

## The basics of behavior: behavior is based on choice

Three basic concepts of behavior

1. Students choose their behavior
2. The ultimate goal of student behavior is to fulfill the psychological and emotional need to belong
3. Students misbehave to achieve one of four immediate goals.

There are many social scientists suggest complex explanations of behaviors such as environment, heredity, conditioned responses. Why is this information not helpful for teachers?

Not practical; justifies inappropriate behavior in a manner that is solutionless. How can a teacher change the past, alter DNA, fix family situations?

The concept of Choice (student choice ) as it refers to student behavior.

\* kids running in the hall, did they forget? being late for class did they forget? no

Children won't behave until they choose to behave. We have to engage students in a manner that encourages them to comply with the rules. Students are well aware of the choices they make with regard to behavior.

### **\*\* Major factors that influence the choices a student makes.**

#### 1. Teacher Expectations-

- a) Cooperative Discipline is built on the premise that all students have the potential for moving toward more positive choices of behavior and for becoming responsible citizens of the school community
- b) Research has shown that what you expect is what you get. Teachers who expect that all students can learn tend to have classroom full of eager successful learner. (digress is the expectation the causation or the predictor--my guess is it is the predictor those teachers with + attitudes are usually more intuitive, persistent, less argumentative, better listeners. this is identified by students and interpreted as invested.
- c) Students with Choosing disabilities should be taught as any other disability--by individualizing an approach to each student based on their needs.

#### 2. Styles of Classroom Management

- a) Permissive (The Hands-Off style)
  - 1) the notion that students should freely discover their behavior. Product of the open free schools: What are the problems with this approach?
- b) Autocratic (The hands-on style)
  - 1) 1) Some what effective -- laying down the law approach
  - 2) 2) problems: Students who are most troublesome in our classrooms choose their worst behaviors when faced with teachers who use Hands-on Style. They confront, rebel, and subvert the teacher's best efforts to maintain order. Why would students want to do this?
- c) Democratic (Hands-Joined)
  - 1) When students are treated as important decision-makers who have the right to make choices and participate in the design of their education, they behave more cooperatively and achieve more academically.

#### 3. Teacher responses to misbehavior.

- a) We can only control our behavior
- b) remain unimpressed with poor behavior choices.
- c) relaxed body language and calm
- d) firm, our tone of voice conveys that we are in charge  
What is the difference between in charge and in control?

## The need to belong

\* Students have a need to belong, to interact.

### I. The need to belong

A) the need to belong refers to the strong psychological and emotional need all students have to feel important, worthwhile, significant, and valued.

### II. How to belong in school settings

A) must master the three C's (Capable, Connect, Cared for)

1) Capable--Students must feel capable of completing tasks in a manner that meets the standards of the school. **They must feel capable of completing tasks in a manner that meets the standards.**

2) Connected -- Students need to believe that they can connect successfully with teachers and classmates. **They need to believe that they can connect successfully with teachers and classmates.**

3) Cared for -- Students need to feel cared for and to know they can contribute to the group in a significant way. **They need to believe that the caring adults in their lives believe they are capable.**

B) Students will try to accomplish the three C's but if they are unable to do this they may try to achieve their goal of belonging by misbehaving

1) Three factors that affect students ability to satisfy the Three C's in the classroom

a) The quality of the teacher-student relationship

b) The strength of the classroom climate for success

c) The appropriateness of the classroom structure make an overhead for these

### III. Implementation of the Three C's

A) The encouragement process--The more we encourage students, the less they choose to misbehave.

WHY?

\* Because they don't have to act out to get us to notice them

\* We've given them attention

\* Once they have our attention, they have nothing to prove no need to confront us

1) Encouragement and Self-Esteem

Students with higher self-esteem archive more

2) Encouragement and violence prevention

Unfulfilled needs lead to anger, frustration, and feeling of powerlessness. These feeling often erupt in young people-esp. those who have never learned safe outlets for such emotions.

3) Encouragement and Gang prevention

everyone learns to feel capable--capable of carrying out the gangs orders; everyone is connected--by such things as colors, clothing, handshakes, and graffiti; everyone is given responsibilities and expected to contribute to the good of the group.

