

Classroom Behavior



Metro South

Strategies for Improving Classroom Behavior.

Tips for Dealing with Inappropriate Behaviors

- Public rules, private reprimand
- Non-emotional response
- Call student by name
- Make eye contact and get on the student's level
- To prevent behavior issues, have limited rules (stated positively) and routines in place
- Consequences should be consistently enforced
- Consequences should be logical and related to the behavior
- Plan and practice for smooth transitions
- Positive responses should outweigh negatives 3 to 1



Strategies for Revenge Seeking Behaviors

Students who demonstrate revenge seeking behaviors are the rarest type of severe behavior and the most disturbing to the teacher.

These students are determined to hurt the teacher psychologically or physically. They are sending a message which is, "I am going to get even." No matter how fair you are, these students feel mistreated and consider you an adversary.

Teachers can sometimes determine the purpose of the revenge seeking behavior, because it makes the adult feel enraged, furious or revenge seeking yourself. Remember, when you feel enraged with a student, STOP! Say to yourself, "stay calm and do not get angry". Remember not to personalize the student's action. Use the severe clause of your discipline plan. After the action is dealt with, try to establish a trusting relationship with the student.

Examples of revenge seeking behavior: *willful destruction of your property and/or psychological abuse such as sullen or hateful looks and gestures. Many of the revenge seeking behaviors are against the law and require referring to the severe behavior clause of the school code of conduct. The best strategy is to try not to get into the revenge cycle with a student.*











Strategy		Description	Notes
	Form a Trusting Relationship with Student	Try to connect with the student in some way (student's personal interest, favorite leisure activity, sports).	Trusting relationships are built on mutual respect.
	Don't Nag, Scold or Use Threats	Refrain from negative comments and "lecturing" students.	Nagging and scolding fortifies a student's mistaken concept of how to get attention.

Strategies for Power Behaviors

Students demonstrate power behaviors to send a message that they are in control. These students usually have strong leadership skills and are independent thinkers but feel as though they have little control of their situation and only feel significant when they are challenging authority. Typically, they refuse to comply with a teacher's request and are often verbally abusive and will create a scene in the classroom. Teachers should avoid getting into a power struggle with the student. Neither the teacher nor the student will win. Both parties risk their pride and the stakes become quite high.

Teachers can sometimes determine that the purpose of the behavior is power because it makes the adult feel angry. Remember, when a student is seeking power and you feel angry, STOP! Say nothing, count to 10. It takes two to fight.

Examples of power behaviors: defy authority, argue, provoke, confront, talk back, boss other students, make comments in front of the class, and yell and scream.




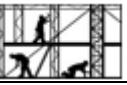





Strategy		Description	Notes
	Experience Legitimate Power	Give the student a leadership role in the classroom, let him/her teach part of a lesson, allow him/her to take roll, sharpen pencils, pass out materials, prep the technology for the lesson, etc...	
	Acknowledge the Student's Power	Trying to gain cooperation rather than confrontation by saying that you cannot make a student comply.	
	Appointment Card	Teacher uses a card that looks much like a doctor's appointment card to send a message to the student that what he/she has to say is important, but it delays the possible confrontation until the "appointment" time. Teacher can say "I am willing to discuss this with you but not now."	Discuss with student before you use this strategy.
	Just You Time	Arrange to have one-on-one, uninterrupted time with the student. Explain to the student that this time cannot be taken away no matter what they say or do. It is their time alone to talk about anything they desire.	Discuss with student before you use this strategy; teachers begin to have a better understanding and empathize with the students when using this strategy.
	Precision Request	Step 1: state the request using the word please, then wait 5-10 seconds Step 2: repeat the request by saying you need to . . . Wait 5-10 seconds Step 3: give an immediate, mild consequence.	This is a 3 step procedure. Do not proceed to next step if student complies.
	Give the Student Choices	Provide choices of instructional activities or the order of completion to give them a sense of control.	This strategy is proactive.
	Removing the Audience	Remove the audience by having students go into the hall or have a bathroom break.	
	Complete a "What Did I Want" Form	When a student is behaving inappropriately, have them complete a "What Did I Want" form. This gives the teacher information about why the student did the behavior and also helps the student reflect on his/her behavior.	
	Fogging	Changing the subject or agreeing with the student. This catches the student off guard and gives them no basis to argue.	
	Use of humor	A funny comment can be used to defuse a tense situation and prevent it from snowballing. It allows everyone to feel more comfortable.	Warning: use good judgment when using this strategy. Be aware that this strategy does not use sarcasm. With the use of sarcasm, there is always a victim

Strategies for Academic Inadequacies / Avoidance of Failure Behaviors

Students demonstrate inappropriate behaviors to avoid failure or looking dumb in front of their peers. These students usually do not believe that they can satisfy the expectations of parents, teachers and other students. Their self-esteem and self-confidence are typically quite low. The teacher has to address academic and behavioral needs. Frequent opportunities have to be available for tutoring and supplementary instruction and for establishment of a trusting relationship. Focusing on cooperative rather than competitive activities is recommended.

