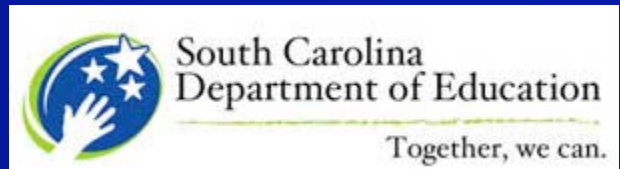


Managing the ANGER CYCLE

Geoff Colvin Ph.D.
Educational Consultant

SC-CCBD
SC- Department of Education
Myrtle Beach, S.C., 10.28.07



Activity

What is the same about each of these examples?

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.

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.

List what is the same in each example

1.

2.

3.

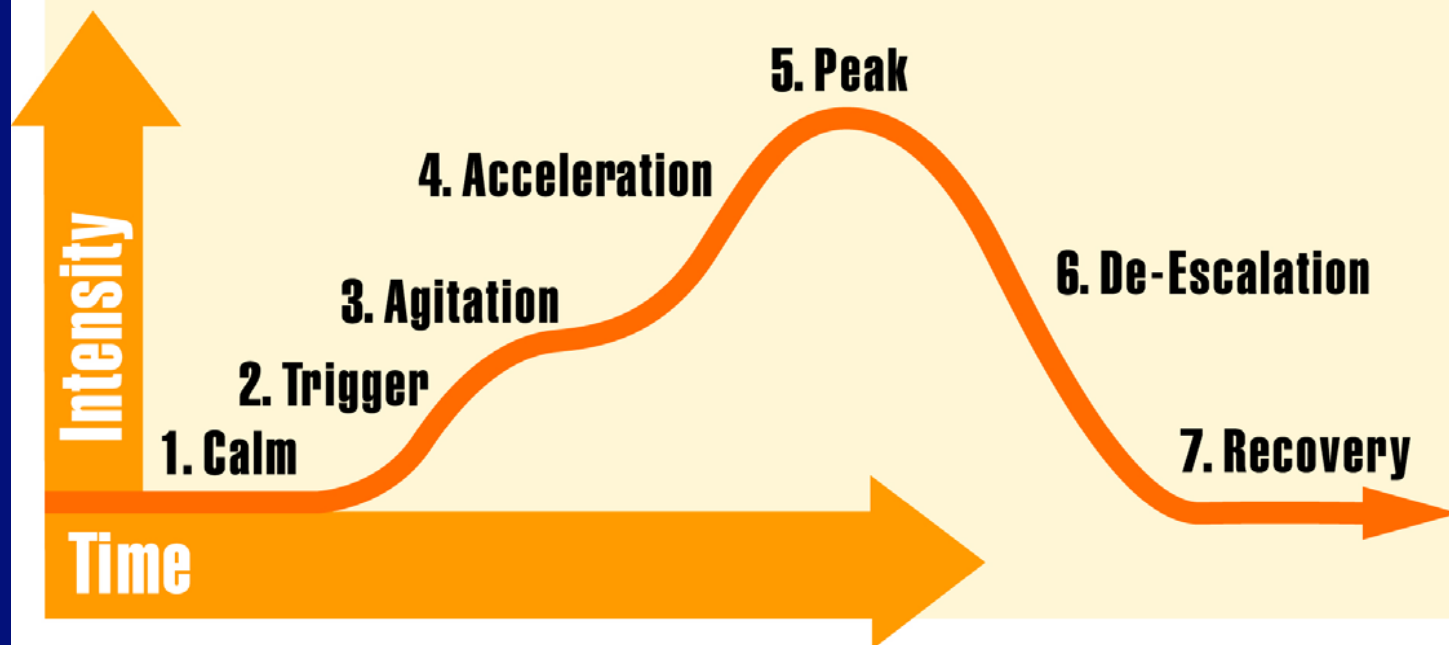
4.

5.

