

# MANAGING DISRUPTIVE BEHAVIOR

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*Boone County Schools Mental Health Coalition*

*Those who are least loveable  
are the ones who need it the most...*

# What Do Disruptive Behaviors Look Like?

Arguing

Anger

Aggression

Bullying

Annoying Others

Stealing

Refusal

Destruction of Property

# Let's Talk About It!

What are the negative impacts of externalizing behavior?

# Impact of Disruptive Behavior

## - *for other students*

- Impacts other student's ability to sustain attention
- Threatens safety of others and school
- Frustrating to teacher and students
- Loss of instruction time

# Impact of Externalizing Behaviors- *for target student*

- Peer rejection
- Increase in off task behavior lowers grades
- Involvement with gangs or other antisocial students
- School dropout
- Involvement in juvenile crime and juvenile system
- Ineffective relationship skills as adults
- Inability to find and keep employment
- Serious mental health issues as adolescents and adults

# TOOLS TO PREVENT DISRUPTIVE BEHAVIOR

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# Two Tools To Use Anywhere

Planned  
Ignoring

Reinforcement

- Combined they are called DIFFERENTIAL REINFORCEMENT
- Providing selective attention to increase desired behaviors and decrease disruptive behavior

# Differential Reinforcement

- Give attention to what you want to see and do NOT give attention to what you don't want to see
- Planned ignoring is a natural version of time out
- Planned ignoring sends the message... what you are doing is not describing of the attention you want
- Reinforcement sends the message... I like what you are doing... do it more

It's a balancing act!





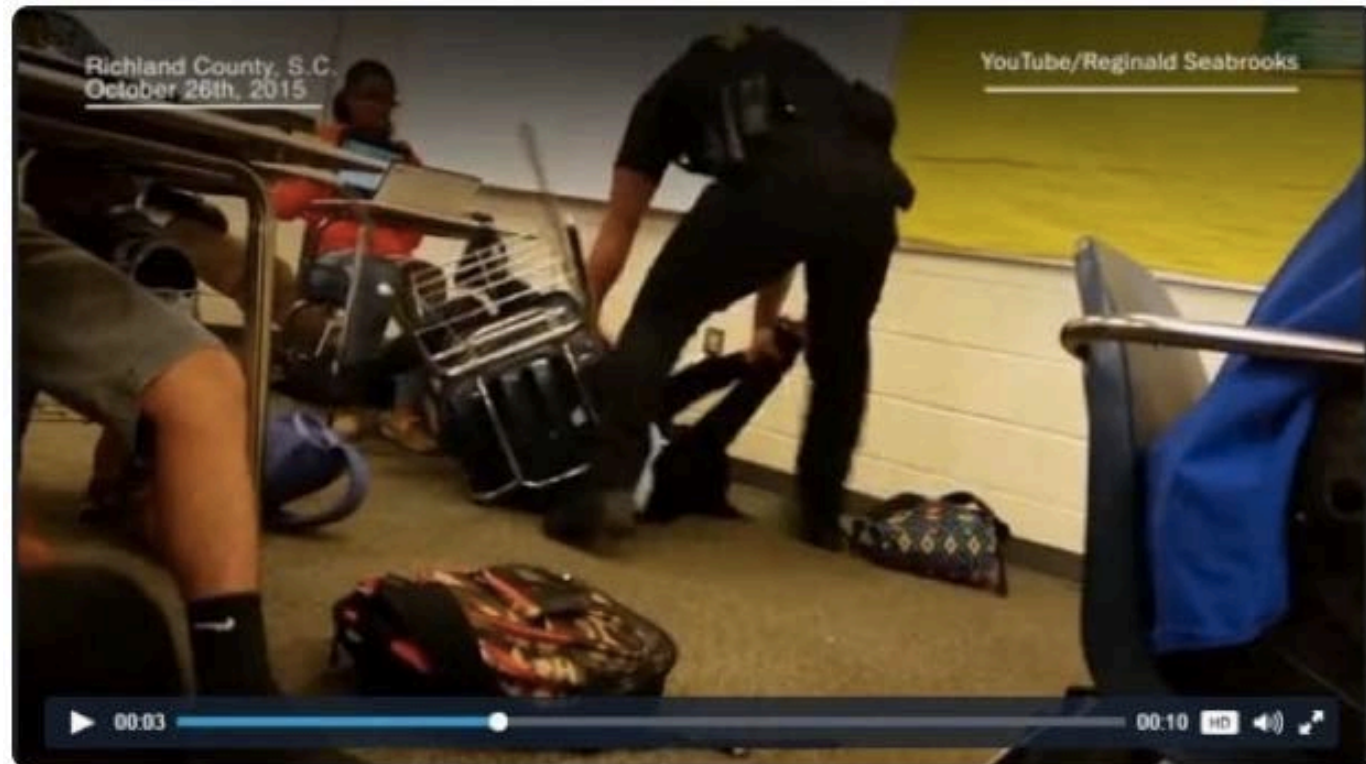
# Take Away Idea

- Develop a 'nitpick' plan:

Behaviors to Ignore	Behaviors I will NOT ignore
Tapping pencil	Punching peer
Shout outs	Cursing
Side conversations	Inappropriate sexual interactions

# What is a power struggle?

- Conflict (verbal or nonverbal); competing for influence
- Back and forth nature
- Gradual escalation



Teacher

Cynthia

*Cynthia, please turn in your assignment.*

*What assignment?*

*The assignment you didn't finish during class.*

*I finished it.*

*Great, please turn it in now.*

*I don't have it with me now.*

*You have a choice: turn it in or do it again.*

*You never believe me.*

*I guess you've made the choice to do it again.*

*Make me.*

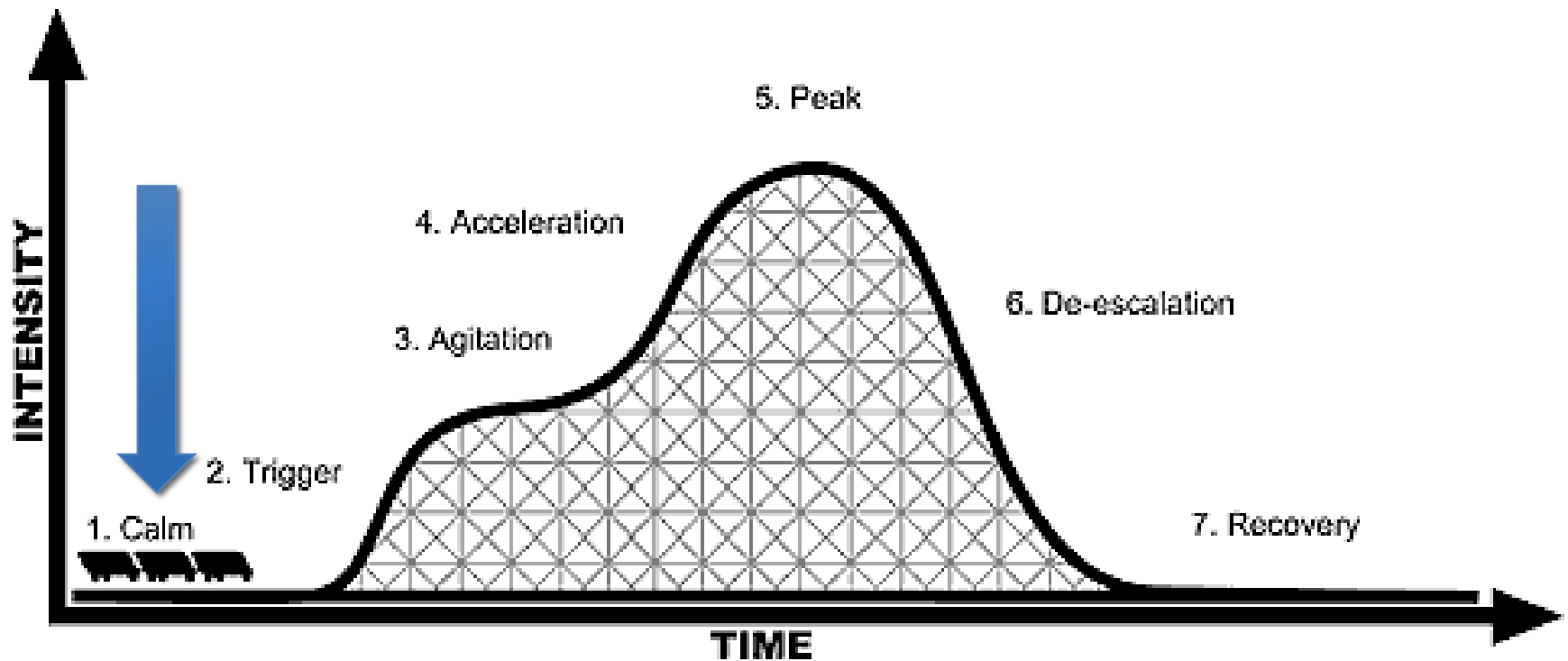
*That's disrespect...go to the office.*

*F\_\_\_\_\_you!*

*Moves closer...& puts hand on C. shoulder.*