Teachers can sometimes determine that the purpose of the behavior is academic inadequacies/avoidance of failure, because it makes the student feel frustrated and hopeless.

Examples of academic inadequacies/avoidance of failure behavior: sleeping, head down, refusing to begin assignments, “don’t care” attitude.










<i>Strategy</i>		<i>Description</i>	<i>Notes</i>
	Just You Time	Arrange to have one-on-one, uninterrupted time with the student. Explain to the student that this time cannot be taken away no matter what they say or do. It is their time alone to talk about anything they desire.	Discuss with student before you use this strategy; teachers begin to have a better understanding and empathize with the students when using this strategy.
	Monitoring Behavior	Periodic monitoring of student's progress and needs.	Daily monitoring throughout the school day. Frequency lessens as student's behavior improves.
	Set Realistic Goals	Set goals that you know the student can accomplish so they can experience success.	
	Scaffolding	Giving the students supports which will allow them to complete a task or reach a goal.	
	Positive Incentives for Work Completion	Allow students to be able to earn points, stickers etc... for work completion.	
	Self-Talk	Teach students how to use positive self-talk.	Comments such as teaching the student to say to self, “I can do this if I just use the steps the teacher taught me”.
	Mentors	Assign the student to an adult mentor.	
	Chunking	Break the material into more “doable” parts.	
	Recognizing Small Improvements and/or Increased Effort	Helps to visually chart/graph improvement (scores, grades, points) so student can see their progress.	When you ask a student to change his/her behavior pattern, you are asking for an effort comparable to an adult losing weight.

Strategies for Attention Seeking Behaviors

Attention seeking behaviors are typically minor in nature and consequently require a limited response.












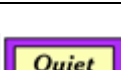
Teachers can sometimes determine that the purpose of the behavior is attention seeking, because it makes the adult feel irritated and/or annoyed. Remember, when you feel annoyed at the student, STOP! Do not respond. A response only feeds the student's need for attention.

Examples of attention-seeking behaviors: tapping pencils, humming, blurting out, getting out of seat, and rocking chair.

<i>Strategy</i>		<i>Description</i>	<i>Notes</i>
	Ignoring	If possible, ignore the inappropriate behavior. If the student receives no attention for the behavior, then they may stop.	Sometimes the behavior gets worse before it gets better.
	Give Attention to Desired Behaviors	When a student demonstrates a desired behavior, give immediate, specific attention. For example, "Johnny, I like the way you ignored Timmy when he tried to distract you."	
	Statement Cards	Can be used to nonverbally express to a student that they demonstrated an appropriate or inappropriate behavior without disrupting the flow of the lesson. You simply write a message on an index card or sticky. Your message can be pre-written.	Discuss with student before you use this strategy.
	Physical Proximity	Teacher walks over and stands by student; no eye contact, no words.	Non-verbal signal
	"The Eye"	Giving "the eye", no words, just looks.	Non-verbal signal
	Fogging	Distract the student by asking a favor or a direct question, or changing the activity, such as sending the student on a "staged" errand.	Use the strategy when you sense a student is becoming agitated or distracted.
	Do the Unexpected	Teacher can turn off the lights, lower voice, change voice, talk to the wall, or cease teaching temporarily.	
	Direct Request for Behavior	Simply tell the student what you want him/her to do, "Sit down"; very simple and use few words especially, if used with a signal.	
	Nonverbal Signaling	Work with student to develop a secret signal that can be used to redirect.	Discuss with student before you use this strategy.



























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Strategies to Increase Listening, Following Directions, and Compliance

Strategy	Description	Notes
 Getting Students Attention	Face students, wait until it is quiet and you have students' attention before you give directions.	
 Refocus to Give Directions	Walk over to touch or cue certain students; make eye contact and state the child's name to ensure you have his/her attention before giving directions	Do these steps discreetly.
 Nonverbal signaling	Train students that a specific auditory or visual signal (chimes, clap pattern) will indicate that students should immediately stop what they are doing and pay attention to the teacher.	This is a procedure. Teacher will need to practice repeatedly with the class until it becomes a routine.
 Explicit Directions	Give concise, clear directions using simple, short sentences.	
 Provide multisensory directions	Provide visual cues and graphics along with simple, verbal explanations; leave visual models in classroom as a reference.	Model what to do; show the class; use pictures.
 Color Coding	Read written directions to the class and have them highlight key words in the directions.	
 Activity Task Card	Task cards with visual prompts and simple instructions at the student's desk/work area.	
 Giving directions	Avoid multi-step directions. Give one instruction at a time. If multi-steps are used, always clearly delineate the steps with numbers 1. 2. 3.	
 Chunking	Break the material into more "doable" parts.	
 Checking for Understanding	Have individual students repeat or rephrase your directions to the entire class or partner for clarification of directions.	
 Reinforcing Desired Behavior	Give frequent praise and positive feedback when students are following directions and/or making an attempt to do so.	
 Precision Request	<p>Step 1: state the request (of the behavior you want the student to start, not stop!) using the word please, then wait 5-10 seconds</p> <p>Step 2: repeat the request by saying you need to...wait 5-10 seconds</p> <p>Step 3: give an immediate, mild consequence</p>	This is a 3 step procedure. Do not proceed to next step if student complies. Do not state request in the form of a question; be sure that request is not too vague, instead of "clean up" say "clear desk except for pencil."

