

MANAGING DISRUPTIVE BEHAVIOR

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*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

Proximity Control

- Place students who engage in problematic or defiant behavior next to you in classroom when possible
- Provide proximity during difficult times for student (i.e., independent work, testing, etc.)

Self-Monitoring

- Students set goals and monitor their progress or behavior.
- They can receive regular performance feedback via charting and conversations with teacher
- Utilize class-wide visual or verbal cue

Self-Check  Date: _____

How well did I ... ?

	Good	Fair	Poor
• _____			
• _____			
• _____			
• _____			

Behaviors: I engaged in these behaviors...	1 Date _/_/___	2 Date _/_/___	3 Date _/_/___	4 Date _/_/___	5 Date _/_/___
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Good Behavior Game (Modified)

- A classroom wide game that targets reduction of inappropriate behaviors and increasing compliance with stated rules during a specified period of time.
- Students compete on teams to earn the fewest points (earned by breaking rules) and earn access to a reward.
- Can be modified to fit into secondary classroom
- Example – CPS Middle School
- <http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>

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!



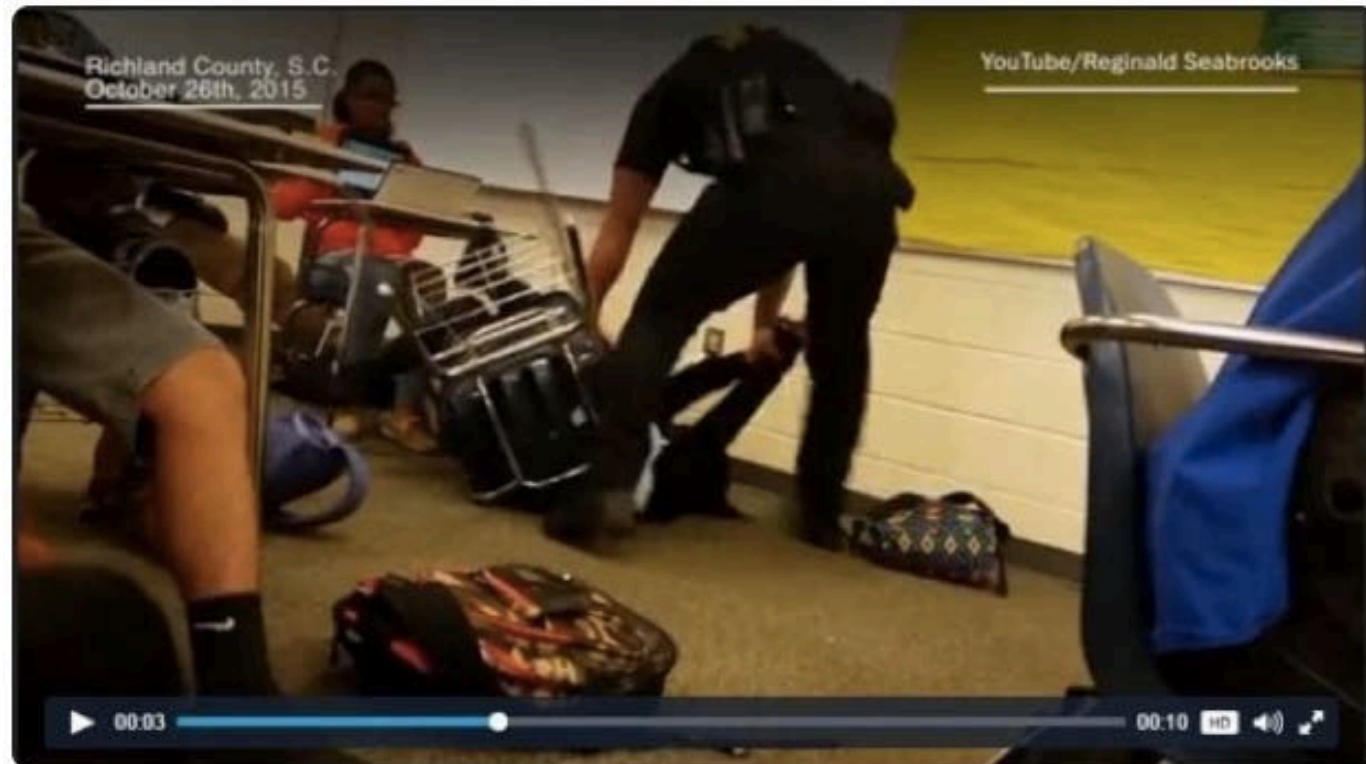
Take Away Idea

- 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.

