










# Managing Classroom Disruption

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Eugene, Oregon  
February 15, 2008



# AGENDA

-  Welcome
-  Order of the day
-  Pre-Requisites
-  Opening activities
-  Classroom disruption defined
-  Behavior analysis model
-  Target behaviors for classroom disruption:
  - Noncompliance
  - Emotional behavior
  - Disrespect
-  Analyses and Strategies to address target behaviors
-  Closing

# Pre-Requisites

That a basic, proactive behavior management plan is in place in the classroom where:

- Behavior expectations have been established
- Desirable behavior is systematically encouraged
- Problem behavior is systematically corrected
- Sound instructional practices are in place to encourage student learning
- Steps are taken to establish productive student-teacher and student-student relationships

# Activity

***Compare these two classroom examples?***

## Example One:

Bill often says he hates math. One morning he refused to open his math book, get out his notebook and was just sitting there. The teacher reminded him to get started. He said he hates math and folded his arms. The teacher approached him and said told that he needs to get ready for math or he would have to do it during the break. He then pushed the math book on the floor and said he is not going to do any ... (expletive) math. The teacher sent him to the office for non-compliance and disrespect.

## Example Two:

Another student was having a bad day. She had troubles the evening before at home and had a big argument with another girl on the bus. In the first period, she made several mistakes in the science quiz and became very agitated mumbling that she never gets any help. The teacher came over and tried to help her correct the errors. She became more agitated and shouted angrily that she wants to be left alone. The teacher moved her to a corner of the room to calm her down and directed the rest of the class to keep working

# List what is the same in each example

1.

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2.

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3.

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4.

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5.

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# List what is the different in each example

1.

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2.

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3.

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4.

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5.

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# SUMMARY

 The Same: Each situation resulted in some level of classroom disruption.

 Difference: Each student had different needs implying different interventions.

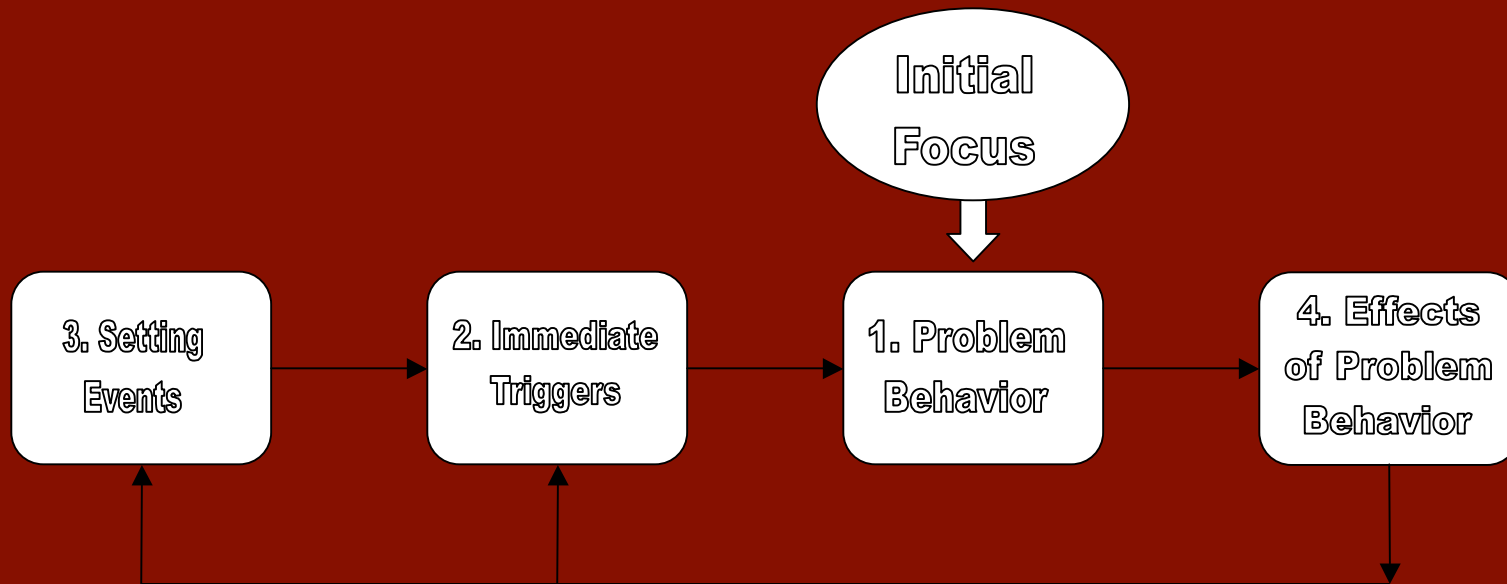
# Classroom Disruption Defined

*Classroom disruption* is defined as those student behaviors that cause *instruction or the intended classroom activity* to cease or to proceed with difficulty.

