

Preventing and Defusing Acting-Out Behavior in the Classroom

Presented by

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Activity

What is the same about each of these examples?

Example One:

Sarah comes into class wearing a rude T-Shirt. Students start to laugh and the teacher calls her aside and the following exchanges occur

Teacher "Sarah that T-shirt has a rude message and it can't be worn."

Sarah: "My dad gave it to me."

Teacher: "That doesn't matter. It is against our dress code rule and you need to go to the restroom and turn it inside out."

Sarah: "you can't make me."

Teacher: "Do what you are asked or I'll send you to the Office for insubordination."

Sarah: "I don't care."

Teacher makes Office Referral.

Example Two:

Joe steps on the bus and pulls out a monster cookie and begins to eat it. The driver points to the sign above the door and the following exchange occurs:

Driver: "Look no food on the bus."

Joe: "So" and takes another bite.

Driver: " Alright. I said no food on the bus so give me the cookie."

Joe: "No way."

Driver: " OK give me the cookie or your off the bus."

Joe: "I don't care."

Driver calls office to have student removed.

List what is the same in each example

1.

2.

3.

4.

5.

- At what point did the situation accelerate?
- How could this have been avoided?

First Considerations for Addressing Problem Behavior

Ensure

- Usual proactive strategies are in place
- Student can do what is required
- Student is O.K. (health, emotional state, etc)

Correcting Problem Behavior

Correction procedures are designed to:

- a. Maintain flow of instruction
- b. Avoid escalation
- c. Arrest the problem behavior
- d. Ensure acceptable behavior occurs next time

Primary Focus of this Presentation

Addressing problem behavior AS IT OCCURS distinct from procedures for preventing and following-up with problem behavior.

Common Classroom Problems

- Five classes of problem behavior will be addressed
- Behaviors range in intensity from low level to high level
- Behaviors fall short of physical or actual danger
- Behaviors may be defused or escalated, managed safely or unsafely
- Behaviors have the common thread of teacher engagement

Vignettes Selected

1. Off-task behavior
2. Rule violations
3. Disrespectful behavior
4. Agitation
5. Limit testing

Vignette One

Off-Task Behavior



Off Task Behavior Management Steps

1. Attend to students on task and delay responding to student off task
2. Redirect student to task at hand and do not respond directly to off task behavior
3. Acknowledge cooperation briefly

Vignette Two

RULE VIOLATIONS



Rule Violation

Management Steps

1. Clarify the rule or expectation
2. Explicitly request the student to “take care of the problem”
3. Present options if needed
4. Follow through