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

Model for Describing Escalated Behavior

Phases of Acting-Out Behavior



Stopping the Chain of Escalated Behavior

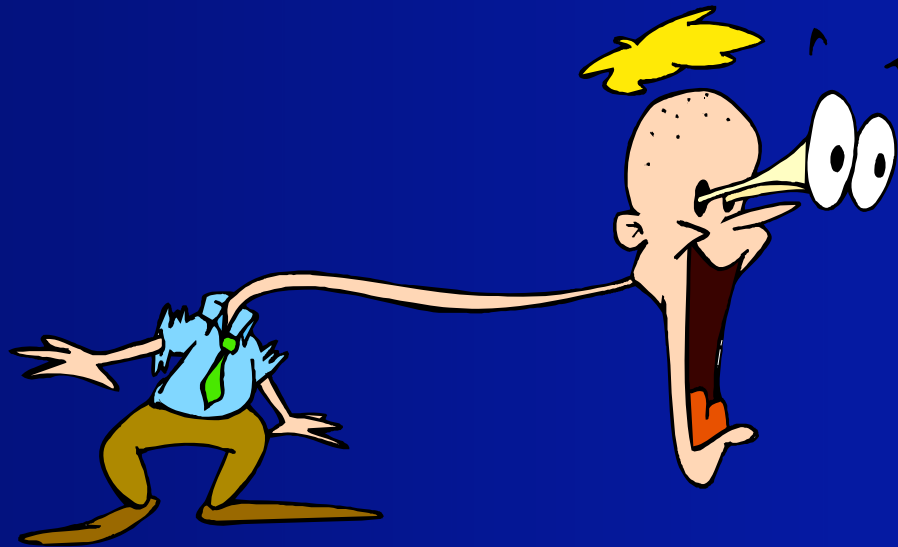
- Six classes of problem behavior will be addressed
- Behaviors range in intensity from low level to high level
- Behaviors fall short of physical or actual danger
- Behaviors may be defused or escalated, managed safely or unsafely

Vignettes Selected

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

Vignette One

Off-Task Behavior



Scenario

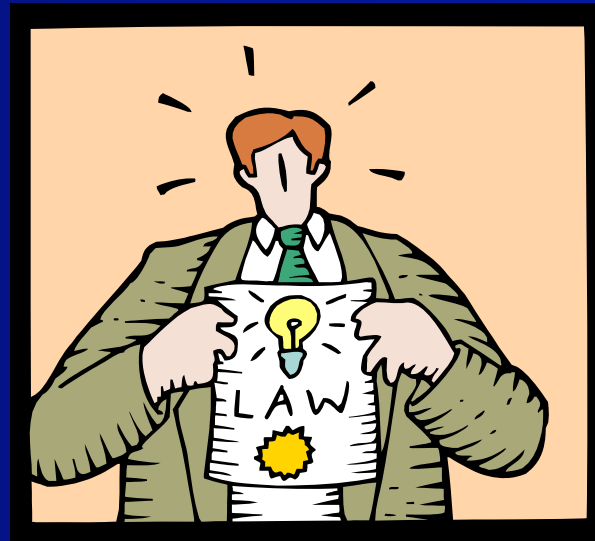
- Students display off-task behavior
- Teacher addresses behavior
- Student engages teacher
- Situation leads to more engagement and may escalate

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. Present choice between on task direction and negative consequence
4. Follow through on student choice

Vignette Two

RULE VIOLATIONS



Scenario

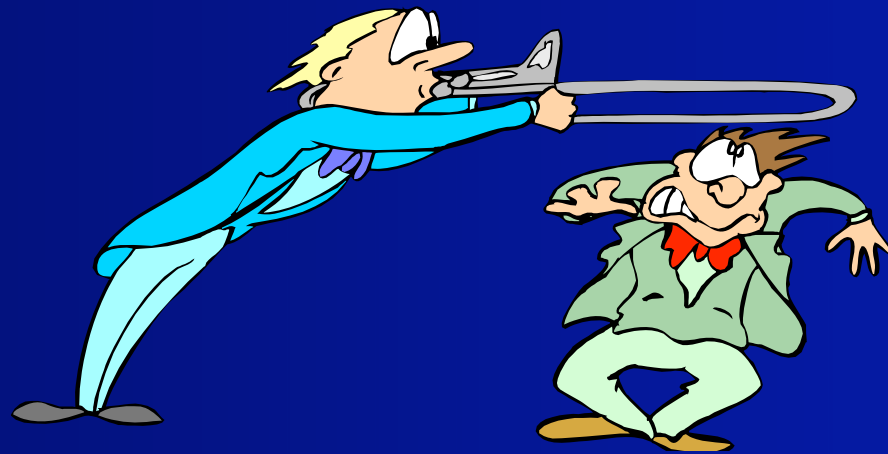
- Students break a rule for attention or to challenge
- Teacher addresses rule violation
- Student displays non-compliance
- Teacher follows through
- Situation may escalate