# Classroom Disruption Targets

1. Non-Compliance and Defiance
2. Emotional Outbursts
3. Disrespectful Behavior

# Behavior Analysis Model



# Stages

Initial focus

Stage 1: Problem behavior

Stage 2: Immediate triggers

Stage 3: Setting events

Stage 4: Effects of the problem behavior

## Example 1

Initial focus

Problem behavior

Immediate triggers

Setting events

Effects of the problem behavior

## Example 2

Initial focus

Problem behavior

Immediate triggers

Setting events

Effects of the problem behavior

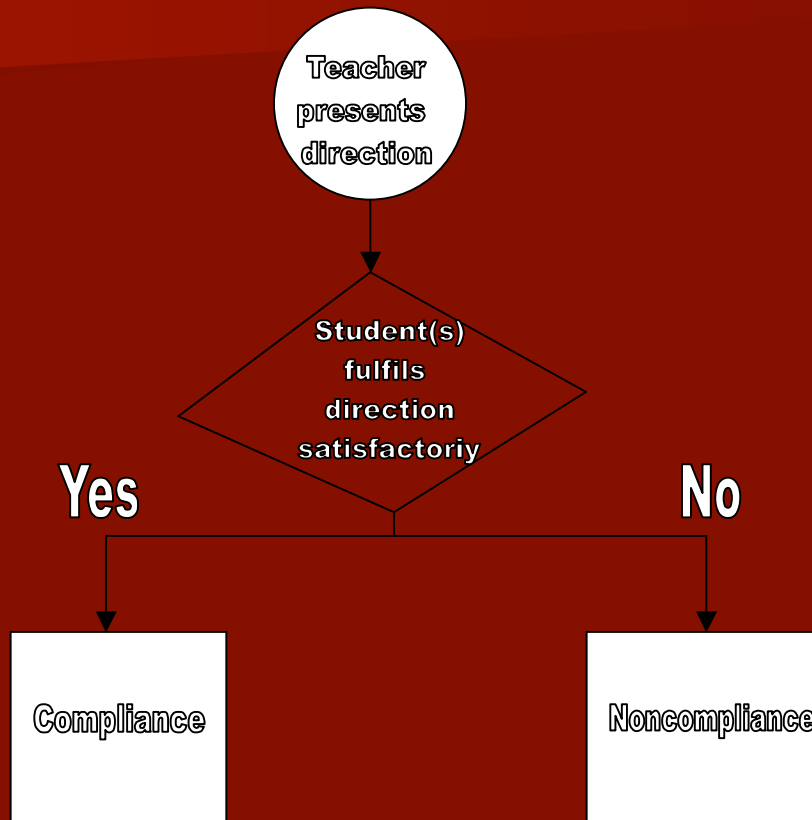
# Target Disruptive Behavior #1

## Non-Compliance & Defiance

### Synonyms

- Oppositional behavior
- Insubordination
- Resists directions
- Does not mind
- Non-cooperative
- Limit testing

# Defining Non-Compliance



# Pre-Requisites

## Criteria:

- Person has authority
- Direction is delivered (explicit or implicit)
- Student's attention secured
- The direction is clearly understood
- Student can perform the task satisfactorily.

# Examples of Non-Compliance

- Overt or blatant refusal
- Latency
- Task completion time
- Substandard response
- Accompanying inappropriate behavior
- No response or maintenance of current responses

# Functions of Non-Compliance

- Activity
  1. Give an example of non-compliance and then
  2. Identify what the student gains from the non-compliant behavior.

# Functions of Non-Compliance

“What does the student gain from non-compliant behavior?”

The overall function of non-compliance is to *change the demand situation* (by modifying the demand or removing it through *AVOIDANCE AND/OR ESCAPE*)

# Checklist for Functional Behavior Assessment

Review the checklist questions in the separate hand-out for gathering information on each of the four components of a functional behavioral assessment for non-compliance.

