

Responses to Student Misbehavior

Student Behavior	Possible Teacher Responses
Not following class rules or procedures...	<p><i>Clearly communicate (& reinforce when needed) class rules & procedures?</i></p> <ul style="list-style-type: none"> • What to bring to class? • Where to keep/put things? • Where is homework/class work located? • What to do if they something to say? Are they REALLY expected to raise their hand, or can they all talk at once? (<i>We Negatively Reinforce this behavior each time we accept an answer without a hand being raised</i>) • What to do if they have a question and you are not available immediately? • What to do if they finish the work & have, "Nothing to do?" • What to do if they don't have what they need for class? • What to do if they were absent and need to make up work? • What to do if they are upset about a non-instructional issue? • What to do if they need to go to the bathroom/get water during class? • What to do if they don't feel good? • What to do if they need to sharpen their pencil? • What to do if they need to throw away trash?
<p>Discipline Sequence</p> <p><i>You & your students MUST know the rules & what you will do if rules are broken!!</i></p>	<p><i>Plan ahead, decide what you will do and stick to it!</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • 1st offense: nonverbal redirection • 2nd offense: verbal redirection • 3rd offense: written/name on board + parent contact • 4th offense: teacher lunch detention • 5th offense: placement in another teacher's room & office referral
Classroom Organization.....	<ul style="list-style-type: none"> • Desk arrangement: Are student's facing one another (eye contact promotes talking, make adjustments to maximize time on task, student should ideally be facing speaker unless engaged in group work) • Student placement: Consider personalities, creative planning – change frequently to minimize potential conflicts • Class supplies/equipment: Does location minimize potential conflicts/problems?
<p>Instruction</p> <p>Do students know what they are supposed to be doing EVERY minute?</p>	<ul style="list-style-type: none"> • Post agenda on board (they need to know what to do, what they need, what pages to complete, what work they need to produce) • Over plan.....more than they could really finish.... • Assign homework – even if they don't do it....they need to be busy ALL THE TIME • Have materials ready... • Remember all students finish tasks at different times • ALWAYS have something for them to do which requires them to produce something to turn in....(e.g., asking students to study or read quietly is setting them up for potential failure • Remember students like to be busy & filling out busy work which reinforces basic skills is better than doing nothing or engaging in off topic conversation)
<p>Crisis Management</p> <p>"DO"</p>	<ul style="list-style-type: none"> • Your job – plan for success (behavior and instruction) –Cover your....self... • BE professional – remember EVERYTHING you say & do CAN/LIKELY used against you later • Take advantage of your resources (other teachers, parents, administration) • Accept what you can not change....you are responsible for discipline management in your classroom...but you are NOT an administrator • Once you involve administration....it is out of your hands..... • Trust administration – they are ultimately responsible for serious discipline consequences...all you can do is what your discipline sequence says you can do • Allow students to "start over" once discipline cycle is complete... • Remember they REALLY are children...with an undeveloped prefrontal cortexnot in full control of their emotions...not adults • Do....Remember all students are NOT created equal....some have more social skill & problem solving training/support...part of our job is to teach social skills students will need for success in the 21st Century World of Work & adult relationships.. • Do....Apologize/admit you may have been wrong or could have handled something better • Do....Document student behavior & your attempts to address behavior – if it isn't written down, it didn't happen • USE "BROKEN RECORD" technique.... Restate the expectation in a respectful, non-confrontational, non-argumentative voice "The expectation is that you sit down and complete work. "Please" "In this class, we do not speak that way." (<i>Calmly repeat yourself...do NOT argue or "buy into" student efforts to argue</i>)
<p>Crisis Management....</p> <p>"Don't"</p>	<ul style="list-style-type: none"> ▶ Don't....Engage in power struggles – You are the boss, you do not need to prove you are the boss, you will win the "WAR" even if they win the battle, IF you follow your discipline sequence..... ▶ Remember.....you are NOT expected to control you student's behavior...you ARE expected to control your RESPONSE to student behavior ▶ Don't/Never.... Raise your voice and/or lose control....our job is to model acceptable behavior ▶ In fact...When student voices/temper are high....YOURS should be calmif they yell....you speak in a MUCH more QUIET & respectful tone.... ▶ Don'tuse sarcasm/profanity....you are NOT talking to your peers – remember the morality clause in your contract ▶ Don't.....stand too close to a student when angry or do anything that might be perceived as a threat ▶ Don'tFAIL to communicate with parents (making time to call parents will save time later...you are "covering" yourself by making the effort) <p><i>Is there really a justification for not contacting parents if a student is repeatedly failing or breaking rules?</i></p>

