

COMMON MISBEHAVIORS

Argumentative

- Approach the student in private
- Use a calm, non-accusatory tone when talking with the student
- Allow the student cool down time
- Avoid immediate responses when in an emotional state
- Keep emotions and threats out of the conversation
- Talk in a firm voice and displace an in-control manner at all times
- Offer the student an opportunity to share his/her side
- Role play the situation, reversing roles of those involved in the argument, and discuss appropriate behaviors
- Use a structured process to explore a situation and seek the root causes of the confrontation
- Use *what* questions and avoid *why* questions
- Ask open and clarifying questions and restate what was said
- Admit if you make an error

Class Clown

- Move toward the student avoiding eye contact
- Use a nonverbal warning signal to cease behavior
- Remove the student to a quiet area within the classroom
- Share privately that the behavior is unacceptable, explain the expectations, and develop trust by listening to the student
- Channel the humorous talent into a productive activity (e.g., class performance, a few minutes of comedy at end of period or day)
- Ask the counselor to visit with the student to determine possible reasons for clowning
- Seek other avenues to allow the student to contribute to the class as a leader or helper
- Find an area of student interest and allow independent work
- Conference with parent and student to develop a behavior plan
- Inform student that continued disruptions will involve the administrator, the student, the parent, and the teacher

Hyperactivity

- Engage students in hands-on learning
- Arrange work areas that minimize environmental distractions (e.g., study carrels, partitions, earphones)
- Divide lengthy assignments into shorter tasks
- Use a structured, step-by-step approach to solve problems or present information
- Seat students close to teacher or a positive role model
- Keep seating away from high traffic areas
- Use direct eye contact
- Vary the pace to keep students engaged

- Incorporate movement into activities
- Use specific, positive verbal acknowledgement for on-task behavior
- Employ relaxation techniques, deep breathing exercises, and visual imagery to set a calm atmosphere
- Require the use of student organizers/planners/calendars
- Keep the student desktop free of clutter except for the items needed for the specific lesson
- Give students time to organize their desks and work areas
- Supply the student with written expectations or written directions for an activity or assignment on colored paper
- Use visual reminders to keep students on task or help them with organization (e.g., pointer, highlighter tape, graphic image, icons on posted rules)
- Use graphic organizers to organize ideas (e.g., charts, story maps, flow charts, Venn Diagrams)
- Encourage students to use Post-it notes, whiteboards, or tape recorders to record their ideas
- Show examples of products that serve as models of quality work
- Use signals and timing devices to provide a visual or auditory reminder to keep students on task
- Post daily schedule and notify students in advance of any change in routine
- Provide students with a checklist to enable them to self-monitor activities, assignments, and tasks

Interruptions

- Discuss important of showing respect by not interrupting
- Review expectations of being patient, waiting to speak, raising hand, etc.
- Describe what procedures are acceptable to get the attention of the teacher
- Direct students to “hold that thought” until a later time or to write it on a Post-it not to be placed on a holding board
- Ignore the initial interruption (e.g., If a child interrupts by blurting out a response, give a displeased look, but do not answer the question or respond to the request.)
- Hold a private conference and describe the interruptions as disrespectful and distracting to others
- Compile a written plan on what the student will do in the future to handle the situation differently
- Agree upon a verbal or nonverbal signal to use as a reminder to the impulsive student who constantly interrupts
- Have students who constantly interrupt monitor themselves by recording interruptions in a log or rating themselves daily (e.g., 5-point scale, smiley face scale: sad, neutral, happy)
- Record the frequency of interruptions in a teacher log book and increase the level of consequences in proportion to the frequency of the misbehavior
- Make sure all students have an opportunity to answer questions or to share a response
- Administer consequences with consistency