# Interventions

- 1. Proactive systems for all students
- 2. Individual strategies

# Proactive Systems for all Students

- At the heart of a proactive approach for addressing non-compliance is to effectively *teach cooperation* as a schoolwide and classroom expectation.
- Younger students –Teach behavior (Check behavior instruction plan in alternate hand-out).
- Older students: *Remind, supervise, feedback*

## Individual Strategies Based on FBA

### Step 1: Pin-Point Problem and Expected Behaviors

#### Step 1A: Identify Non-compliant behavior(s)

- Overt or blatant refusal to follow directions
- Latency (unreasonably slow to respond)
- Task completion time is unreasonable
- Substandard response
- Accompanying inappropriate behavior
- No response or maintenance of current activity

## Step 1B: Identify Expected/Replacement behavior

- List what is expected of the student(s)
- List what other students do that is acceptable (norm)
- Clarify reasonable standard of response (time taken, latency, criterion)

# Step 2: Defuse Immediate Triggers

- Teach replacement/expected behavior
- Pre-correct (remind, coach, encourage)
- Modify the context
- Provide additional practice beforehand
- Use prompts
- Provide strong reinforcement for expected behavior

# Step 3: Address Setting Events

- Assess Pre-Requisite Skills
- Investigate and attend to negative history
- Investigate and attend to non-classroom based factors –advocate as needed/possible

# Step 4: Manage Effects

- Maintain the flow of instruction
- Strongly reinforce occurrences of cooperative behavior
- Delay responding
- Use non-confrontational correction procedures (see next slides)
- Use fair-pair rule

# Non-Confrontational Correction Procedures

1. Pre-teach the procedures
  - Rehearse the steps with the class
  - Identify hierarchy of negative consequences (based on seriousness of the behavior)

# Non-Confrontational Correction Procedures (continued)

2. Provide focus on choice by:
  - a. Present expected behavior and negative consequence as a *decision*
  - b. Allow *time* for choice (approx. 1 minute)
  - c. *Withdraw* and attend to other students
3. Follow-through based on student 's choice

“Michael, you are asked to join the group or you will miss the next break. You have a few seconds to decide.”

Teacher then moves to other students, returns to Michael in a few seconds and follows through a/c to his choice.

# Summary

In addressing non-compliance

1. Establish cooperative behavior
2. Gather FBA information
3. For occurrences of non-compliance
  - Maintain the flow of instruction
  - Delay responding
  - Address immediate triggers and setting events
  - Use non-confrontation correction procedure
  - Use fair-pair rule

# Application Activity

Identify a student you have who displays non-compliance and list the behaviors typically exhibited and possible strategies for use:

- Complete/review the form in the alternate packet-

FBA and Action Plan: NON-COMPLIANCE

# Target Disruptive Behavior #2

## Emotional Outbursts

### Synonyms

- Acting-out
- Angry and aggressive
- Escalated
- Heated
- Fuming
- Explosive

# Example

## Emotional Outburst

- During independent work in math, students are expected to complete problems that were assigned in the previous class. One student, Michael, is sitting slouched in his seat, feet stretched out, head down staring at the floor and looking very serious. The successive interactions are presented along with a brief description of the teacher and student's behavior.

## Teacher

"Michael, it is time to get started with your math."

"The math you didn't finish this morning."

"Well let me see your work please."

"Good you have done four problems but you need to do ten."

I announced that at the beginning of class yesterday."

"Michael, look at the board. See under assignment, one through ten."

## Michael

"What math?"

"I did finish it!"

Michael leans back.

"When did we have to do ten?"

"I don't remember that!"

"Well that's the first time I've seen it."

## Example Continued

### Teacher

"Look Michael. This has gone far enough. You need to finish the rest of your assignment. So please get on with it."

"OK. Here is your choice. Do the math now or you will have to do it in detention."

"That's verbal abuse. I will now do an office referral."

"Alright. It's to the Office."

Nudges student on the elbow.

Teacher follows emergency procedures and calls for help resulting in student being escorted to the Office.

### Michael

"No way. I'm done!"

"F... you."

