

Chapter 9 Summary

Problem Behaviors

1. Nonproblem – do not address
 - a. Brief inattention
 - b. Talking during transitions
 - c. Short sessions of daydreaming
2. Minor Problem - against the rules but not too disruptive
 - a. Calling out answers or leaving seat without permission
 - b. Passing notes
 - c. Doing other work during class time
 - d. Can escalate if not addressed
3. Major Problem, but Limited in Scope and Effects
 - a. Activity is disrupted
 - b. Not completing assignments
 - c. Chronically off task
 - d. Vandalism
 - e. Cheating
 - f. Limited to one student, isolated occurrences
4. Escalating or Spreading Problem
 - a. Minor or major problems that become commonplace
 - b. Many students engaging in misbehavior
 - c. Leads to breakdown of authority of teacher

Management Strategies

1. Minor Interventions
 - a. Use non-verbal cues: eye contact, finger to lips, head shake
 - b. Use proximity: move closer
 - c. Redirect the behavior: state to the class as a whole what should be done (“you should be working on the project”)
 - d. Provide needed instruction: students off task because they are confused, talk to class as a whole to give more explanation
 - e. Issue a brief desist: tell the student to stop using eye contact and assertiveness
 - f. Give the student a choice: behave appropriately or get a consequence – be specific on both
 - g. Use an I-message: When you.... (problem), then (describe effect), and it makes me feel (emotion)
2. Moderate interventions
 - a. Withhold a privilege or desired activity
 - b. Isolate or remove students: give them a choice when to return (when you feel that you can follow the rules you can come back)
 - c. Use a fine or penalty: look up words in dictionary and write definitions or write out multiplication tables
 - d. Assign detention: often used for misbehaviors regarding time (tardy, time-wasting)
 - e. Office referral: may be effective for students that do not respond to another method
3. More extensive interventions

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- a. Behavior contract: have clear rules and consequences
 - b. Parent conference: by phone or in person, ask for help in resolving problem behavior
 - c. Check or demerit system: used with entire class, name on the board strategy
 - d. Problem solving (chapter 8)
 - e. 5-step intervention:
 - i. non-verbal cue
 - ii. verbal cue
 - iii. indicate choice student is making
 - iv. move student to a section in room to make a plan
 - v. move student to the office to make a plan
 - f. Use the think time strategy: partner with another teacher for a room to send the misbehaving student to with instructions to think about their behavior
 - g. Use the reality therapy model:
 - i. Establish involvement with the students
 - ii. Focus on behavior
 - iii. The student must accept responsibility for behavior – no excuses
 - iv. The student should evaluate the behavior
 - v. Develop a plan
 - vi. The student commits to follow the plan
 - vii. Follow up and follow through
 - h. Use peer mediation: usually a school-wide program
4. Special problems
- a. Chronic avoidance of work: intervene early, investigate the cause, involve parents if necessary
 - b. Fighting: try to have more than one adult intervene and involve the administration
 - c. Other aggressive behavior: separate students, monitor for escalating behavior
 - d. Bullying: follow the school's plan and discuss with students when necessary
 - e. Disrespect, defiance, or hostility towards the teacher: try to diffuse the situation and handle it later one-on-one with the student.