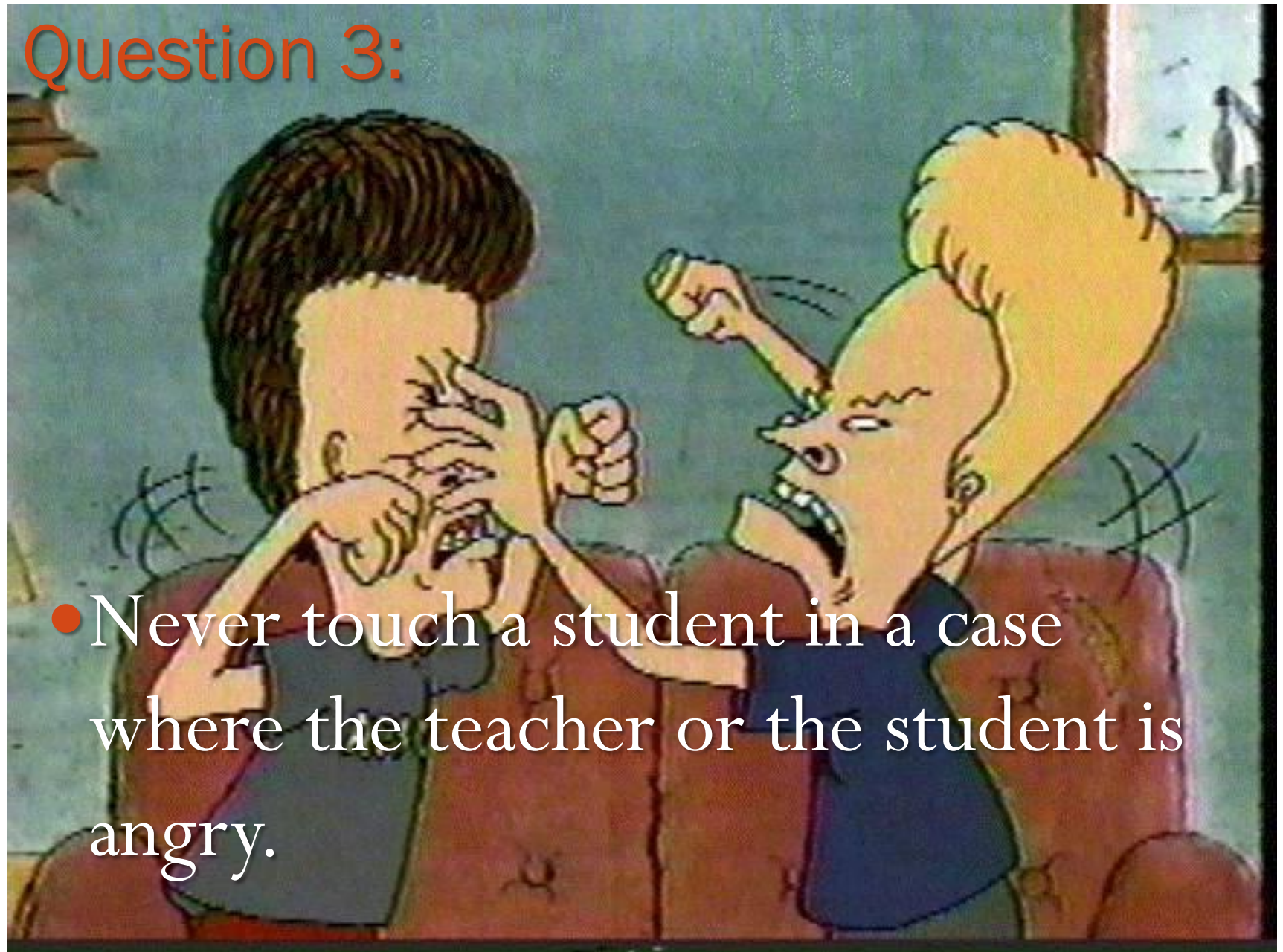
- It is important to make eye contact with the student that is acting out.