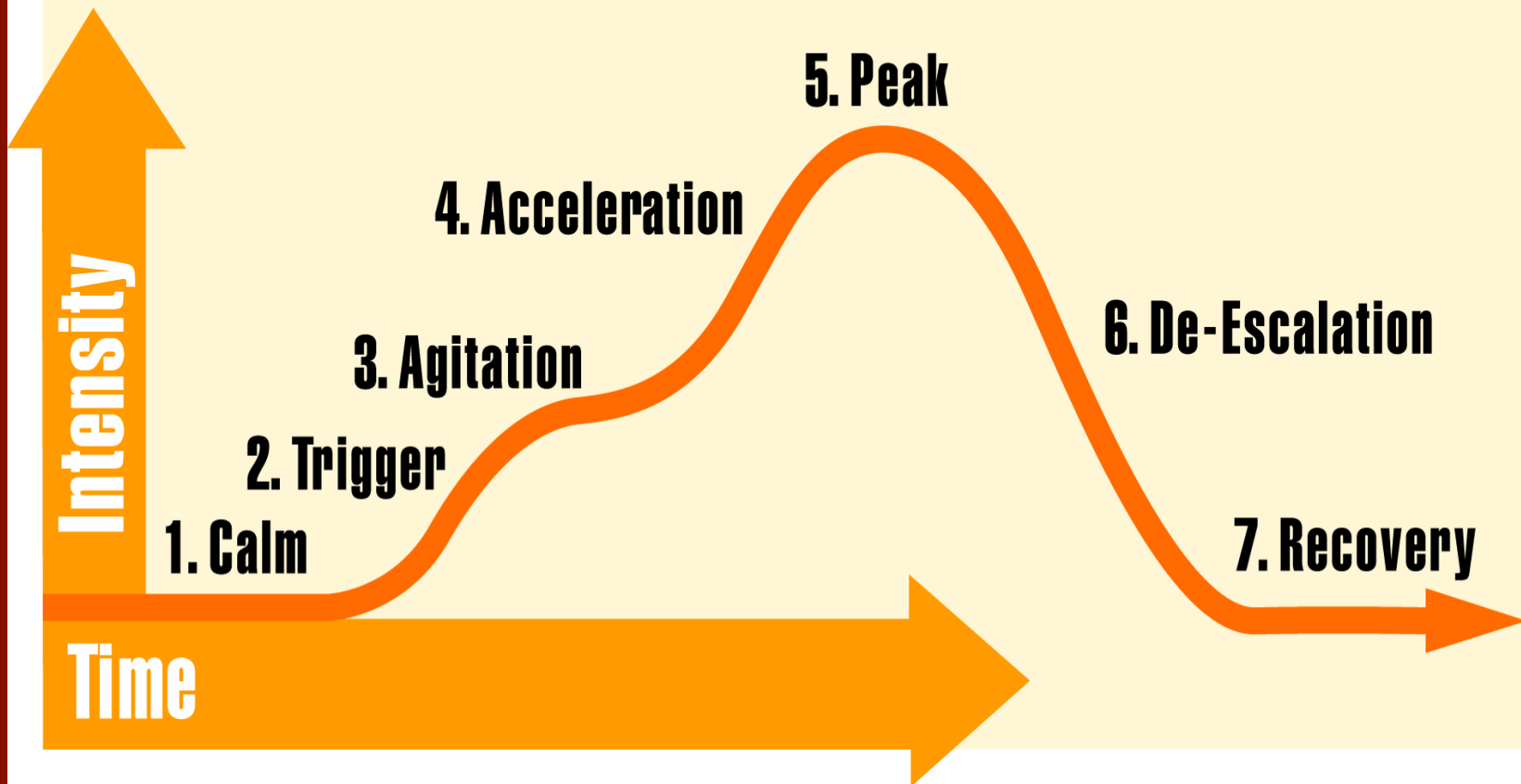
Throws book across the room.

Swings arm in direction of teacher and makes solid contact with teacher's arm.

# Key Elements

- Pre-requisite academic skills.
- Signs of agitation
- Presence of an escalating behavior chain.
- Presence of successive interactions.

