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

Instruction	Environment	Relationships
• Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students	• Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students	• Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

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

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
  – All other student requests and issues are contingent upon compliance
- 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

Resources

- Colvin, G. (1999). *Defusing anger and aggression: Safe strategies for secondary school educators* (DVD). Eugene, OR: Iris Media

- Colvin, G., & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom*. Thousand Oaks, CA: Corwin Press.

- Promoting Positive Behavior in Schools I and II: http://www.pbslearningmedia.org/search/?q=positive+behavior&selected_facets=

ABRI Video
http://louisville.edu/education/;abri/training.html

Center for Instructional and
Behavioral Research in Schools

Access to Video links, Training materials, and Resources

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