Question 2

- A good non-verbal clue to use with disruptive students is flipping them the bird.

Question 3:



- Never touch a student in a case where the teacher or the student is angry.

Question 4:

- Give the student a choice:
A good choice to give a student would be: “You may choose to complete your assignment now or you will receive an F for this whole 9 week period.”



Question 5:



A good method for behavior management is sending every disruptive student to the principal's office

Nonproblem:

- Brief inattention
- Small talk
- ‘Woolgathering’

Minor Problems:

- Calling out
- Leaving seat without permission
- Doing unrelated work
- Passing notes
- Eating
- Scattering trash
- Talking excessively

Major problem:

- Chronically off task student
- Student who rarely completes assignments
- Refusal to do work
- Cheating
- Vandalism

Escalating or spreading problem:

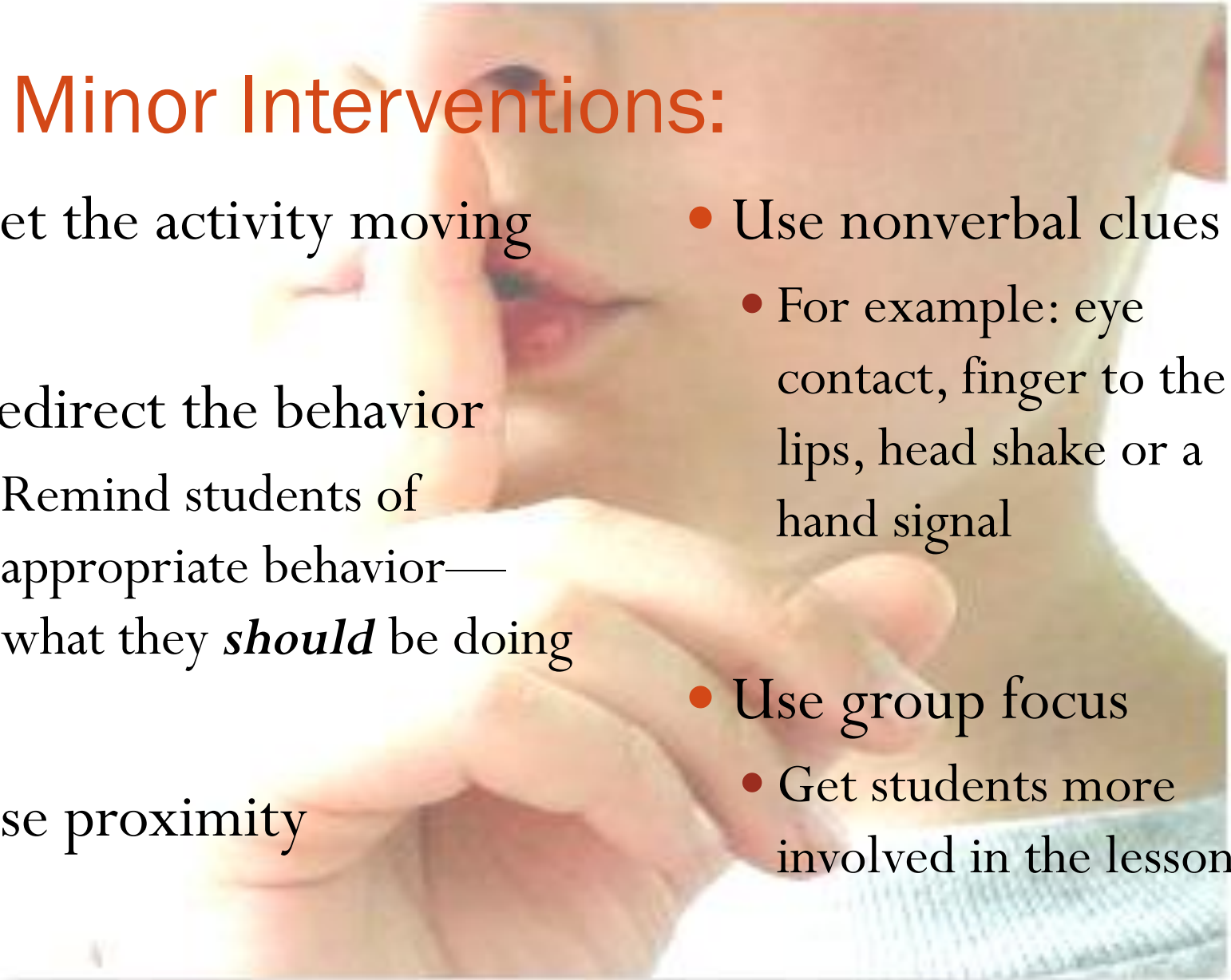
- Repeated violation of classroom rules by numerous students
- Unabated talking / socializing
- Talking back
- Non-cooperation