*Pulls away, glares, & raises fist as if to strike.*

# The Escalation Model



# 1. Calm Phase

## Student Behavior

- Calm
- Cooperative
- Compliant



## Teacher Behavior

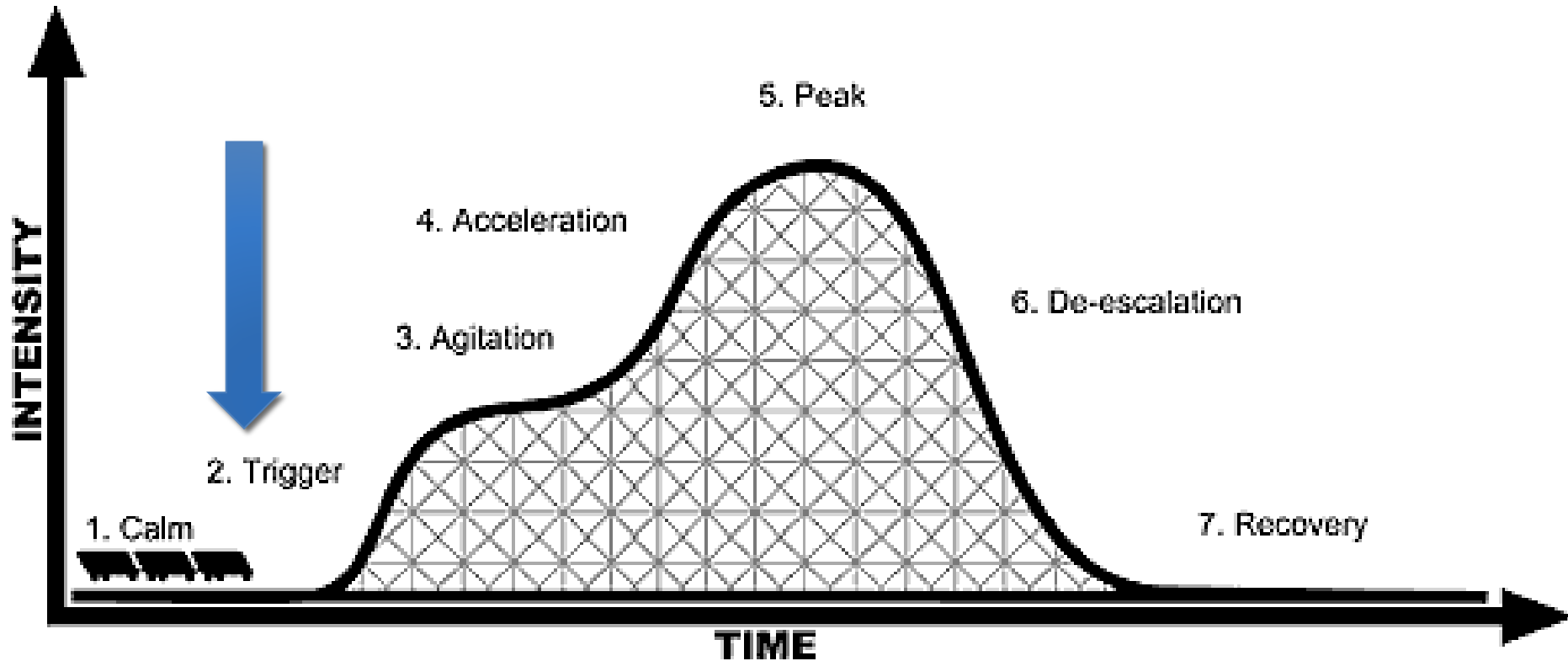
- Active Supervision
- Specific Praise
- Teach Expectations to Prevent Behavior
- Maintain Classroom Structure
- Strive for One Positive Interaction Daily
- Use Behavioral Momentum
- Teach Skills

# Behavioral Momentum Example

- Select one or two requests student easily complies
- After compliance, offer praise followed by target request

*[e.g., Keith, grab my pencil off my desk for me please (easy). Please give everyone a piece of paper at your desk (easy). Thank you that was very helpful. Write down the problems you see on the board (harder). Thank you for doing your work! (praise)]*