Irritating Distractions

- Discuss appropriate rules with students and develop a written contract with the entire class
- Make eye contact with student to show that the behavior is unacceptable
- Use a simple verbal directive when the misbehavior occurs (e.g., “Stop tapping on your desk, and complete your math assignment.”)
- Hold a private conversation with the student; identify and redirect the misbehavior
- Remove or reduce distractions, and place distracters in a safe place to be returned later
- Offer assistance to a struggling student before frustration arises and misbehavior occurs (e.g., “Andy, may I help you with the science assignment?”)
- Use body language or a nonverbal expression to communicate to the student that the misbehavior was not overlooked
- Move around the room and among the students to prevent behavior problems
- Offer sincere praise to the entire class as often as possible
- Use a behavior contract with an individual student who displays annoying behaviors by identifying the misbehavior, defining the desired behavior, and stating consequences
- Determine if the behavior is related to the learning style of the student and act accordingly (e.g., supply a soft surface to tap rather than the desk, have a T-stool or bouncing ball for students to sit on if movement is required)
- Review the rules and procedures frequently

Lack of Motivation

- Demonstrate to students that they are cared for and wanted in the classroom
- Determine the reason for lack of student motivation by talking to student, nurse, counselor, or parent
- Make sure physical needs are met (e.g., rest, food, vision, hearing)
- Meet the emotional and safety needs of students if possible
- Design a classroom that is stimulating, inviting, and challenging
- Provide an emotionally-safe and risk-free environment
- Use an informal inventory to assess student learning styles
- Design lessons that incorporate multiple approaches to learning so that all needs and interests of students can be addressed
- Show enthusiasm while teaching
- Incorporate experiences that build student self-esteem and lead to student success
- Use the names of students and school events to personalize lessons (e.g., use student names in a math story problem)
- Utilize multiple grouping opportunities (e.g., whole group, small group, partners, independent)
- Show recognition to students in varied ways (e.g., Student of the Month, comments on paper, acknowledgement on intercom)
- Use incentives in the classroom to recognize progress and encourage completion of tasks

- Look for patterns in the misbehavior to gather information to reach a solution (e.g., When did the misbehavior occur? What happened before and after the misbehavior occurred? Did the misbehavior occur on a certain day? What instructional approach was being used when the misbehavior occurred?)

Lack of Respect

- Model respect to the student, and require respect from the student in return
- Role play situations where a lack of respect occurs followed by discussion of alternative actions to take
- Know student background to seek probable cause and solution
- Present a professional image in appearance and actions in order to earn respect
- Create situations that promote a sense of belonging for each student in the classroom
- Be concise and state the reasons for respect toward adults, peers, belongings, and property of others
- Provide positive reinforcement for students who show respect in order to emphasize appropriate behaviors
- Explain realistic rules and avoid ultimatums that provoke confrontation
- Listen to student's explanation without predetermined judgments
- Avoid trivial or sarcastic remarks
- Seek the assistance of the counselor; use guidance materials and resources that deal with respect; follow up with a discussion; make a plan for the future

Negative Response to Rules and Directives

- Involve the students in setting rules and review the positively-stated rules periodically
- Make sure that student expectations are clear to avoid student confusion which could lead to defiant behavior
- Build a positive relationship to show students genuine concern
- Give students frequent positive attention
- Convey the message that the student is valued, but the behavior is not tolerated and not acceptable
- Allow a cool down opportunity
- Speak privately to the student to discuss the situation and listen actively to the student
- Offer students a dignified way out of the situation instead of embarrassing or ridiculing them
- State directives as choice statements (e.g., "Rick, would you rather stay after school to complete the activity or complete the activity right now? It is your choice.")
- Give student time to reflect privately and transfer thoughts to a journal
- Have student write the misbehavior in a log and identify positive ways of responding in the future
- Monitor the classroom frequently and intervene to prevent escalation
- Speak calmly and with respect to prevent triggers that lead to anger

- Contact the parents, the principal, and/or counselor to discuss persistent misbehavior

Tattling

- Place a *Tattle Box* in the classroom where students place written tattling remarks rather than interrupt the class
- Explain the difference between telling (used to keep someone from harm) and tattling (unnecessary chatter or gossip)
- Use role play to demonstrate how to handle tattling
- Use a stoplight system to deal with tattling (e.g., red light: think about what was said, yellow light: decide if it is telling or tattling, green light: tell if it would cause harm or injury)
- Put the situation in perspective and respond calmly
- Teach students to communicate positively with each other and solve the problem themselves