Interventions

Minor, Moderate and More
Extensive Interventions

Minor Interventions:

- Get the activity moving
- Redirect the behavior
 - Remind students of appropriate behavior—what they *should* be doing
- Use proximity
- Use nonverbal clues
 - For example: eye contact, finger to the lips, head shake or a hand signal
- Use group focus
 - Get students more involved in the lesson



Minor Interventions Continued

- Provide needed instruction
 - Students may not understand—give assistance!
- Issue a brief desist
 - With direct eye contact and assertiveness.
- Give the student a choice
 - Between behaving appropriately or receiving a consequence
- Use an ‘I-message’

Moderate Interventions:

- Withhold a privilege or desired activity
- Isolate or remove the student
- Assign detention



Moderate Interventions Continued

- Use a fine or penalty
 - Such as writing sentences
- Use a school-based consequence
 - Referral to office

More Extensive Interventions:

- Hold a conference with the parent or guardian
- Phone or face-to-face

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"The bad news is your son failed every test I gave this term. The good news is that we know he's not abusing any mind-expanding drugs."

More Extensive Interventions....Continued!

- Design an individual contract with the student
- Use a check or demerit system
- Use problem solving
- Use a 5-step intervention procedure
- Use the 'Think Time' strategy
- Use the Reality Therapy Model
- Use Peer Mediation

Special Problems

- Disrespect, Defiance or Hostility toward the Teacher
- Fighting
- Other Aggressive Behavior
- Bullying