# The Escalation Model



## 2. Trigger Phase

### School-Based Triggers

- Negative Interaction with Teacher
- Peer Conflict
- Change in Schedule
- Difficult Work
- Assignment Failure
- Criticism
- Pressure

### Non School Triggers

- Hunger
- Lack of Sleep
- Medical Problems
- Family Conflict
- Stressful Home Climate
- Substance Use

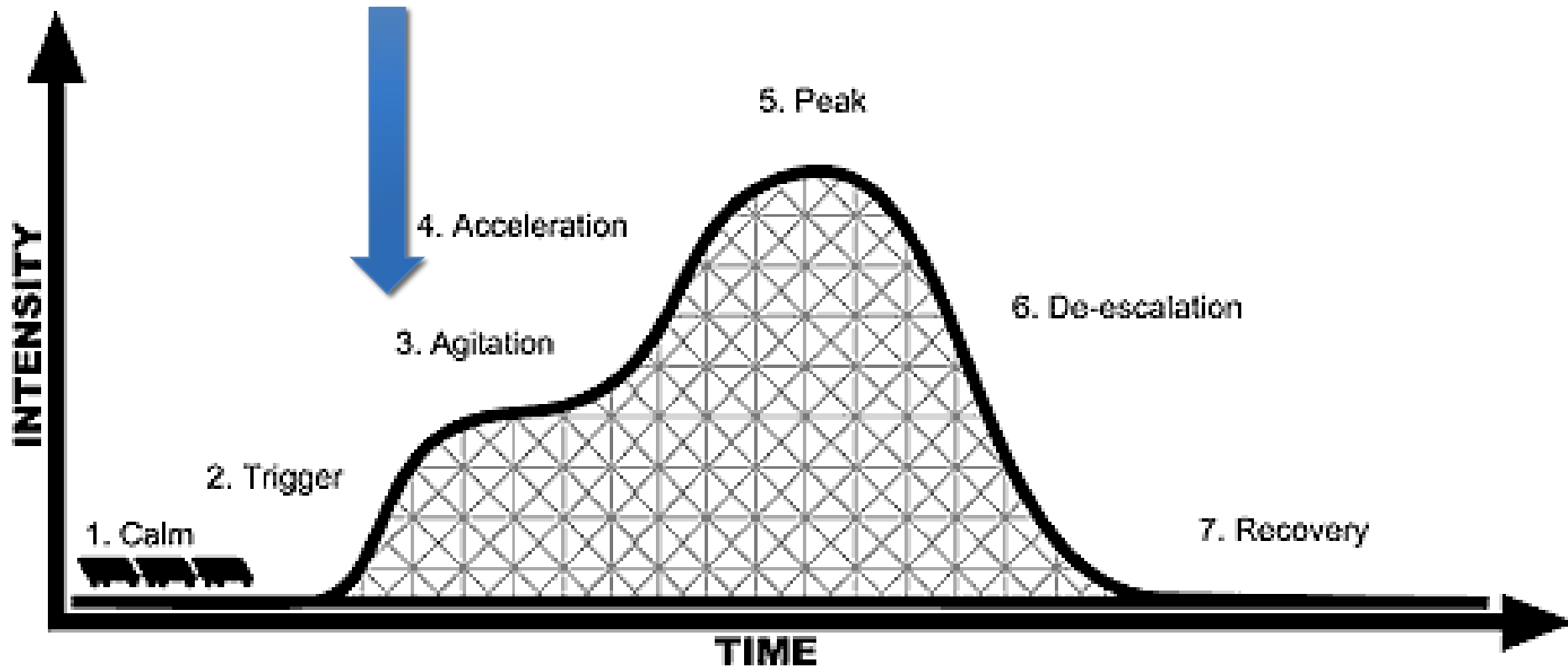


## 2. Trigger Phase

- Our role as educators is to anticipate triggers and prevent and modify:
- Examples:
  - Modify work difficulty or length
  - Provide advanced notice of changes in schedules
  - Chunk assignments
  - Provide immediate one on one attention on difficult work
  - Allow breaks
  - Provide food if hungry
  - Give choices

What other ideas do you have?