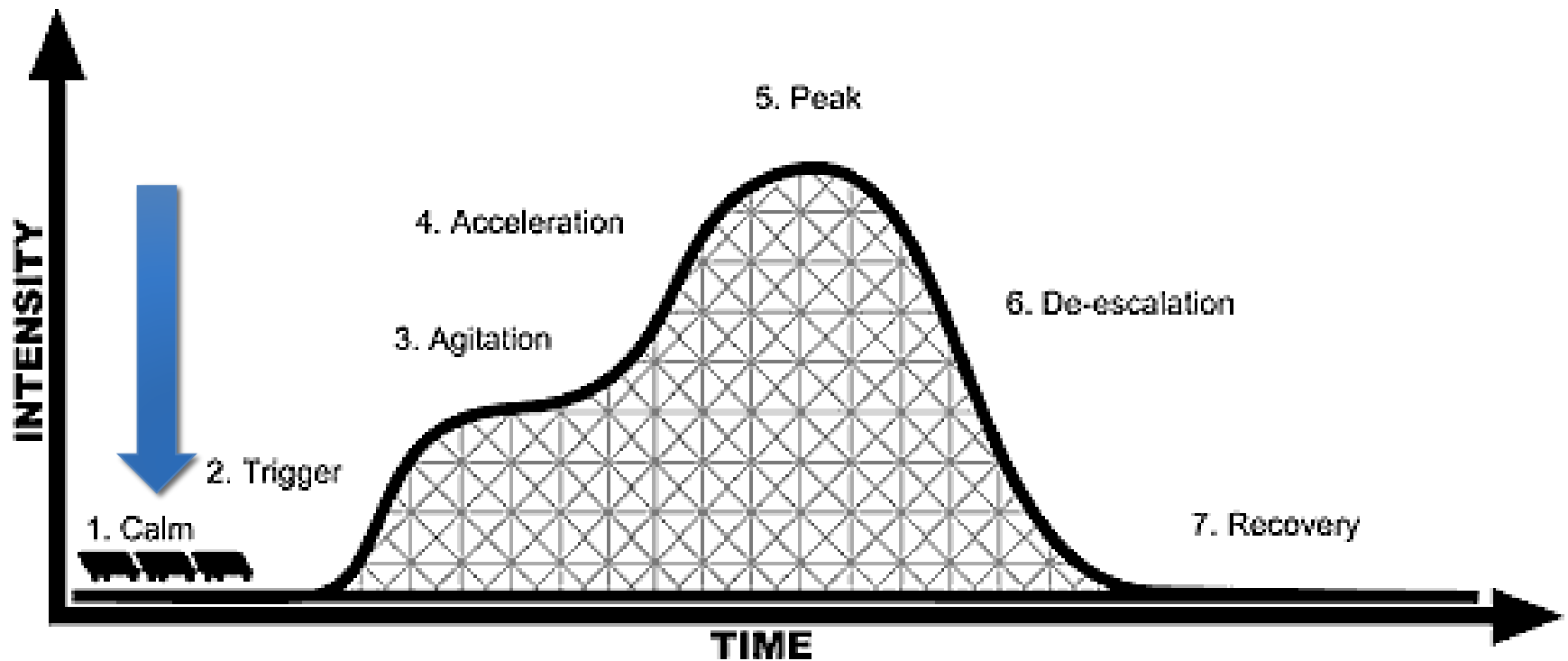
That's disrespect...go to the office.