4) Encouragement and Inclusion

\* Build each student's belief that "I can do it"

\* Help every student form positive relationships with teachers and classmates.

\* Allow all students to contribute to the class group in their own unique ways

5) The Four Goals of Misbehavior – [Parent chart](#)

6) The Four Goals of Misbehavior – [Teacher chart](#)

## The four goals of misbehavior

### I. Is the behavior worthy of an intervention

A) Two questions to ask

1) Is the level of instruction on this particular task appropriate for this student?

2) Are the methods, materials, and pacing I'm using to teach this lesson appropriate for this student?

## **II. Define misbehavior**

A) Anything students do that interferes with our teaching, distracts other students from learning, or disrupts their own learning.

## **III Why student choose misbehavior over positive behavior?**

What do they hope to gain.

\* to belong

\* to find their place in the group

\* to obtain immediate self gratification as a way in dealing with the failure in obtaining the three C's

What they usually want is:

The Four Goals of Misbehavior...

1. Attention

2. Power

3. Revenge

4. Avoidance-of-failure

Attention - misbehavior to get extra attention

Power - They can be the boss--of themselves, the teacher, sometimes even the whole class

Revenge - Students can lash out to get even for real or imagined hurts caused by other students or teachers or both.

Avoidance of Failure- To avoid repeated failures they choose withdrawal behaviors that make them appear inadequate or disabled. Hope that everyone will "back off"

Once we comprehend the four goals of misbehavior then we can individualize our strategy for helping the child choose appropriate behaviors.

## **III. The difficult Child Syndrome**

A) Qualify the difference between difficult child and difficult behavior

1) Difficult children tend to display power and revenge behaviors.

2) They are typically confrontational, often hostile, and definitely disruptive.

B) they are the ones we are least likely to want to assist, why should we they are challenging, manipulative, they spot and exploit our insecurities.

## **CHARACTERISTICS OF ATTENTION-SEEKING BEHAVIOR**

### **I. attention seeking students**

A) Their needs are never meet (attention) it is never ending.

1) They need an audience

a) lower grades teachers

b) higher grades peers and adults

B) Equipped with tricks called AGM's (Attention getting mechanisms) Comics Overheads

C) Active and Passive attention seeking students use AGM's in a manner that is very disruptive to the class.

D) Passive Attention Seeking

1) rarely disrupt the entire class

2) slow, slower, slowest speeds

3) last to open the book etc,

### **II how to identify attention seeking behavior**

1) clue 1: what are emotions when we see the targeted behavior, note the nature and intensity of the feeling in the pit of our stomach at the moment of misbehavior. It reads mild when we are dealing with Attention seeking behaviors

2) clue 2: is evident as we become aware of how we typically react to the misbehavior

3) clue 3: is the student response to our attempts to stop the behavior if they stop when we intervene it was attention if they don't stop it might be power seeking behavior.

### **III. Origins of attention-seeking behavior**

#### A) Rewards

- 1) parents and teachers almost always reward misbehavior with attention.
- 2) negative attention is almost always better than no attention  
tell of student at NDS who was so obvious in his attempt to shoplift. his parents would notice him.

#### B) Lack of teaching on means of obtain appropriate attention

### **IV Positives of student with Attention seeking Behaviors problems**

#### A) Acknowledges the notion that the student wants the teachers attention.

### **V. Prevention**

#### A) Catch them being good

#### B) Teach them to ask for attention

### **When the goal is Attention:**

#### Interventions

#### **I. Strategy 1: Minimize the Attention**

##### A) Refuse to Respond--refusal to react to it wipes away the expected payoff.

##### 1) What would happen if I ignored the behavior instead of interfering?

a) if the answer is that the attention seeker would be inconvenienced and no one else would be affected, ignoring the misbehavior is likely to be effective.

##### B) Give "the Eye" Stare them down. The eye contact is the only attention the student receives

##### C) Stand close By Teacher proximity.

##### D) Name Dropping adding the students name to a lesson context (minimum recognition to the misbehavior)

##### E) Send a General signal use a pre discussed signal to convey spoken words.

##### F) Send a secret signal teacher has a secret signal with target student (verbal or non-verbal).

##### G) Give written Notice pre-written notes that ask a student to stop what they are doing, and that are dropped on the student's desk.