# The Escalation Model



# 3. Agitation Phase

## Student Behavior

Decreases in behavior:

- Staring into space

- Low eye contact

- No or low conversational language

Increases in behavior:

- Moving in and out of groups

- Off task behavior

- Busy hands (i.e., pencil tapping)

- Eye rolling

Example Of Agitated Behavior:

[Agitated Behavior](#)

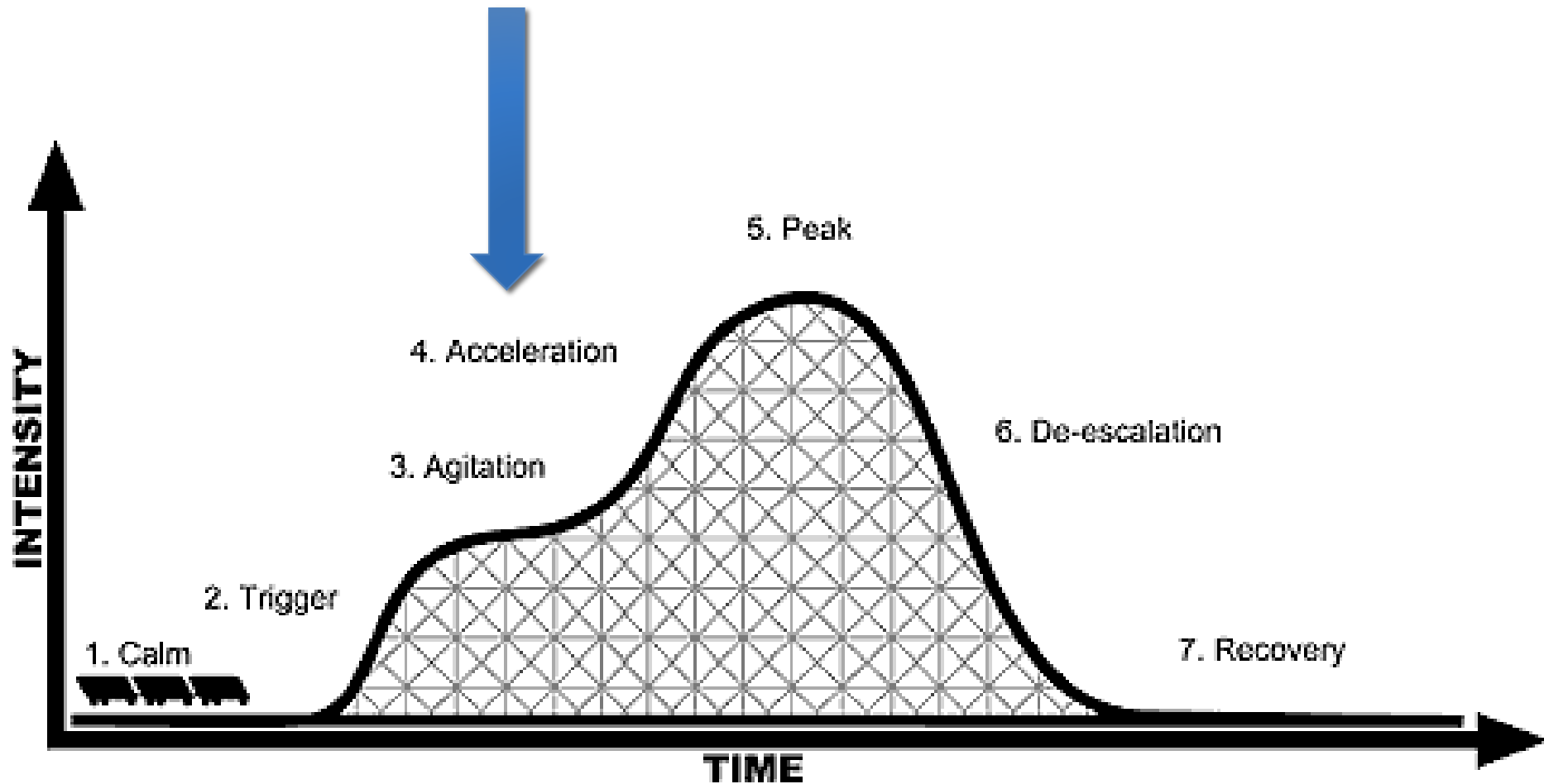
# 3. Agitation Phase

- If behaviors not intervened with before beginning of agitation phase these will escalate!
  - If you use too late it will escalate the student
- Consider the FUNCTION of the behavior

## Teacher Language:

- It seems like you are struggling
- How can I help you?
- Do you want to take your assignment to the \_\_\_\_\_ setting to work:
- Do you want to work on this with a partner?
- Let's grab a partner everyone to finish this up...