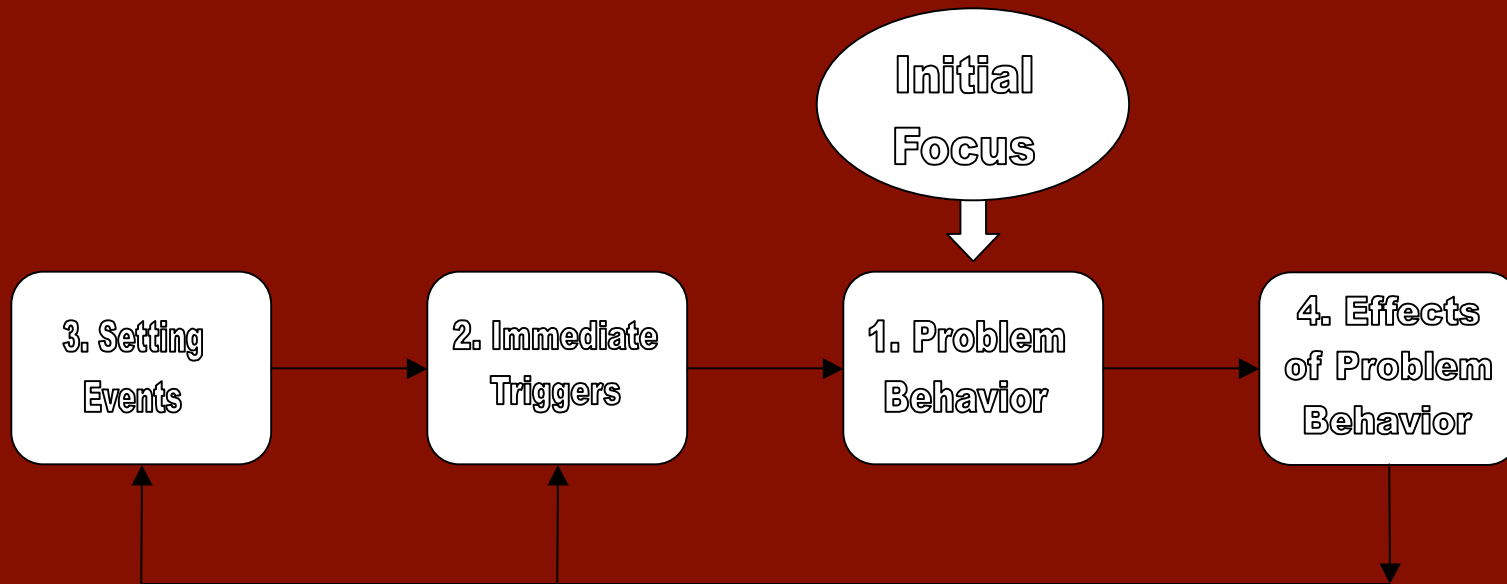
# Phases of Acting-Out Behavior



# Interrupting the Chain of Escalation

- Agitation
- Acceleration
- Peak

# Behavior Analysis Model



# Initial Problem Behavior: *AGITATION*



## Increase in Behavior

- Eyes dart
- Language non-conversational
- Busy hands
- In and out of group
- Off-task/On-task



## Decrease in Behavior

- Stares into space
- Language subdued
- Hands contained
- Withdraws from group
- Off-task, "Frozen"

# Summary: Agitation Phase



Overall Behavior

Student is ***UNFOCUSED OR NON-DIRECTED***

## 2. Immediate Triggers

### School-Based

- Conflicts
- Denial of something needed
- Something negative is inflicted
- Changes in routine
- Provocations
- Pressure
- Interruptions
- Ineffective problem-solving
- Academic errors
- Corrections



# 3. Setting Events

## **Non-School-Based**

- High needs home
- Health problems
- Nutrition needs
- Inadequate sleep
- Dual diagnoses
- Substance abuse
- Gangs and deviant peer groups
- Compound triggers
- Other

# Summary: Triggers & Setting Events



Overall  
**Series of Unresolved Problems**

# Effects of Agitation

- Agitated behavior can accelerate to serious behavior
- Agitated students have difficulty concentrating on instruction or tasks
- Normal correction procedures often accelerate behavior
- Agitation often leads to task avoidance
- Instruction or activity can be interrupted

# Strategies: Agitation TRIGGERS

## Three Major Areas

- A. PROACTIVE: Formal programs or services-teach problem solving and replacement behavior
- B. IMMEDIATE TRIGGERS: Pre-Correction (slide 26)
- C. SETTING EVENTS: Non-School Based Triggers (slide 27)