##### H) Use an I-message convey to the students what they are doing that is bothersome include

1) objective description of the disruptive behavior: When you talk to your neighbor. . .

2) IT relates our feeling: "I get annoyed. . ."

3) it identifies the effect of the misbehavior on us or on the class: ". . . because I lose my train of thought."

4) it finishes with a request: "Please stop"

#### **II. Strategy 2 Clarify desired behavior students misbehaving for attention often loose focus what they're supposed to be doing refocus using**

##### A) Grandma's law- we state the behavior we want, then give permission to do something they want to do afterward. follows the format when then opposed to if then

B) Use "target-stop-do" Stating a desired behavior in a direct and forceful manner is effective with students who have ADD. use the three part message given in a calm, matter of fact tone== target the student, identify the behavior to be stopped, and tell the student what he or she is expect to do at the moment:

#### **III. Strategy 3: Legitimize the Behavior negates the draw students have to defying what they are told not to do.**

##### A) Create a lesson from Misbehavior--spitball lesson, or gas lessons

B) Go the distance extend a behavior to its most extreme form. ie have the student perform his misbehavior ad infinitum

- C) Have the Class join in; have the whole class engage in the neg. behavior; takes away the special attention.
- D) Use a Diminishing quota-- allowing the neg. behavior to occur but only in agreed amounts that decrease.

**IV. Strategy 4: Do the Unexpected the more humor we use the better**

- A) Turn out the lights
- B) Play a musical sound
- C) Lower your voice yelling at misbehavior adds to the class confusion, lower your voice makes the students have to strain to hear you
- D) Change your voice unusual voice patterns will distract students misbehaving for attention.
- E) Talk to the wall
- F) Use one liners avoid sarcasm
- G) Cease teaching temporarily
  - 1) give a nonverbal message silently standing and scan the room
  - 2) sit down on the job
  - 3) Pick up the book read a book

**V. Strategy 5: Distract the Student**

- A) Ask a direct question--ask the misbehaving student a direct question
- B) Ask a favor
- C) Give Choices choices offer a sense of control, give them several options where they may work, or what problems to do.
- D) change the activity don't beat a dead horse

**VI. Strategy 6: notice Appropriate Behavior address the students who are behaving appropriately**

- A) Proximity Praise-- Thanking the student who is doing what we want the misbehaving student to be doing (must be specific)
- B) Use compliance praise- thanks the student who was misbehaving when they correct their behavior due to proximity praise
- C) make recordings names of student who are behaving appropriately on the black board
- D) Standing ovation

**VII. Strategy 7: Move the Student**

- A) Change the students seat
- B) Thinking Chair

**Characteristics of Power-Seeking Behavior**

**I. Power seeking students constantly challenge us.** Through words and actions, they try to prove that they, not we, are in charge.

- A) sometimes stage a scene over major issues such as incomplete work
- B) other times they challenge us over relatively insignificant issues

**II. challenge us by disregarding our instructions, using colorful language, or challenging our authority**

- A) The challenge causes us to fear to lose face during this public battle.
- B) They have both passive and active modes

**III. Active power seeking**

- A) Primary students
  - 1) crying
  - 2) kicking
  - 3) rolling on the floor
  - 4) refusing to listen

- B) Older students

- 1) talk back to the teacher is disrespectful, defiant manner
- 2) "lawyer syndrome" --not disrespectful rather logical reason why they should not do a certain assignment or behavior

#### IV. Passive Power Seeking

##### A) Quiet Noncompliance

- 1) Avoid battles, instead they smile at us and say what we want to hear then do what they want
- 2) We should assess that our teaching methods and materials are appropriate for the student, or that non LD or skill deficiencies could account for the kids behavior, we can identify that it is a passive power.
- 3) We want to believe the students words opposed to their actions

##### B) Hiding behind a label

- 1) a label may transfer a bid for power (a misbehavior) into an ingrained personality trait that the student couldn't possibly be expected to overcome.
- 2) Types
  - a) The lazy label --laziness is a cover-up an excuse for slacking off. It is a chosen behavior.
  - b) The forgetful label - conveniently forget unpleasant things to do.
  - c) The Short-Attention span label -- a small number have a large number exploit it. Again the attention span is relative to the disability of the task.
  - d) The underachieving label
  - e) The listening problems label Selective
  - f) Strong willed
  - g) stubborn
  - h) unmotivated
  - i) apathetic
  - j) oppositionally defiant

#### V. Distinguishing Disabilities from Passive Power Seeking

- A) selectivity--if a student fails to perform only when asked to do something but seems capable of completing tasks he selected independently--we are dealing with a bid for power
- B) Expanding on a small disability--making a small disability account for a multitude of problems.