Strategies for Engaging, Maintaining, and Regulating Students' Attention

(located on the next page)

Strategy		Description	Notes	Strategy		Description	Notes
	Capturing Attention	Arouse student's interest with pictures, stories or questions.			Hand Signaling	Using various hand signals (thumbs up/down or open hand/closed) indicating yes or no, I agree or disagree response. Finger signaling can be used when numbers of fingers match possible multiple-choice answers.	Fist or five can be used as a pre-assessment tool when students use a hand signal on a scale of 1 to 5.
	Using Stories	Use storytelling, real life stories and anecdotes to gain interest.	All children love to hear stories particularly personal ones.		Write-on Tools	Use of dry erase boards, chalk boards, construction paper, pens and markers	These are great for short answer responses; students also love the glittery, magic or glow in the dark pens and markers.
	Mystery Object	Bring an object that relates to the upcoming lesson in a box or bag; this generates predictions and leads to excellent writing activities.	ADHD students are particularly drawn to novelty in their environment.		Pre-made response cards	These cards are pre-made with several responses and student holds up the card with the correct response. Teachers can use index cards held together with a metal ring or brass fastener.	Examples would be vowels sounds, parts of speech, math process needed to solve a problem, final punctuation mark needed, vocabulary words, terms or concepts, literary terms or multiple choice A,B or C.
	Use of Theatrics	Try playfulness, silliness, humor, use of props and skits to pique interest.			Wait time	Provide sufficient wait time after posing the question (at least 5 seconds) before calling for the correct answer.	Wait time should be used for choral responses, pre-made response or any other kind of elicited response.
	Unit Overview	Through explanation and visuals, identify the lesson's purpose and importance; identify the standards, objectives, goals and outcomes to be achieved by the end of the unit.			Individual Student Response	To ensure that all students are given equal opportunity to respond, students' names can be written on deck of cards or tongue depressors and teacher draws names randomly.	When name has been drawn, put card on discard pile, however, occasionally draw from the discard pile to maintain attention.
	Personalizing	When giving examples, use students' names, experiences and other means to make it meaningful.			Novel ways for Responding	Teacher can call on students based on month of your birthday, color clothes you are wearing, letters in your first name, hair color, etc.	For example, teacher may say "all students that have a birthday in October please stand up." These students will provide the answer(s).
	Graphic Organizer	Graphic organizers are an excellent tool to focus attention as well as helping student comprehend information.	The more visuals and illustrations the better. It focuses attention and helps with retention.		Pairs Share	Partner students to review, practice, clarify directions, summarize, discuss reading material, check over each other's work before turning in.	
	Do the Unexpected	Teacher can turn off the lights, lower voice, change voice, talk to the wall or cease teaching temporarily.			Class Expert	A student is assigned as class expert for clarification during seat work especially when a teacher is instructing another student.	
	Cooperative Learning Groups	Cooperative learning groups can be highly effective if the teacher follows the proper structure of cooperative learning groups by assigning roles and individual accountability.	ADHD students need clearly defined roles and expectations.		Use of timer	Use a timer system to monitor completion of a reasonable amount of work.	
	Use of Computer Program	Use the computer for skill building and practice; computer programs give frequent and immediate feedback.			Cutting Work Pages into Parts	Cut work pages into small segments and give students one part at a time to complete.	
	Motivating Instruction	Differentiate instruction through the use of learning centers, flexible grouping, interest groups, independent projects and a variety of other instructional strategies.			Self-Monitoring	Students are trained to record whether or not they were on task when they hear a pre-recorded, intermittent auditory signal.	
	Scaffolding	Giving the students supports which will allow them to complete a task or reach a goal.	Supports may include more modeling, structure, practice opportunities, re-teaching, provision of study guides, graphic organizers.		Visual Reminders of Expected Behavior	Use of picture prompts and cues at the student's desk as a reminder of expected behaviors.	
	Choral Response	Unison responses when there is one correct, short answer.	Specific questioning techniques that require a high rate of student response ensures active participation.		On-task Goal Setting (mini- goals)	Before work begins, student sets individual, short term goal(s) for improvement.	Examples include "I am going to write a least three more sentences before this period is over" or "I will read to page 52 by the time the timer goes off".