Rule Violation Management Steps

1. State 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



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

Vignette Four

AGITATION



Scenario

- Students display agitation which can readily 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
- Note agitation phase in cycle if acting –out behavior (next slide)

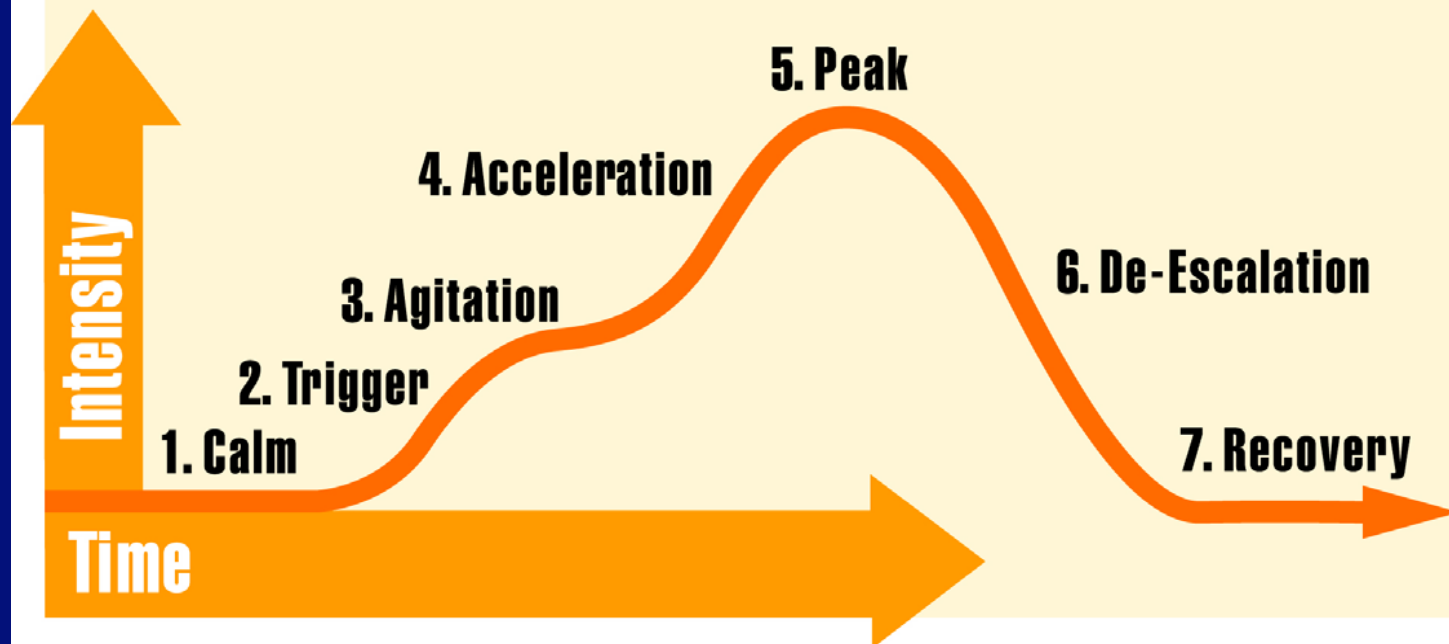
Agitation Management Steps

Three Steps

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

Model for Describing Escalated Behavior

Phases of Acting-Out Behavior



Recognizing Signs of Agitation

Increases in Behavior

- Darting eyes
- Non-conversational language
- Busy hands
- Moves in and out of groups
- Starts and stopping
- Moves around room
- Fidgety

Decreases in Behavior

- Stares into space
- Subdues language
- Contains hands
- Lacks interaction
- Lacks involvement
- Withdraws from groups
- Lacks responding
- Avoids eye contact

Strategies for Reducing Agitation

- Teacher support and empathy
- Create space or isolation
- Provide choices
- Permit preferred activities (with clear boundaries)
- Use teacher proximity
- Provide independent tasks or activities
- Permit movement (use movement tasks)
- Use relaxation techniques
- Use passive activities
- Involve the student as appropriate

Strategies for Reducing Agitation Possible Problems

Strategies are essentially
ACCOMMODATIONS

Pre-Correct for these possible problems:

1. Avoidance
2. Other students' perception, "It's not fair."

How would you pre-correct?