# The Escalation Model



# 4. Acceleration Phase

- This is the phase when we most often notice the problem... but a little too late



- Student Behavior:
  - Questioning
  - Arguing
  - Refusal
  - Defiance
  - Off Task
  - Provoking others
  - Compliance with Accompanying Inappropriateness
  - Rule Violation
  - Whining or Crying
  - Fleeing

## 4. Acceleration Phase

Maintain Calmness, Respect, Detachment

- Most powerful response is no response or pause
- Focus on the behavior not the student
- Careful language choice
- Matter-of-fact tone
- **Prompt, Redirect, Request**



## 4. Acceleration Phase

- **Approach Student in Nonthreatening Manner**
  - Move slowly toward problem situation
  - Speak privately when possible
  - Speak calmly
  - Minimize body language (no pointing, starting, etc)
  - Keep reasonable distance
  - Speak respectfully
  - Establish eye level position
  - Be brief
  - Acknowledge cooperation
  - Withdraw if escalation ensues





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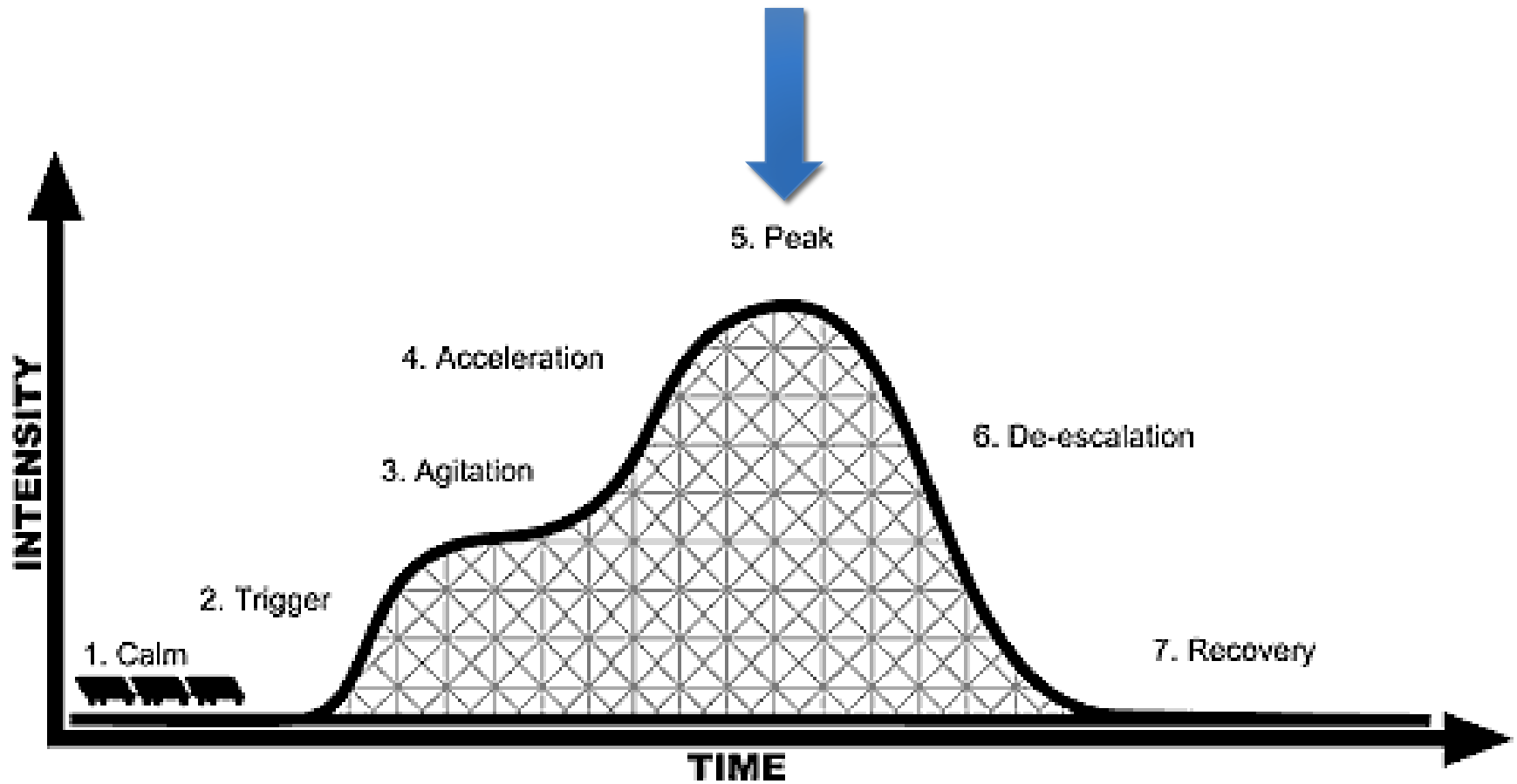
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# The Escalation Model