Arguing with peers...	<ul style="list-style-type: none"> ▶ Redirect ▶ separate students ▶ consider new seating chart ▶ talk to students privately ▶ proximity control (stand next to students they will usually stop talking) ▶ give students verbal or nonverbal warning to stop talking ▶ pause/silence & stare at students until they stop talking
Arguing with staff...	<ul style="list-style-type: none"> ▶ Avoid arguing (power struggle) ▶ Simply state you are not going to argue ▶ Restate the expectation for student ▶ Volunteer to discuss privately during lunch or non-instructional time ▶ offer student the opportunity to write down his point of view/feelings if he/she must express themselves at that particular time
Disrespectful Comments...	<ul style="list-style-type: none"> ▶ Redirect student (<u>always</u> address inappropriate comments) ▶ Ask student to speak with you after class ▶ Keep the pace of instruction going if possible ▶ Remind students of expectation to speak respectfully ▶ talk to students privately ▶ give students verbal or nonverbal warning ▶ communicate with parent ▶ document continued difficulties
Talking During Instruction...	<ul style="list-style-type: none"> ▶ Redirect ▶ separate students ▶ consider new seating chart ▶ talk to students privately ▶ proximity control (stand next to students) ▶ give students verbal or nonverbal warning to stop talking ▶ pause/silence & stare at students until they stop talking (keep tally – they take your time, you take their time at lunch, after class, etc.)
Verbal Threats...	<ul style="list-style-type: none"> ▶ Take all threats seriously ▶ Separate students ▶ Call for help/remove from room ▶ Document incident ASAP – be specific ▶ Refer to administration
Off Task ...	<ul style="list-style-type: none"> ▶ Make sure they clearly understand what to do ▶ Keep students BUSY all the time ▶ Redirect student to task ▶ Stand near student & offer assistance ▶ Ask student to answer next question for the class ▶ Give student a task to redirect ▶ Ask student to assist other student (if appropriate) ▶ Conference to find out problem
Electronic Devices...	<ul style="list-style-type: none"> ▶ Follow school rules....NO EXCEPTIONS....or the students could make this YOUR problem rather than their problems ▶ Clearly state rules at beginning of class (be sure they are in line with school/county expectations) ▶ Contact parents/write referral ▶ Be careful about “taking” things from students as it could make the problem escalate..as long as you address it...you’re covered
Incomplete Assignments...	<ul style="list-style-type: none"> ▶ Circulate while students are working ▶ Prompt student to continue working ▶ Private consultation with student to determine problem ▶ Teach organizational strategies ▶ List assignments for week/day on board to reinforce expectations ▶ Contact PARENTS, Case manager, guidance counselor
Not prepared for class...	<ul style="list-style-type: none"> ▶ Have extra materials for students ▶ Address at beginning of class (if you don’t have a pencil, get one now) ▶ Ask students to bring in materials to donate for extra credit ▶ Ask students for something to hold hostage (give you a shoe or backpack to hold until you get pencil back) ▶ Call parent to let them know student needs materials
Common Classroom Issues which contribute to student misbehavior...	<ul style="list-style-type: none"> ▶ Classroom rules/procedures undeveloped or inconsistently followed ▶ Physical Structure of the class (desk arrangement/seating chart) ▶ Instruction does not maximize/require constant student engagement/activity – not enough to do ▶ Instruction too hard/too easy/not relevant ▶ Teacher frequently critical, loses control, makes sarcastic comments, argues with students, fails to communicate with parents, doesn’t follow up with referrals...or ignores behavior some of the time...then students claim they don’t understand why they can sometimes & can’t other times....