Vignette Five

LIMIT TESTING



Scenario

Some students may display a range of behavior that is designed to test limits such as

- Refusing to follow directions
- Sustained arguing
- Challenging the teacher
- Sustained off task behavior
- Defiance and insubordination

When these behaviors are directly addressed the student may escalate

Limit Testing Management Steps

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

Vignette Six

THREATS AND INTIMIDATION

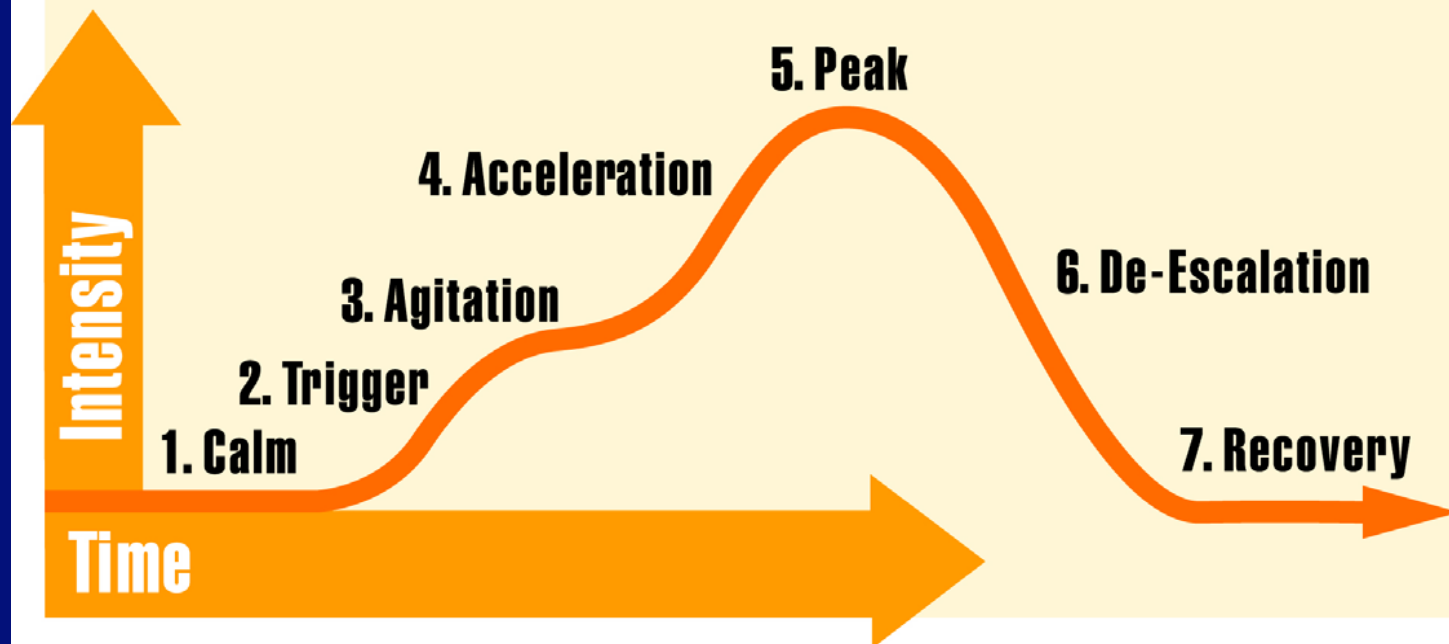


Scenario

- Students is escalated-maybe an outburst
- Body language may be present ("In your face")
- Words used to imply harm or danger
- Physical danger may be imminent
- Note location of threats ("acceleration phase" in Acting-out cycle (next slide)

Model for Describing Escalated Behavior

Phases of Acting-Out Behavior



Threats and Intimidation Management Steps

Take all threats seriously

Student makes threat:

1. Pause, delay responding
2. Disengage, "Just a second."
3. Depending on student's state either
 - a. Send for help (use school emergency procedures)
 - b. Make office referral
4. Monitor till help arrives

Additional Resources

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

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

Additional Products Published by Geoff Colvin

Books

Colvin, G. (2007). *7 Steps for Establishing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams*. Thousand Oaks, CA: Corwin Press. New (In March 2007)

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: (2000) *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.

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

Contact Presenter

geoffcolvin@comcast.net

Website

www.behaviorassociates.org



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~