#### VI. How to identify power-seeking behavior

A) Clue 1 = When we find ourselves in a power struggle, our emotional pressure gauge rises to a reading of HOT. We feel Angry, Frustrated, and fearful of losing control.

B) Clue 2 Impulsive reaction - regain power by fighting back with words

1. sarcastic, humiliating, esteem-crushing remarks
2. this behavior could escalate the struggle to revenge seeking behaviors
3. Give in

c) Clue 3 Students response to correction.

1. Power behavior doesn't stop as quickly or as easily as Attention-seeking behavior. Will only stop on the student's terms
  - a. They have three responses to show who is in charge
    1. respond to correction slow speed
    2. repeat the behavior on more time
    3. mumble under their breath

#### VI Origins of power-seeking behavior

- A. Pecking orders are not as clearly defined -- equality for everyone.
- B. The human potential movement that we are in charge of our destiny
  - 1) sometimes student conclude that that mean they can control everything in their lives. Not true.

## **VII The good news about power seeking behavior**

A. These student do exhibit desirable personal characteristics such as leadership potential, assertiveness, and independent thinking.

## **VIII Prevention** -Their words are the bait we must avoid the challenging words

A. Three Principles of prevention for power-seeking behavior

1. Allow voice and choice--having their say is as important as having their way.
  - a. Need to be listen to
  - b. Give them a choice
- 2 Grant legitimate power - using the hands-joined management style involves students in the decision making process: We are giving them leg. power avoids the power struggles.
3. Delegate Responsibility

## **Characteristics of Revenge-Seeking Behavior**

### **I. Characteristics**

- A. They sulk and scowl even when not lashing out
- B. put us on edge because they seem ready to explode at the slightest provocation
- C. descriptive adj. = mean, vicious, violent

### **II. Motivation**

- A. When students misbehave to get revenge- they are retaliating for real or imagined hurts.
  1. Sometimes the behavior follows power-seeking tactics.
  2. When can put them in their place but it comes back to haunt us later.
- B. Sometimes the revenge seeking feels slighted by the teacher, even though the slight is unintentional.
- C. Revengeful students my not be angry with their teacher.  
They may feel they have been hurt by parents, other teacher, administrators or peers.--people toward whom revenge might be too risky

### **III. Active Revenge Seeking--** Direct or indirect, physical or psychological

- A. Direct Physical Attacks
- B. Indirect Physical Attacks
  1. breaking, damaging, or stealing something
- C. Psychological Attacks Games psychological that revenge seekers challenge us
  1. Verbal Variety -- assume the form of threats, insults or criticisms.
    - a. used to make the teacher feel hurt or guilty
  2. Action Variety -- Students usually know what values teachers hold dear. Psychological revenge = violating these values (ie politeness opposite, punctuality opposite tardy)
    - a. suicide==ultimate revenge behavior

### **IV. Passive Revenge Seeking**

- A. Withdrawn students - often sullen uncommunicative and remote
  1. we reach out--they turn away--this lack of response is meant to hurt and frustrate us.

### **V. How to identify Revenge-seeking behavior**

1. Clue one: with revenge behavior, the needle jumps to boiling.
  - a. We not only feel anger and frustration, but hurt, disappointment and even dislike for the student
2. Clue two: Typical impulsive reaction = want to strike back by doing something hurtful in retaliation

- b. punish severely
- c. withdraw from the student

3. Clue three: Students response to correction

- a. does not stop as quickly or as easily as attention getting
- b. as with power, revenge behavior continues until it somehow appears to have stopped on the students terms.
- c. difference between revenge and power, is that students seeing revenge usually intensify the misbehavior in some way before they decide to stop.
- d. They do or say something damaging or hurtful to our possessions, our psyches, or the class

**VI. Origins of Revenge-seeking behavior**

- A. Increasing violence in society
- B. The pervasive sense that material goods and economic opportunities are unfairly distributed
  - 1. They are hurting inside due to poverty, unemployment racism, divorce abuse, crime-ridden neighborhoods, and growing sense of powerlessness and inequality.