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

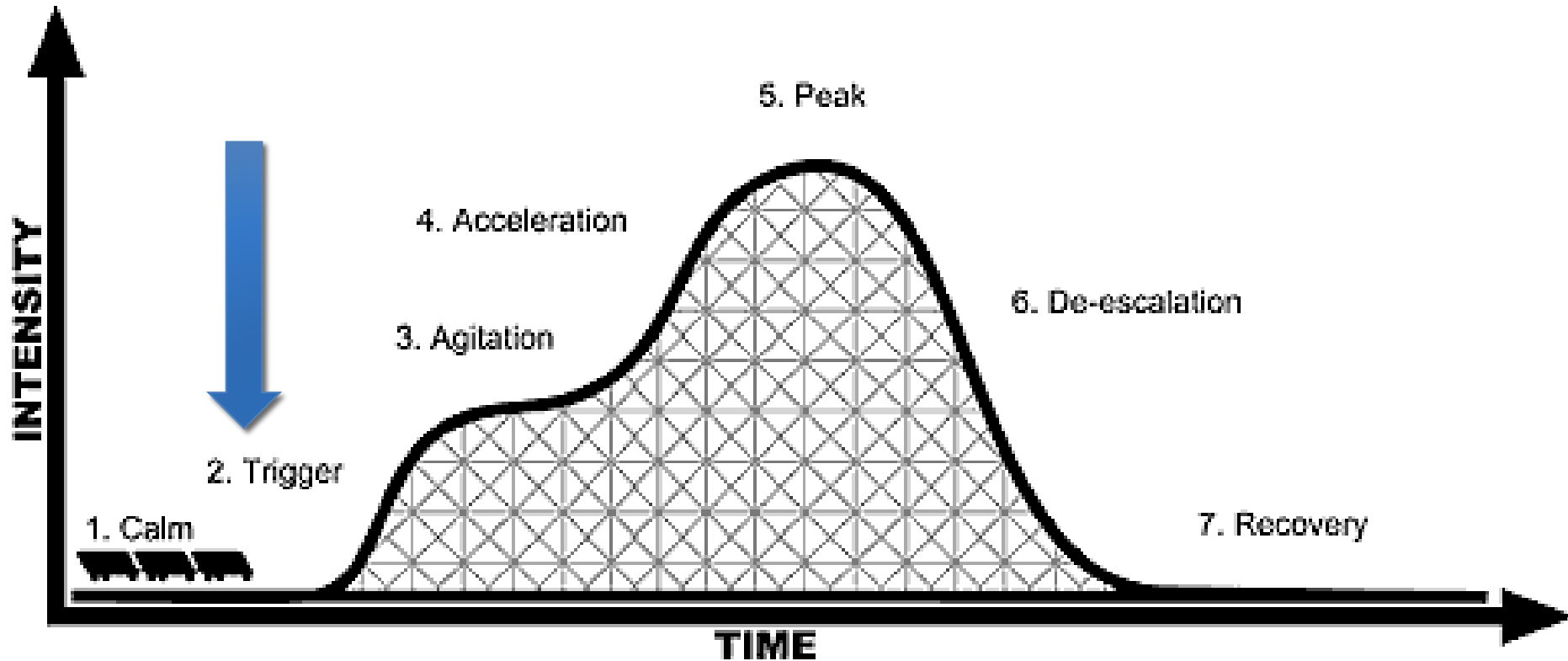
- Active Supervision
- Specific Praise
- Teach Expectations to Prevent Behavior
- Maintain Classroom Structure
- Strive for One Positive Interaction Daily
- Use Behavioral Momentum
- Teach Skills