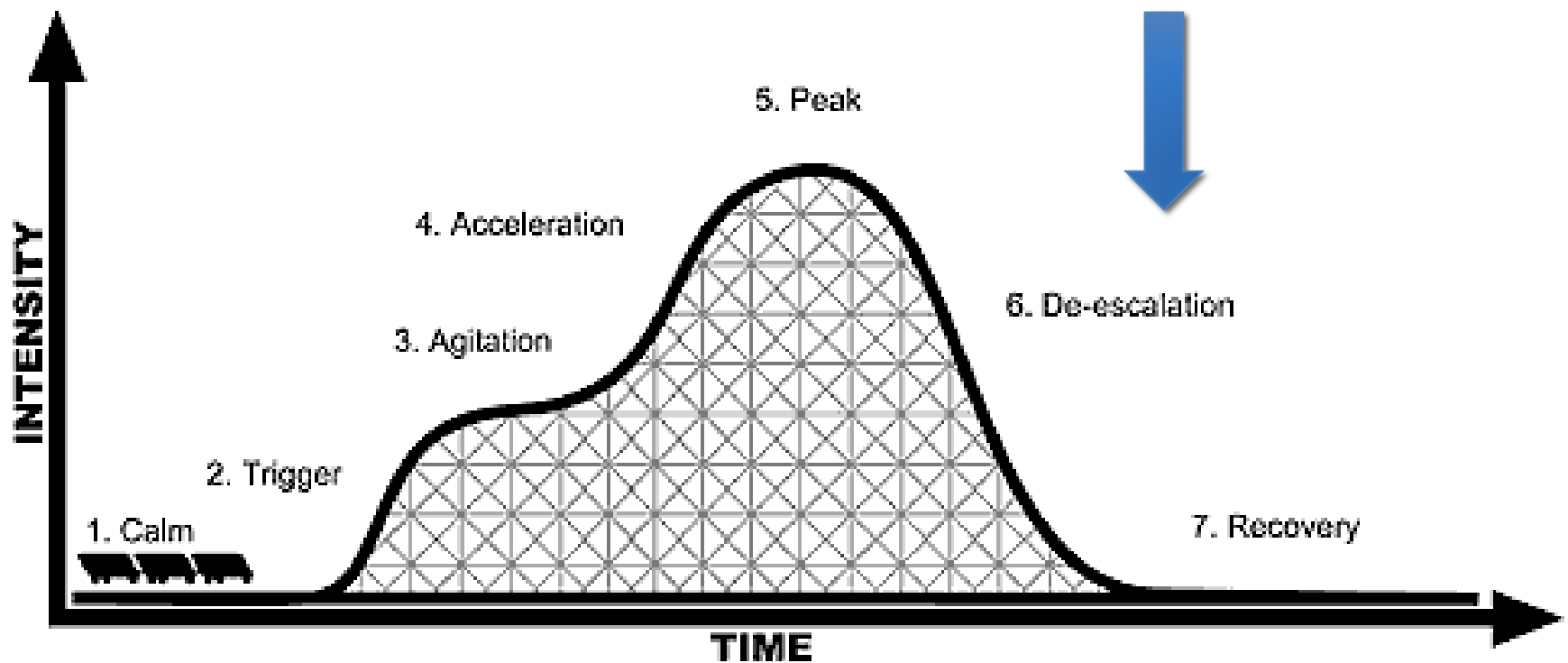


# 5. Peak

- [Peak Example](#)
- Prevention no longer possible
- Safety can become a concern
- Remove all triggers
- Do not talk or engage student