**VII Revenge seeking behavior's silver lining**

- A. must see it from the perspective of the kid
  - 1. They see the hurting of another person as a means of protecting themselves from futher hurt.
  - 2. They are better off mentally doing something than nothing.
  - 3. if they suppress feelings of pain they are worse off

**VIII. Principles of prevention two general principles**

- A. Building caring relationships
- B. Teach appropriate expression of feelings

**Avoiding and Defusing Confrontations**

I. Guideline 1: Focus on the Behavior, not the student

- A. Describe behavior- don't evaluate--be objective
- B. Deal with the moment
- C. Be firm and friendly

II Guideline 2: Take charge of Negative Emotions

- A. Control negative emotions
- B. Release Negative Emotions
  - 1. Physical outlets
  - 2. Verbal outlet

III. Guideline 3: Avoid Escalating the situation

- A. by using phrases that don't produce effective results

IV guideline 4: Discuss Misbehavior later

V. Guideline 5: Allow students to save Face

**When the Goal is Power or Revenge: Interventions**

### **I. Three stages of classroom Volcano**

- A. The rumbling Stage: Make a Graceful Exit
- B. The Eruption State: Use Time-Out
- C. The Resolution Stage: Set Consequences Conduct a teacher-student conference

\* Can't escape classroom volcanoes--no matter how well we teach, implement prevention principles or encourage students.

### **II. What to do Emergency preparedness**

- A. Remain Unimpressed
- B. Using reminders to stay unimpressed
  - \* The only person I have control over is me
  - \* I can control my personal reaction to what is happening
  - \* I am a good teacher. Just because \_\_\_\_\_ is exploding right now doesn't change that fact
  - \* I can handle this situation. It's not so awful. I only have to decide which graceful exit I want to use right now
  - \* Students will now I'm in control if I remain calm.
- C. Check the Barometer
  - 1. meeting and greeting students at the door to check the attitudes of students
- D. Black belt –Aikido- going with the flow rather than attacking

### **III. The rumbling stage: Make a Graceful Exit**

- A. We are warned that a full-scale confrontation is coming.
- B. No one emerges as a winner or a loser
  - 1. Acknowledge students' power--can't make them do it but you can hold them accountable
  - 2. Remove the audience
  - 3. Table the matter
  - 4. Schedule a conference
  - 5. Using a fogging technique
    - a. Agree with the student
    - b. Change the subject
    - c. State both viewpoints
    - d. Refuse Responsibility
    - e. Dodge irrelevant issues
    - f. Deliver a closing statement
- 1. one liners
  - a. are you done
  - b. unless you have something new to add, I'm finished with this conversation
  - c. Call the students bluff
- 6. Take a teacher time-out

### **IV. The eruption stage: Use Time-out.** There will be an outburst.

- A. Time-out in the classroom
  - B. Time-out in another Classroom
  - C. Time-out in a special Room
  - D. Time-out in the office
  - E. Time-Out in the home
- 1. Implementing Time-out (what if they refuse)
    - a. Language of Choice-give a child a choice to sit quietly in the seat or in the time out area
  - 2. Setting the Duration for time-out
    - a. young students 5 min

- b. older students 15 or 30 min.
- c. devise a reentry plan

## **V. The Resolution Stage: Set Consequences**

- A. Must be related Consequences
- B. Reasonable Consequences
- C. Respectful Consequence
- D. Reliably Enforced Consequences.
  - 1. Watch out for
    - a. Buttering up
    - b. Promises, Promises
    - c. I'm Sorry
    - d. Invoking Guild
    - e. Competition (between teachers Mr. Jones don't make me. ...)
- E. Selecting the Consequences
  - 1. Loss or Delay of privileges
    - a. loss r delay of activity
    - b. loss or delay of using objects
    - c. loss or delay of access to school areas
  - 2. Loss of freedom of interaction- loss of interactions with peers/adults
    - a. Denied interactions with other students
    - b. Required interactions with school personnel
    - c. Required interactions with parents
    - d. Required interactions with police
  - 3. Restitution
    - a. return , repair, or replacement of objects
    - b. repayment of time
    - c. compensation to classmates and teachers-service to school
  - 4. Reteach Appropriate behavior
    - a. extended practice
    - b. written reports