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

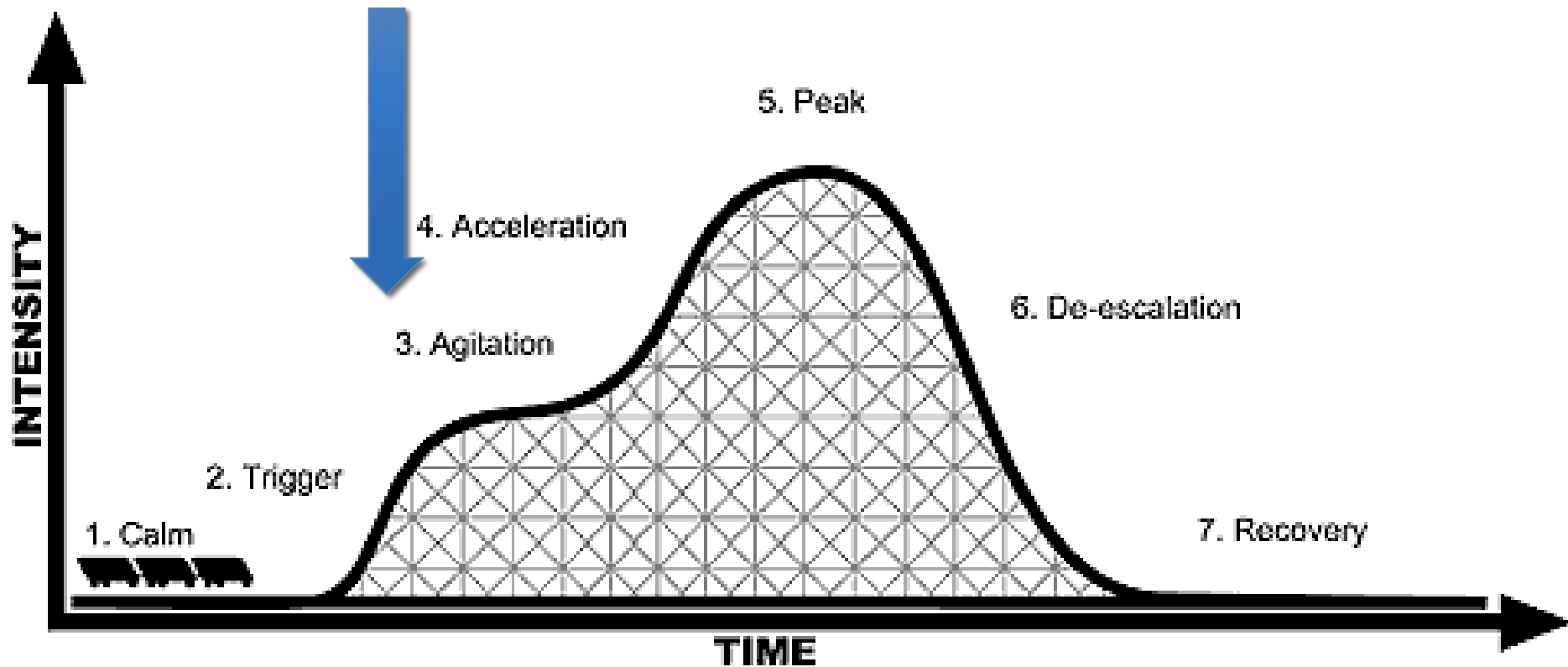
- Hunger
- Lack of Sleep
- Medical Problems
- Family Conflict
- Stressful Home Climate
- Substance Use

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](#)