# The Escalation Model

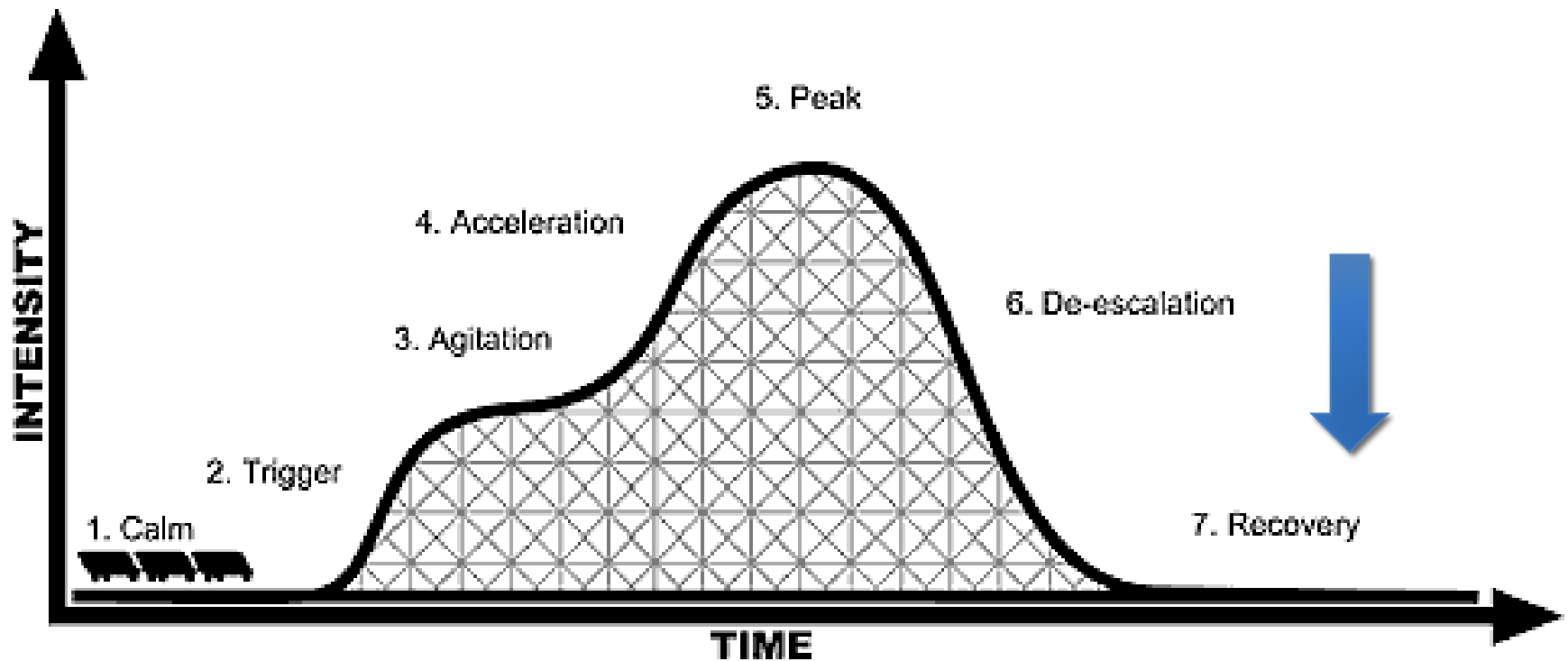


# 6. De Escalation Phase

- Students may:
  - Withdraw
  - Refuse responsibility
  - Blame others
  - Do not want to talk
- Educators should:
  - Avoid forcing apologies
  - Allow student time to calm down
  - Force
  - Avoid processing with student
  - Avoid asking the student: Why did you do it?!



# The Escalation Model



# 7. Recovery

- Student may still be unlikely to want to talk about the situation but should be calmer and not irritated
- Educator should strive to:
  - Acknowledge emotions
  - Gain understanding from student perspective
  - Debrief about choices
  - Make a mutual plan for prevention

# EASY TO USE TOOLS FOR DISRUPTIVE STUDENTS

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# Daily Behavior Report Card

- Tool used to provide a rating of behavior and:
  - Provides home-school communication
  - Provides opportunity to teach skill
  - Provides schedule of attention
  - Easily adaptable (with reinforcers, with goals, with self monitoring)
- [Daily Behavior Report Card Examples](#)

# Behavior Contract

Plan that emphasizes:

- Opportunities to reinforce replacement behavior
- Builds teacher student relationship
- Allows student choice and autonomy
- Individualized behavior goals and reward system
- [Intervention Central Behavior Contracts](#)

# COMPETITION TIME!!

- LOG IN TO [KAHOOT.IT](https://kahoot.it)