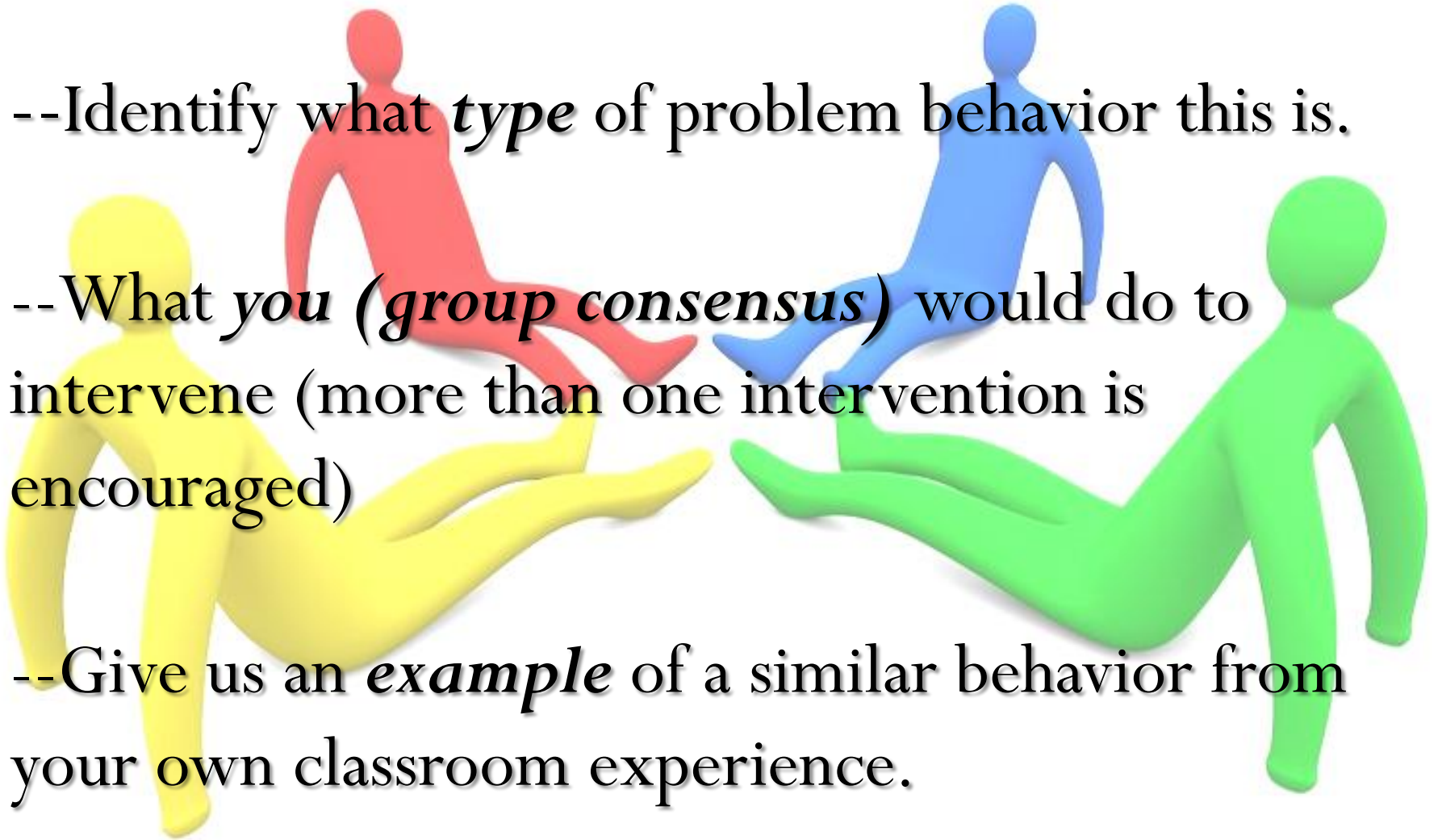


In your groups you need to:

--Identify what *type* of problem behavior this is.

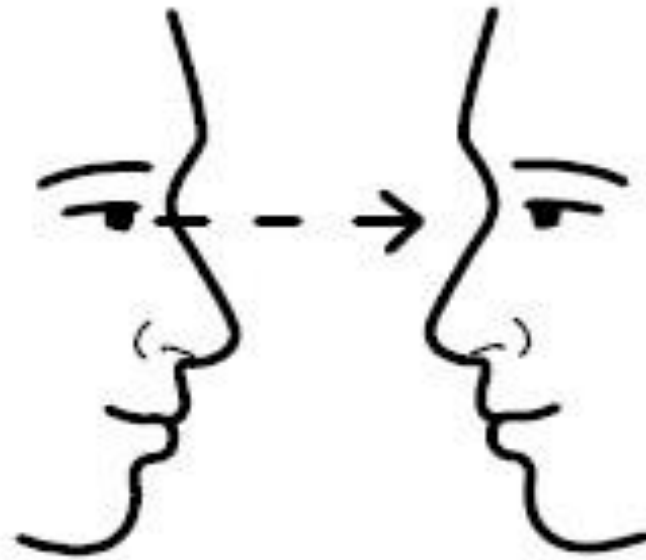
--What *you (group consensus)* would do to intervene (more than one intervention is encouraged)

--Give us an *example* of a similar behavior from your own classroom experience.



Post-Assessment Question 1

- Is it important to make eye contact with the student that is acting out?