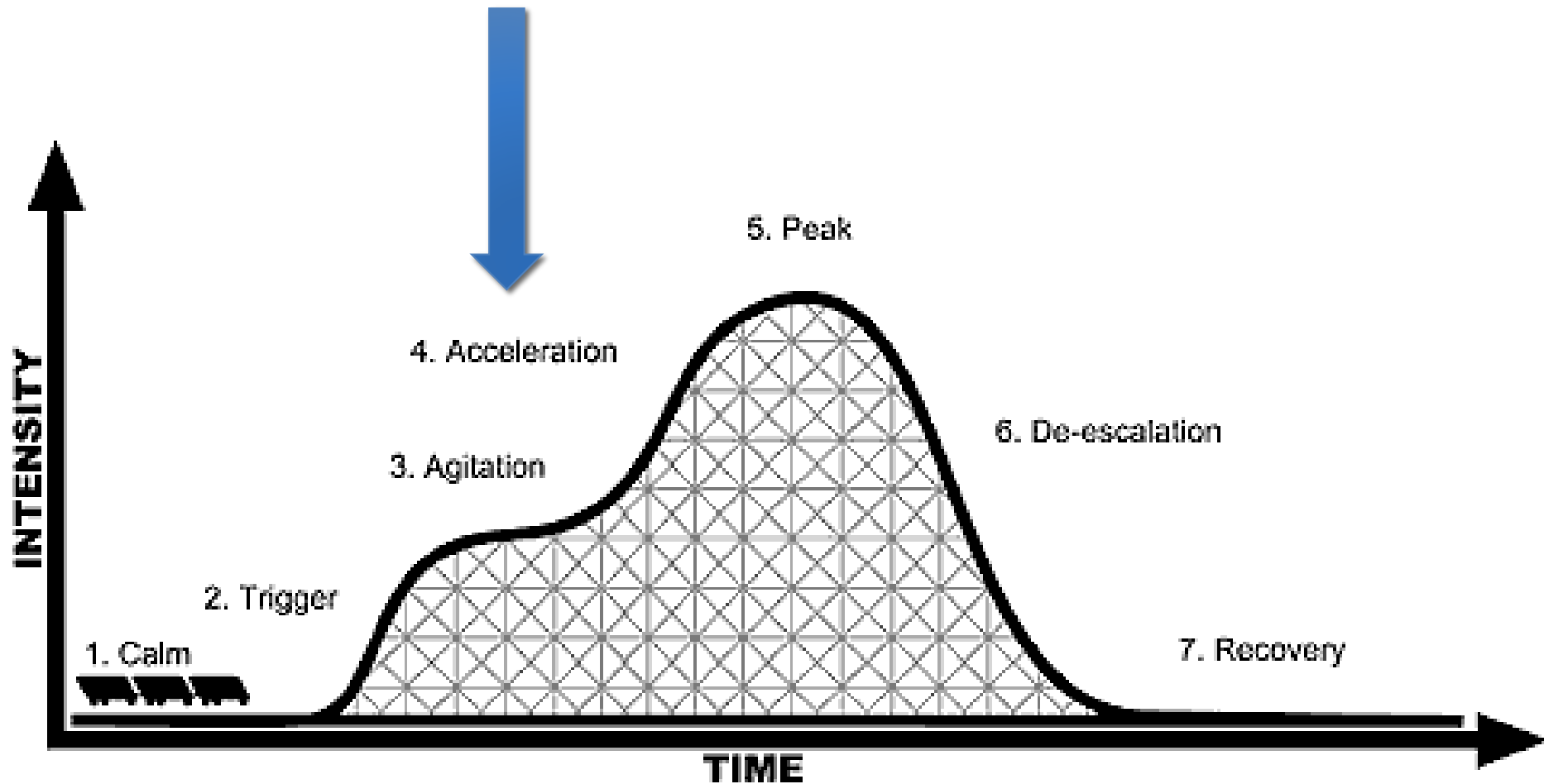
3. Agitation Phase

- 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