

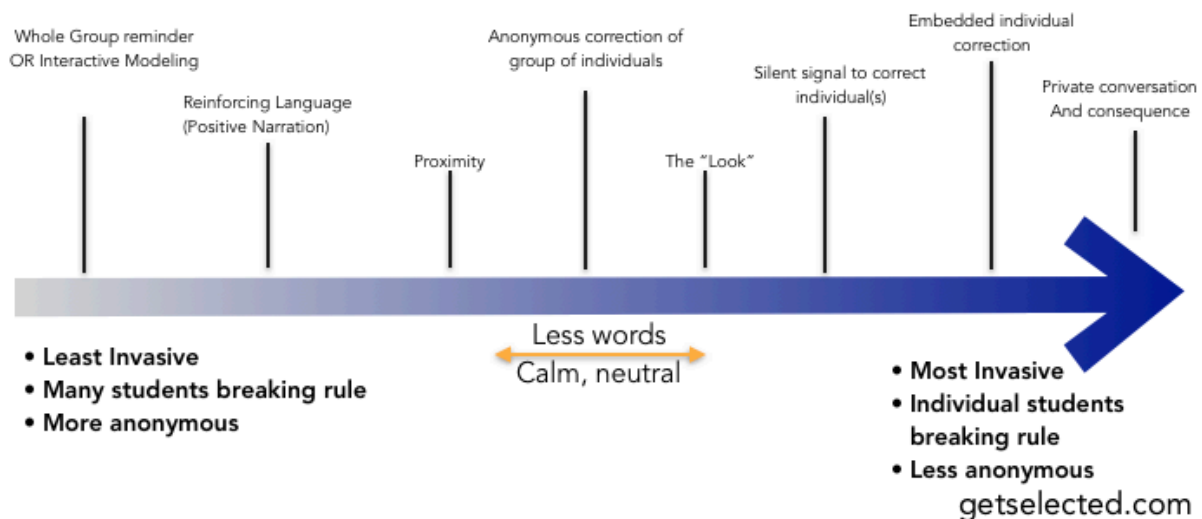
# Managing Challenging Behaviors

## The 95%

What's keeping you awake at night? (A particular student, time of day, class, routine?)



### The 95%: Less Invasive Techniques



### Explanation of terms

For all reminders: Calm, neutral, as anonymous as possible

## **Whole Group Reminder**

*The Scene: Many students are off task.*

*Examples:*

- *only 6 students have started working*
- *many students are talking during silent time*
- *more than half of students seem unfocused during lesson, not looking at the speaker, not participating.*

*What to do: Get everyone's attention. Point to visual aid if applicable, such as directions or rule chart, remind everyone what they should be doing, see if there are questions, then move on quickly.*

## **Interactive Modeling**

*The Scene: Many Students are off task during a procedure*

*Examples:*

- *students are told to line up and they are talking, running and playing*
- *many students are not showing they are not listening to the speaker (not making eye contact, playing, etc)*

*What to do: Get everyone's attention. Very briefly explain what you notice and why it is a problem. Tell them you are going to show them how you want them to (insert procedure). Model the correct behavior. Ask, "what do you notice?". Elicit 3 responses. Ask a student or group of students to try, then all students. Have them keep practicing until they reach expectations.*

## **Reinforcing Language (Positive Narration)**

*The Scene: Many students are off task*

*Examples:*

- *only 6 students have started working*
- *many students are talking during silent time*
- *more than half of students seem unfocused during lesson, not looking at the speaker, not participating.*
- *You gave the whole class directions, such as "put away your books" and many did not follow.*

*What to do: Say "I see most people putting their books away. Good. The red table is done putting their books away..."*

## **Proximity**

*The Scene: A group of students or individual student is off task, the teacher is walking around the room*

*Examples:*

- *A student is fidgeting with something*
- *Two students are talking at their desks during a lesson*
- *A student hasn't started working yet, is looking out window*

*What to do: Continue teaching, coaching students or walking around assessing. Continue doing this while walking in the direction of the student(s). Stand near them but do not engage yet*

### **Anonymous Correction of a Group of Individuals**

*The Scene: A group of students are off task. Students have already been made aware of the expectations*

*Examples:*

- *You got the class's attention and are about to start a lesson. A group of students is still talking.*
- *You reminded students of the expectation that they are paying attention. You see that many still have their heads down, are looking around, or are not participating.*

*What to do: Say "Some of you are still talking. Please stop so I can begin." "If your head is down please sit up and pay attention", then immediately go back to teaching.*

### **Silent Signal to Correct**

*The Scene: One student is off task, possibly in a disruptive way.*

*Examples:*

- *All students are engaged in the lesson, one student starts crumpling paper*
- *You direct students to push in their chairs, one remains sitting. You already tried proximity*

*What to do: shake your head no, pantomime to indicate desired behavior (putting away phone, pushing in chair, raising hand), tapping shoulder or desk, etc.*

### **Embedded Individual Correction**

*The Scene: You are in the middle of teaching, one student or a small group of students is off task. You have used silent signals, proximity, and anonymous corrections but students are still engaging in the behavior*

*What to do: Embed the correction into your lesson using a quieter voice, then continue teaching with little or no pause. "Everyone take a look at the first stanza—Put that away please—The first stanza has some words that rhyme, doesn't it? What are those words?"*