# Strategies: Onset of AGITATION

1. Teacher empathy
2. Space
3. Options
4. Preferred activities
5. Teacher proximity

5. Independent activities
6. Authorize student choices (as appropriate)
7. Movement activities (jobs)
8. Student involvement
9. Relaxation techniques
10. Pre-arranged signal

# Application Activity

Identify a student you have who displays agitation and list the behaviors typically exhibited and possible strategies for use:

- Complete/review the form in the alternate packet-

FBA and Action Plan: AGITATION

# Next Phase: *ACCELERATION*

## Problem Behavior

- Questioning & arguing
- Non-compliance & defiance
- Off-task
- Provoking students
- Compliance with accompanying inappropriate behaviors
- Criterion problems
- Whining & crying
- Avoidance & escape
- Threats & intimidation
- Verbal abuse



## 2. Immediate Triggers Acceleration Phase

- Engagement by staff (or students)
- Demands
- Follow-Through by staff

# 3. Setting Events Acceleration Phase

- Same as for earlier phase Agitation
- History of reaction ('die is cast')

## 4. Effects of Acceleration

- Staff engagement
- Escalation of student (sometimes staff)
- Disruption of instruction or activity

# Strategies for Acceleration

1. Avoid becoming engaged with the student
2. Use Non-Confrontational Correction Procedures
3. De-Brief and Track Results

# Strategy 1

## Avoid becoming Engaged

- Pause -Delay responding
- Maintain the flow of instruction
- Communicate will visit shortly, "Just a second"
- Attend to other students
- Communicate business as usual
- Re-Direct-focus on task-at-hand

# Strategy 2

## Non-Confrontational Correction Procedures

1. Pre-teach the procedures
2. Delivery of "ultimatum"
  - a. Present **expected behavior and negative consequence as a decision**
  - b. Allow a few seconds to decide
  - c. **Withdraw** and attend to other students or task
3. Follow-through based on student's decision.

# Strategy 3

## De-Brief and Track Results

Debriefing procedure-Essentially Problem Solving:

1. What did you do?
2. Why did you do it?
3. What else could you have done?

# Application Activity

Identify a student you have who displays acceleration behavior and list the behaviors typically exhibited and possible strategies for use:

- Complete/review the form in the alternate packet-

FBA and Action Plan: ACCELERATION

# Next Phase : *PEAK*

## Problem Behaviors

- Serious destruction of property
- Assault
- Self-abuse
- Severe tantrums
- Hyperventilation
- Screaming, running, violence



# Summary: Peak Behavior



Overall Behavior

Student is out of control creating safety concerns

# Immediate Triggers: PEAK PHASE

- Conditioned chain- “It will run its course”
- Escalating prompts
  - Getting in the student’s face
  - Discrediting student
  - Nagging or preaching
  - Arguing
  - Engaging in power struggles

# Escalating Prompts Continued

- Tugging or grabbing the student
- Cornering the student
- Responding in kind (challenges or threats)
- Overly defensive
- Following student behavior with corresponding demands
- Shouting or raising voice
- Other

# 3. Setting Events Peak Phase

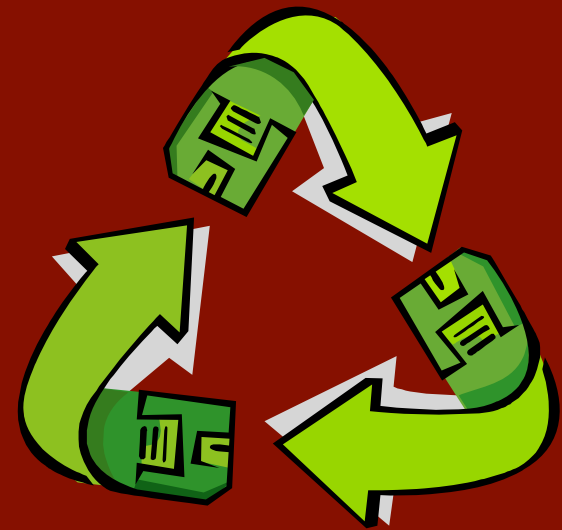
- Same as for earlier phase Agitation
- History of reaction
- Conditioned chain of responding

# 4. Effects of Peak Phase

- Staff engagement
- Student audience
- Additional staff usually involved
- Disruption of instruction or activity
- “Fireworks” effects
- Avoidance/Escape
- Out-of-control: In-control situation