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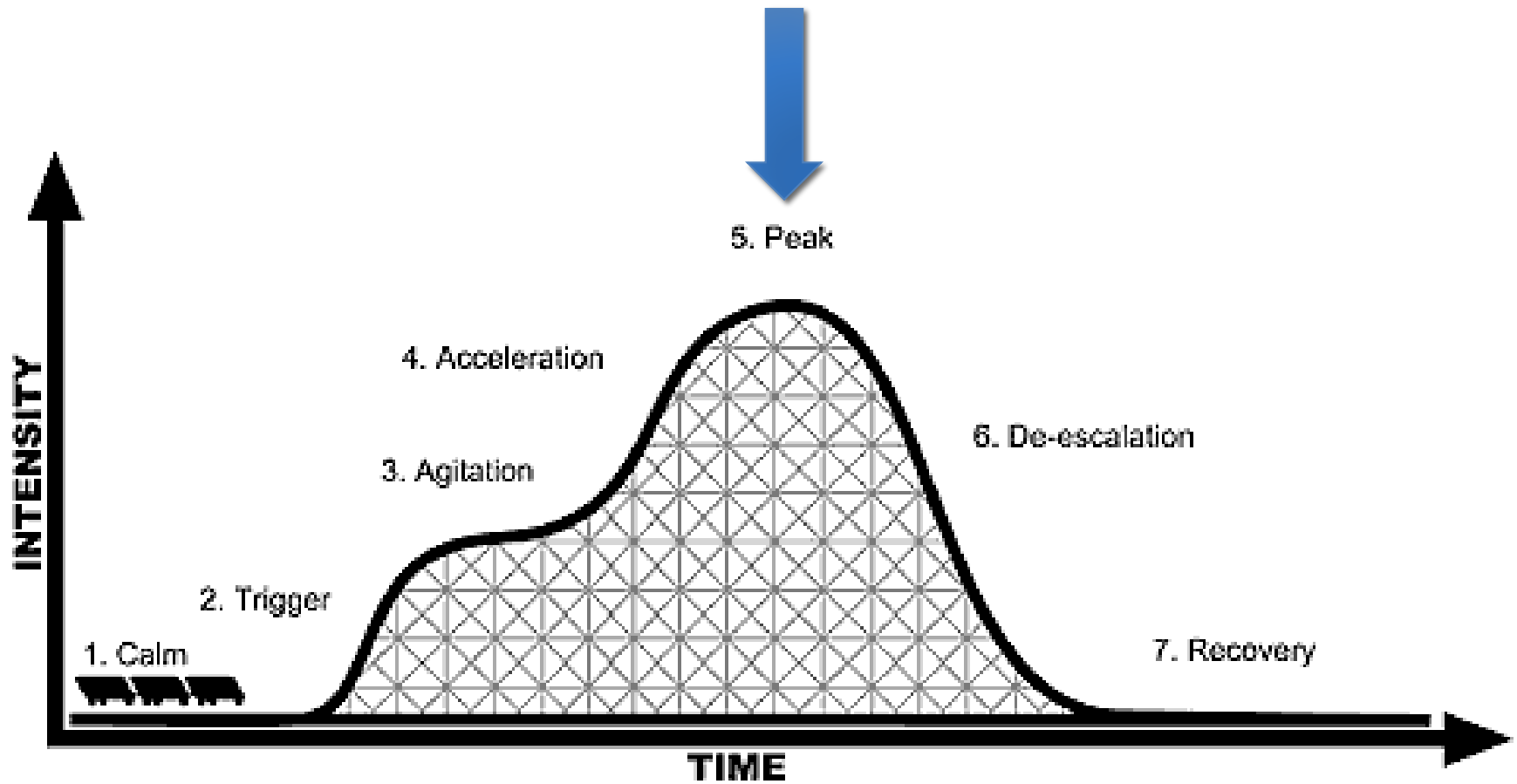
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The Escalation Model