### **Private Conversation and consequence**

*The scene: You have used at least 2 less invasive strategies and they were ineffective, OR there is a more serious or private issue like an argument or bullying.*

*What to do: Invite the students for a private conversation as privately as possible (go to desks and whisper, for example). If you are not available for a private conversation, say something like "We will talk" and write down a reminder for yourself so that students can see that you intend to follow up. Start conversation by stating what you saw and asking what happened.*

## **Group Activity: What would you do?**

*Example:*

*Scenario #1: You posted the assignment on the board, materials distributed, the class has started working. 5 students are talking to each other and have nothing on their papers.*

*Strategy: positive narration "Most of you have begun working. You should have at least 3 responses by now."*

## Scenario #2

Strategy:

## Scenario #3

Strategy:

## Scenario # 4

Strategy:

## Scenario #5

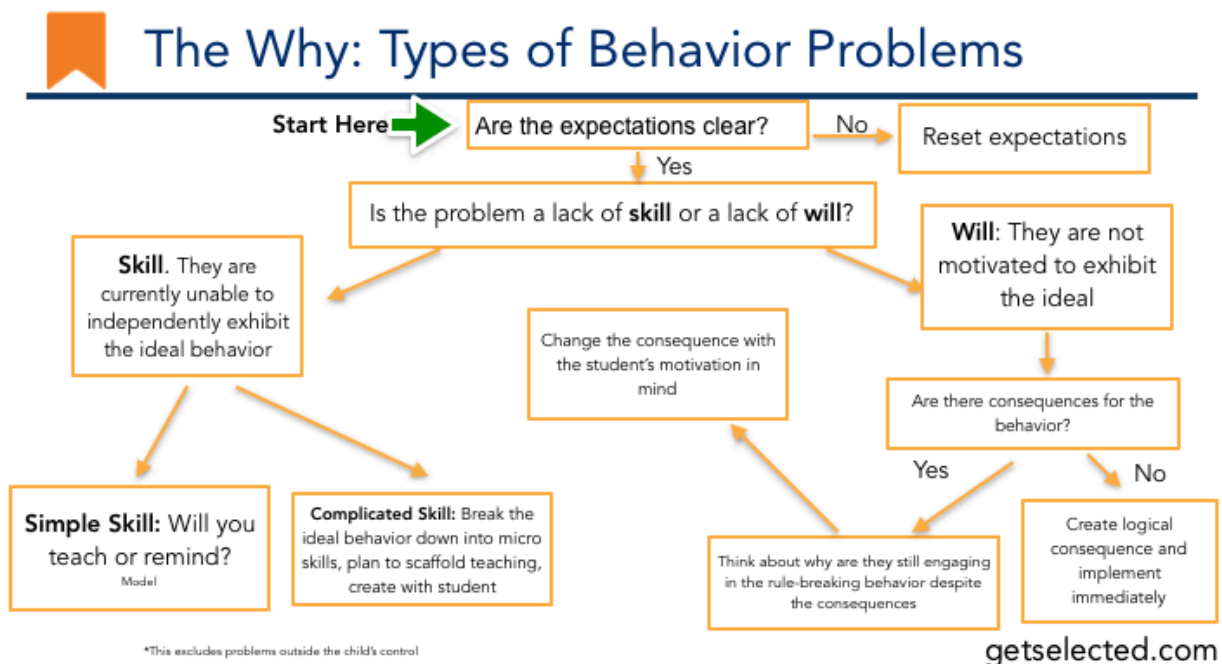
Strategy:

## The Why Behind the 5%

Think about a student who recently engaged in rule-breaking behavior and it was very frustrating for you.

Describe the student's behavior.

Now describe the ideal behavior.



## Solving the Problem One-on-One

**For Incidents**

- "Are you ok?" Or describe the problem, "I saw you shove Marcus."
- "What just happened?"
- Listen
- Validate
- State why the behavior is a problem without blaming
- Provide a choice for logical consequence

**For a Growth Area**

- "I've noticed that you..."
- "Have you noticed that?" Or "Tell me about that."
- Validate
- State why the behavior is a problem without blaming.
- "Any ideas how we can fix this?"
- Start open-ended, then prompt as necessary: "Do you think that would work?"
- Write out the solution/next steps or shake on it

*Sample: "Sean, I noticed you seem to have a hard time staying focused during math. A lot of times you play and talk to your friends instead of work. Have you noticed that?" (explains how he likes to play and talk) "I get it, I like to play too. Any ideas how we can fix this?" (no)*

*"What about if you sit at a different group for math? Do you think that would help?" (he says maybe) Let's try it and see. Hopefully that works, I know you like to play and talk to your friends so I don't want you to miss your free time because you have to finish math!"*

Choose a scenario from below and write out the conversation you would have with the student.

**Option # 1**

*You hear the sound of a ruler falling on the table. You look to the sound and see Christine grabbing Eric's shirt with an angry look on her face. She yells "I hate you!" You move Eric to another table and tell Christina to take a time out. After she has calmed down, you approach Christina. What do you say?*

OR

**Option # 2**

*Vikki frequently uses the bathroom and is gone for long periods of time. She misses a lot of work and is falling behind in Algebra. Today, she asks to go to the bathroom and you tell her she has 5 minutes. She comes back 13 minutes later. During work time, you ask to speak with her. What do you say to Vikki?*