## **More about Revenge Behavior**

### **I. Forming relationships with students we dislike**

Change our perceptions  
 finding the good  
 act confidently in our ability  
 demonstrate that we care

### **II. Teach students to deal with their emotions**

- A. Verbalizing Feelings
- B. Developing Anger Management plants
  - 1. Classroom Anger management plans
  - 2. Personal Anger management plans
- C. Implementing Mediation programs

## **Characteristics of Avoidance-of-Failure Behavior**

\* They seldom interact with teachers and peers, choosing to remain isolated in the classroom halls, and lunchroom.\*

\* Withdrawal becomes a problem when the student consistently engages in such behavior over a period of time, in ways that impede academic and social development

### **I. Active Avoidance of failure**

- A. Frustration tantrum - Implosion--designed to let off steam and direct the focus away from an apparent or potential failure.
- B. Clowning or goofing off

### **II. Passive Avoidance of failure**

- A. Procrastination and Noncompletion
  - 1. if I would have worked harder I would have gotten an A so why not be lazy and still feel good
  - 2. neglecting to complete a project--keeps you feeling competent.

### **III. Temporary Incapacity**

- A. Assumed disabilities

### **IV. How to identify Avoidance of Failure Behavior**

- A. clue 1- When faced with avoidance of failure behavior, our pressure gauge changes location, moving from deep inside our gut to our head. The reading on the gauge swing away from mild to boiling, we feel professional concern, frustration despair
- B. clue 2. typical reaction is to give up trying. may believe that a referral for support services is the only solution
- C. Clue 3. When teachers give up trying and leave the student alone the misbehavior does not stop temporarily or intensify. They continue to avoid the task.

### **V. Origins of avoidance of failure behavior**

- A. Rule of the Red Pencil
- B. Unreasonable Expectations
- C. Perfectionism and Star Mentality
- D. Emphasis on Competition
- E. Students' Legitimate Needs

VI. **Positives about avoidance of failure behaviors-** Ambition they want to succeed but they are afraid. For some there is no silver lining. They are too discouraged have low self-esteem and lack the support of the friends.

### **VII. Principles of Prevention**

- A. Encourage an "I Can" belief
- B. Foster Friendships

### **When the Goal is Avoidance of Failure**

#### Interventions

#### **I. Strategy 1: Modify Instructional Methods**

- A. Use concrete learning materials
- B. Use computer based instruction
- C. Teach one step at a time
- D. Teach the seven intelligences
  - 1. Verbal/linguistic: Journals, discussions, debates, television, computers, guest speakers, dramatic readings, jokes.
  - 2. Logical/mathematical: graphic organizers, outlines, analogies, problem-solving, mnemonics, research, lbs, formulas

3. visual/spatial: posters, chart, graphics, painting, drawing, demonstrations, computers, video television
4. body/kinesthetic: role playing, creative movement and dance, field trips, physical exercise, games, projects
5. Musical/rhythmic: singing, raps poems, cheers, limericks, choral reading, instruments
6. intrapersonal: cooperative learning, group projects, interviews, cooperative games, joint storytelling, class meetings
7. Interpersonal: cooperative learning, group projects, interview, cooperative games, joint storytelling, class meetings

## **II. Strategy 2: Provide Tutoring**

## **III. Encourage Positive self-Talk**

- A. Post Positive classroom signs
- B. Require Two put ups for every put-down
- C. Encourage positive Self-Talk before tasks

## **IV. Strategy 4: Reframe the “I can’t” Refrain(change perspective)**

- A. State your belief in students’ abilities \* of course you can. How can I help you?
- B. Stage an “I can’t Funeral

## **V. Teach Procedures for Becoming Unstuck**

- A. Brainstorm ask for help gambits (Opening move)
- B. Use sequence Charts

## **VI Make mistakes Ok**

## **VII Build confidence**

## **VIII Focus on past successes**

## **IX make learning tangible**

## **X Recognize Achievement**