Responding to Escalating Behavior in Schools

What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Environment</th>
<th>Relationships</th>
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</thead>
<tbody>
<tr>
<td>Teacher facilitated</td>
<td>Arranges physical space</td>
<td>Communicates often</td>
</tr>
<tr>
<td>Direct and explicit</td>
<td>Develops routines</td>
<td>Conveys genuine interest in students</td>
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<tr>
<td>Authentic examples</td>
<td>Develops Procedures</td>
<td>Maintain role of encouraging teacher</td>
</tr>
<tr>
<td>Multiple opportunities</td>
<td>Consistent across time and students</td>
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<tr>
<td>Engages students</td>
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The Wager

You get $10,000 if . . .

- The student remains in the classroom
- The student gets work done
- Other students are able to get work done

What would you ask the teacher to do differently?

Keys to Addressing Disruptive Behavior

Beforehand
- As much as possible, avoid situations that tend to trigger disruption

After Disruption
- Recognize student agitation early
- Redirect student in clear and neutral manner
  - Clearly state the expected task
- Communicate concern for student
  - Present options
  - Be private as much as possible – but do not hover
  - Assist student to begin work
- Acknowledge compliance or institute standard consequence in neutral manner
- Continue to attend to other students
- Activate crisis plan as needed

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**Keys to Addressing Non-Compliance and Defiance**

**Beforehand:**
- Teach expected behavior and be clear about what student is to do
  - Provide reminders – especially at times where non-compliance is predictable
- Teach a standard consequence for non-compliance

**In Response to Non-Compliance**
- Provide one very clear direction for student to follow
  - Be neutral but direct to student with eye contact
  - Stay with the direction – broken record
- Follow-up with student quietly rather than in front of group
- Acknowledge cooperation or implement consequence in a neutral manner
- Continue to acknowledge other on-task students

**Keys to Addressing Disrespectful Behavior**

**Beforehand**
- Teach what it means to be respectful and provide positive/negative examples

**In Response to Disrespect**
- Acknowledge respectful students
- Indicate that action was disrespectful in a neutral manner
- Indicate need follow-up with the disrespectful student later
  - Do not overreact
  - Do not get angry or frustrated
  - Do not allow disrespect to distract from lesson
- Continue with instruction
- If disrespect continues assign class a task and talk to student individually
  - Do not allow student to get peer attention by confronting in front of class

**Keys to Addressing Provocative Behavior**

(profanity, vulgarity, inappropriate actions/attire)

**Beforehand**
- Teach what is and is not acceptable behavior
- Tie to school-wide expectations
- Teach a standard consequence

**After Provocative Behavior**
- Speak privately to student
- Identify as a problem for the student
  - Ask the student to take care of the problem
  - Present options and ask the student to select one
- Acknowledge cooperation
- Follow through with bottom line consequence

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Resources

- Promoting Positive Behavior in Schools I and II:
  - [http://www.pblearningmedia.org/search/?q=positive+behavior](http://www.pblearningmedia.org/search/?q=positive+behavior)
  - ABRI Video
    - [http://louisville.edu/education/abri/training.html](http://louisville.edu/education/abri/training.html)