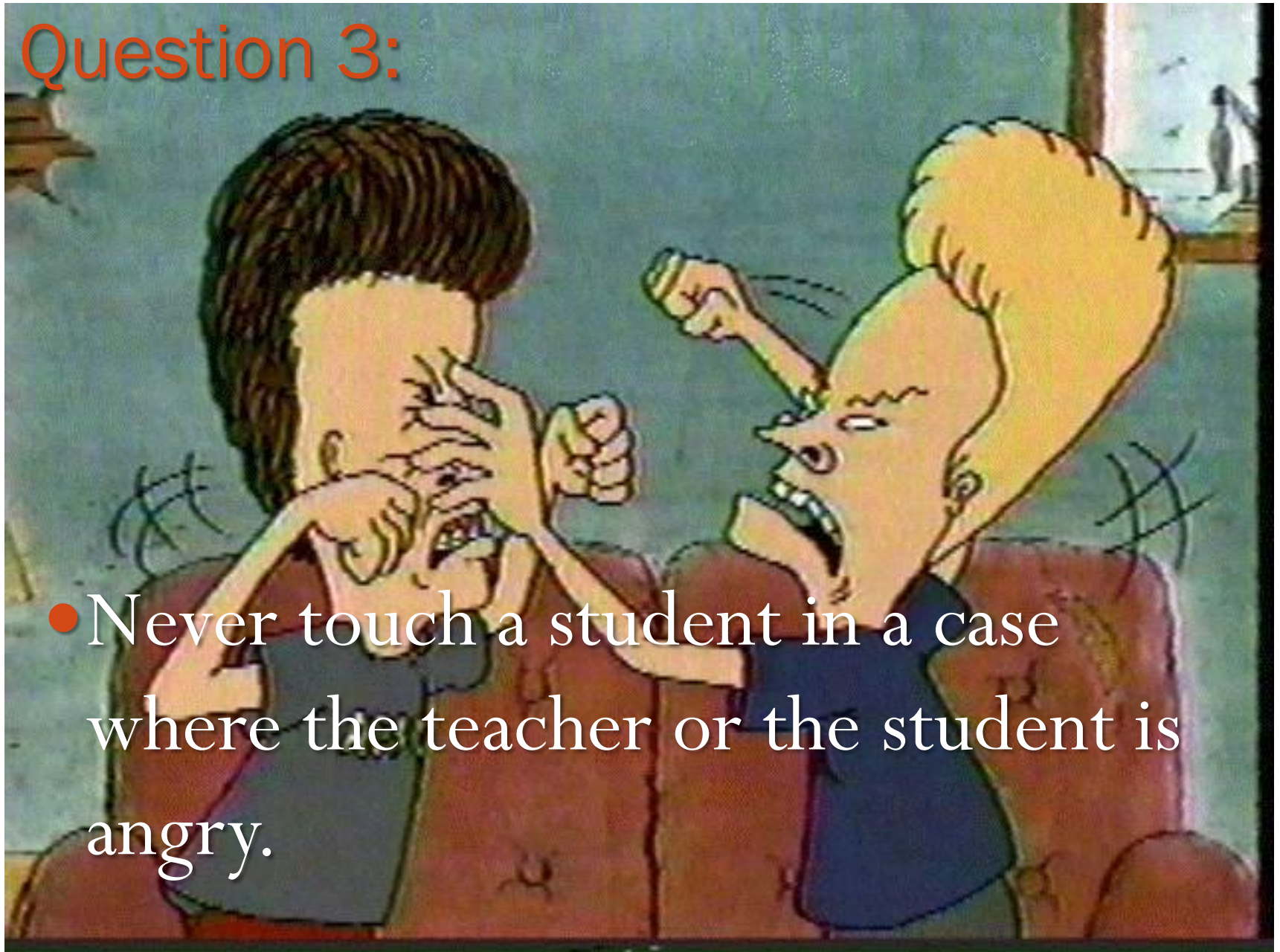
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