Vignette Three

DISRESPECTFUL BEHAVIOR



Disrespectful Behavior Management Steps

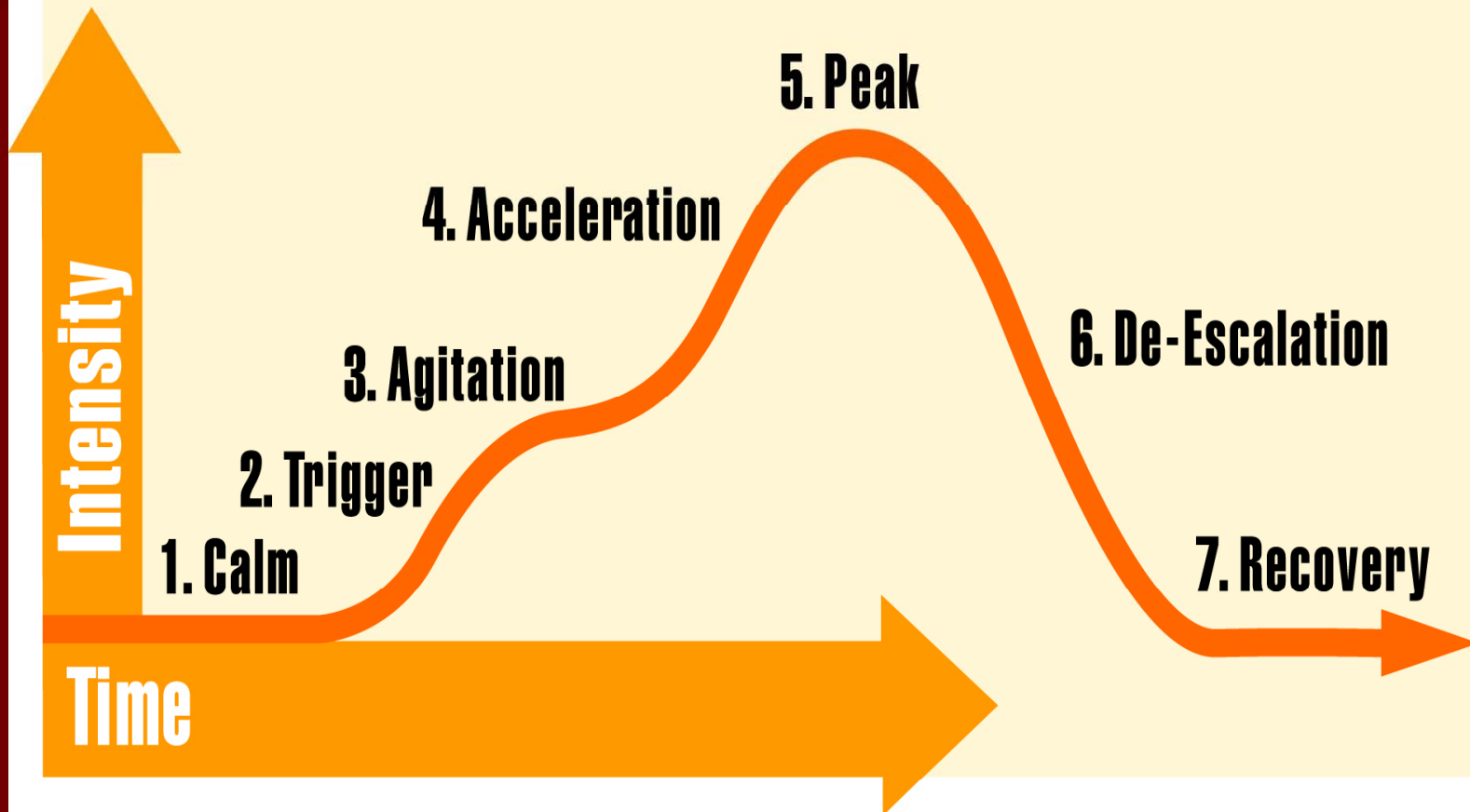
1. Studiously avoid reacting personally (such as shouting, challenging, or becoming agitated)
2. Maintain calmness, respect, and detachment (Teacher modeling role)
3. Pause
4. Focus on the student behavior ("That language...")
5. Deliver consequence as appropriate

Vignette Four

AGITATION



Phases of Acting-Out Behavior



Agitation Management Steps

Three Steps

1. Re-direct the student to task at hand
2. Recognize signs of agitation
3. Use strategies to reduce agitation

Recognizing Signs of Agitation

Increases in Behavior	Decreases in Behavior
<ul style="list-style-type: none">■ Darting eyes■ Non-conversational language■ Busy hands■ Moves in and out of groups■ Starts and stopping■ Moves around room■ Fidgety	<ul style="list-style-type: none">■ Stares into space■ Subdues language■ Contains hands■ Lacks interaction■ Lacks involvement■ Withdraws from groups■ Lacks responding■ Avoids eye contact

Strategies for Reducing Agitation

- Display teacher support and empathy
- Create space or isolation
- Provide choices
- Permit preferred activities (with clear boundaries)
- Use independent tasks or activities

Agitation Strategies Cont'd

- Use teacher proximity
- Permit movement (use movement tasks)
- Use relaxation techniques
- Incorporate passive activities
- Involve the student as appropriate
- Provide

Vignette 5

Limit Testing



Limit Testing Management Steps

1. Pre-Teach the procedures
2. Deliver the following information in a calm matter-of-fact manner
 1. Present expected behavior and negative consequence as a decision
 2. Allow few seconds for decision
 3. Withdraw and attend to other students
3. Follow through based on student decision

Golden Rule

Whether the problem behavior is managed
safely and defused~

Depends in a large measure on

YOUR INITIAL RESPONSE

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**Soon to be published with Corwin
Press**

New Book by Geoff Colvin

*"Managing Noncompliance and Defiance in
the Classroom: A Roadmap for Teachers,
Specialists, and Behavior Support Teams."*

Check website:

www.behaviorassociates.org

Additional Products Published by Geoff Colvin

Books

Colvin, G. (2007). *7 Steps for Developing a Proactive Schoolwide Discipline Plan*. Thousand Oaks, CA: Corwin Press.

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Videos

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All available through Behavior Associates: (541) 485-6450) or
www.behaviorassociates.org

Contact Presenter

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Closing Thought



- "David (Metxer) Shows us, not tells us, through cited sources of diaries, news papers. letters, previous works, what happened ion Charleston Harbor of long ago."
- Allegiance: Fort Sumter, Charleston, and the Beginning of the Civil War. David Detzer 2001; Harcourt Books SanDiego
- There's the key for us too in our training- we must show people versus tell them.