

Correcting Problem Behavior and Maintaining the Flow of Instruction

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Overview

1. Focus on problem behavior
2. Basic limitation
3. Challenge
4. Video clip analysis
5. Addressing non-compliance
6. Managing disrespectful behavior
7. Concluding remarks

Fundamental Limitation

- When you address problem behavior you provide the student(s) with attention.
- Attention reinforces behavior?
- Who caused the delivery of attention?
- Who is not getting attention?

Result

PROBLEM BEHAVIOR BECOMES A TOOL FOR STUDENTS TO :

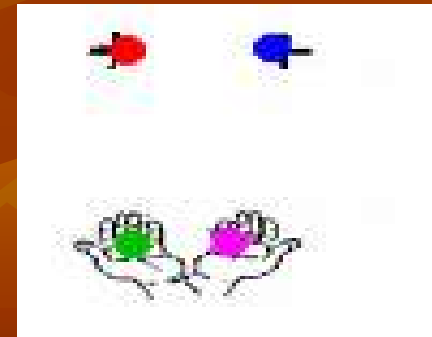
- 1. Take charge of securing attention and simultaneously*
- 2. Removing attention from the students on task.*

Challenge

1. How to address or correct the problem behavior and

SIMULTANEOUSLY

1. Maintain the flow of instruction



Video Clip Questions

1. What caused the student to escalate?
2. What caused the teacher to escalate?
3. What would you recommend to prevent this situation?

Focus on Instruction First

1. Present an entry task-get the students going!
2. Take student aside.
3. Present the problem to the student and ask the student to take care of it- “Put it on the kid.”
4. Connect with class.
5. Respond to student based on decision.

Featured Problem Behavior Managing Non-Compliance

Examples of Non-Compliance Defiance



- Not-following directions
- Insubordination
- Not-minding
- Oppositional behavior
- Slow to respond properly
- Responding poorly

Definition

What was common in all of those examples of non-compliance?

1. The teacher makes a request to the student(s)
2. The student either fulfills the request
 - a. Satisfactorily~ COMPLIANCE
 - b. Unsatisfactory~ NON-COMPLIANCE

Analysis

What does the student(s) get from non-compliance?

OR

Why does non-compliance work for the student(s)?

Reinforcers for Non-Compliance

1. They get what they want.

OR

2. They avoid what they don't want.

OR

3. They become engaged in a power struggle.

Basic Strategy

- Step 1: First response should be to maintain the flow of instruction
- Step 2: Re-present the request and a small negative consequence as a *decision*
- Step 3: Allow student(s) some time to process the decision and attend to class.
- Step 4: Follow through based on student's choice.

Open Forum

What are the common behaviors you deal with in the classroom?

Additional Source Material:

Developed by Colvin

Book

Colvin, G. (2004). Managing the Cycle of Acting- Out Behavior in the Classroom. Eugene, OR: Behavior Associates.

Videos

Colvin, G. (2004). Managing Non-Compliance: Effective Strategies for K-12 Teachers. Colvin, G. (1999). Defusing Anger & Aggression. Eugene, OR: IRIS Media Inc.

Colvin, G. (1999). Defusing Anger & Aggression. Eugene, OR: IRIS Media Inc.

Other Products, Other Handouts and This Handout

[www. behaviorassociates.org.](http://www.behaviorassociates.org)

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