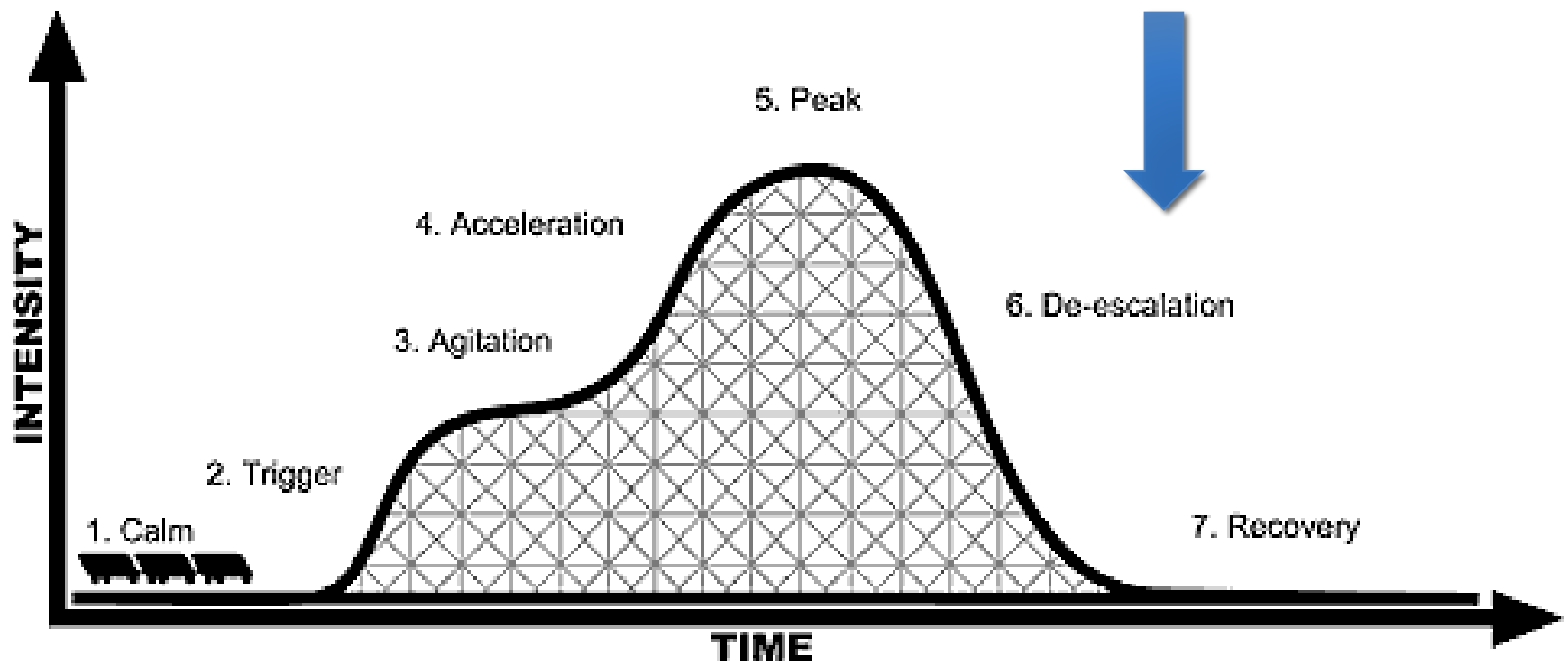


5. Peak

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



The Escalation Model

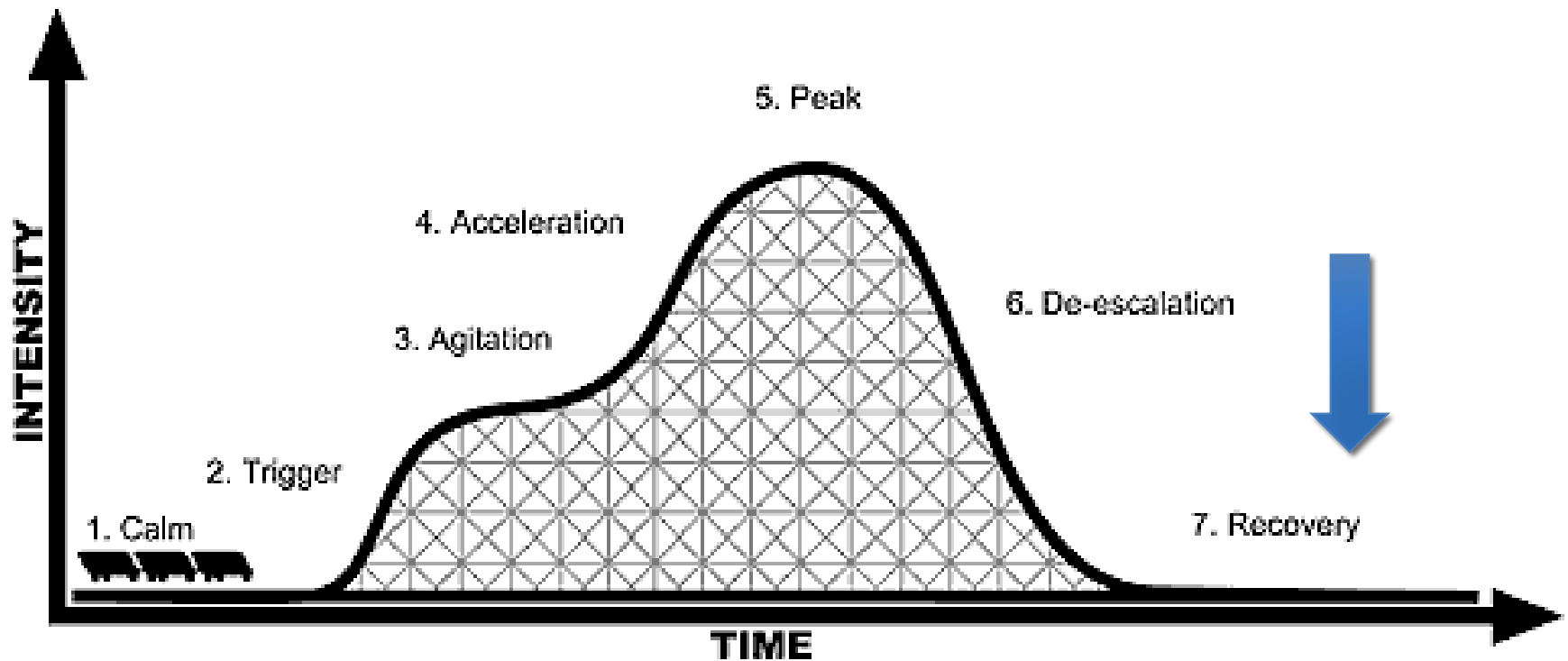


6. De Escalation Phase

- 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

Tier 2/3

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](#)

Response/Cost System

- This system is an extension of a token economy. In addition to providing positive reinforcement for appropriate behavior students may 'pay' for misbehavior or not meeting expectations.
- This system is meant to encourage students to take responsibility for misbehavior, in addition to increasing motivation to engage in appropriate behavior.

Breaks are Better

- A modification to Check in Check Out (CICO) for students who seek escape or breaks from tasks.
- This intervention allows students to receive points for engaging in desired behavior, but provides built in and earned 'breaks' for meeting expectations.
- Modification – Discuss