# Strategies: Peak Behavior

- Systems response
- Safe strategies



# Systems Response

1. Pre-requisites-Legal Requirements
2. Short term interventions
3. Long term interventions

# Legal Requirements



***1. Definition of Restraint***

***2. Use of Restraint***

***3. Definition of Emergency***

***4. Clarification Regarding Restraint***

***5. Training on Use of Restraint***

***6. Notification/Documentation Requirements***

***7. Data Collection Requirement***

# Short-Term Interventions

- Isolation or removal of involved student
- Allow time for student to “cool down.”
- Removal of other students (maintain supervision!)
- Utilize calm, detached responses to student
- Parent contact

# Short term interventions cont'd

- Police call
- Crisis team call
- Restraint
- Short term suspension
- Behavior support plan



# SAFETY TIPS



- **Move slowly and deliberately**
- **Keep reasonable distance**
- **Minimize body language**
- **Speak privately**
- **Speak calmly**

- **Speak respectfully**
- **Use simple language**
- **Acknowledge cooperation**
- **Withdraw if problems escalate**
- **Give student space**
- **Do not communicate “urgency to gain control”**

# Long Term Interventions

- **Additional Assessment**
  - Functional Behavioral Assessment
  - Mental Health or Other Health Assessment
  - Assessment of Risk Factors
- **Specific Behavior Support Plan**
- **Follow-up**



# Additional Considerations

- *Additional Assessments*
- Consider additional evaluation for written language and/or emotional concerns
  
- *Additional Interventions*
- Referral to community programs for medical and supportive services
- Wraparound services

## ■ LRE Issues

- Appropriate interventions will avoid the need for a more restrictive environment

## ■ PBS Issues

- Positive interventions will reduce the frequency of behavior emergencies and need for restraint

# Application Activity

Identify a student you have who displays peak behavior and list the behaviors typically exhibited and possible strategies for use:

- Complete/review the form in the alternate packet-

FBA and Action Plan: PEAK

# Target Disruptive Behavior #3

## Disrespectful Behavior

### Synonyms

- Insulting
- Put-down
- Disregard
- Insolence
- Contempt
- Impertinence

# Scenario

- Student displays disrespectful behavior and sometimes quite offensive behavior
- Teacher may react and take the behavior personally
- Student reacts to the teacher response
- Situation may easily escalate

## Disrespectful Behavior Management Steps

1. Studiously reacting personally (such as shouting, challenging, becoming agitated)
2. Maintain calmness, respect and detachment (Teacher modeling role)
3. Pause and focus
4. Focus on the student behavior ("That language...")
5. Deliver consequence as appropriate

# Summary and Conclusions



## ***Additional Resources***

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

Cotton, K. (1990). *School-wide and classroom discipline, School improvement research series, : Close-Up #9*. Portland, OR: Northwest Regional Educational Laboratory.

Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (1994). *Classroom management for secondary teachers* (3<sup>rd</sup> Ed.). Boston, MA: Allyn & Bacon.

Sprick, R., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West.

Walker, H., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole

Weinstein, C.S., & Mignano, Jr., A.J. (2002). *Elementary classroom management* (3<sup>rd</sup> Ed.) Boston, MA: McGraw-Hill.

Wong, K.K., & Wong, R.T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K Wong Publications.

# Additional Products Published by Geoff Colvin

## *Books*

- Colvin, G. (2007). *7 Steps for developing a proactive schoolwide discipline plan: Guide for principals and leadership teams*. Thousand Oaks, CA: Corwin Press
- Colvin, G. (2004). *Managing the cycle of serious acting-out behavior*. Eugene, OR: Behavior Associates
- Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

## *Videos*

- Colvin, G. (2004). *Managing non-compliance: Effective strategies for K-12 Teachers*. Eugene, OR: Iris Media.
- Colvin, G. (1999). *Defusing anger & aggression: Safe strategies for secondary school educators*. Eugene, OR: Iris Media.
- Colvin, G. (2001). *Managing threats: A school-wide action plan*. Eugene, OR: Iris Media.

# Closing Message

A famous sculptor was asked:

“How can you make such a beautiful statue out of a piece of stone?”

His answer was remarkably simple:

“The statue is in the stone, all I do is chip away at the residue”

~Michelangelo~



# Contact Presenter

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