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Managing Problem Behaviors

In this chapter, we describe strategies for dealing with some problem behaviors you may encounter. Although previous chapters described preventive measures as well as tactics for managing inappropriate behavior, it is helpful to consider a full range of approaches. Of course, we hope that you will not encounter problems, especially serious ones, in large numbers. However, as you work with students, you will undoubtedly face difficult situations that must be resolved to preserve the climate for learning or to assist a student in developing behaviors more compatible with group life and learning. The aim of this chapter is to pull together and organize a wide variety of strategies from which you can select. By having a broad array of approaches to draw on, you can choose one that fits your specific conditions. Having alternatives in mind is very useful, too, in case your first plan doesn't work.

We hope this chapter's concern with behavior problems will not be taken as a grim comment on the teacher's role. In particular, this extensive list of strategies should be considered within the context of the other chapters in this book. We have advocated generally for a positive, supportive climate with heavy reliance on preventive measures. Within that framework, however, you must be ready to deal with problems when they arise. With a variety of strategies at hand, you can tailor your approach to fit the situation, keep interruptions to the instructional program to a minimum, and promote positive behavior.

Here, we will focus on problem behaviors rather than problem students. Only a small percentage of students exhibit maladaptive behaviors with such consistency and to such a degree that they warrant being labeled emotionally disturbed or behaviorally disordered. Many students do, however, behave inappropriately on

occasion; we think it is much more constructive in the long run to help students learn how to behave rather than assume they are restricted in their capacity to make good choices.

On occasion, problem behaviors result from stressors the student is experiencing at home or elsewhere (e.g., abuse, a death in the family, parental unemployment, serious illness, or divorce). If a student's behavior changes, or if inappropriate behavior persists after reasonable attempts to deal with it, a discussion of the situation with a parent, guardian, school counselor, or social worker is in order. Sometimes the student's previous teacher can provide additional information. When you talk with the student about what is happening, use listening skills (see Chapter 10) to try to understand the situation. Be empathic, but help the child understand that acting out will not help the problem. By all means, follow up if you discover that a situation outside the classroom is affecting the child's behavior.

■ What Is Problem Behavior?

The concept of problem behavior is broad. Rather than enumerate all possible misbehaviors that might occur in classrooms, it is more manageable to consider categories.

Nonproblem

Brief inattention, some talk during a transition between activities, small periods of daydreaming, and a short pause while working on an assignment are examples of common behaviors that are not really problems for anyone because they are of brief duration and don't interfere with learning or instruction. Everyone is the better for such behaviors being ignored. To attempt to react to them would consume too much energy, interrupt lessons constantly, and detract from a positive classroom climate.

Minor Problem

This category includes behaviors that run counter to class procedures or rules but that do not, when occurring infrequently, disrupt class activities or seriously interfere with learning. Examples are calling out or leaving one's seat without permission, reading or doing unrelated work during class time, passing notes, eating candy, scattering trash, and talking during independent work or group work. These behaviors are minor irritants as long as they are brief in duration and are limited to one or a few students. You would not give them much thought except for two reasons: Unattended, they might persist and spread; if the behaviors have an audience, not responding might cause a perception of inconsistency and potentially undermine an important aspect of the overall management system. Also, if students engage in such behavior for an extended period of time, their learning is likely to be adversely affected.

Major Problem Limited in Scope and Effects

This category includes behaviors that disrupt an activity or interfere with learning but whose occurrence is limited to a single student or perhaps to a few students not acting in concert. For example, a student may be chronically off task. Another student may rarely complete assignments. A student may frequently fail to follow class rules for talk or movement around the room or may refuse to do any work. This category also includes a more serious but isolated violation of class or school rules, such as an act of vandalism.

Escalating or Spreading Problem

This category includes any problem that has become commonplace and thus constitutes a threat to order and the learning environment. For example, when many students roam around the room at will and continually call out irrelevant comments, content development activities suffer; social talking that continues unabated even when the teacher repeatedly asks for quiet is distracting to others; and talking back and refusing to cooperate with the teacher are frustrating and may lead to a poor classroom climate. Frequent violations of behavioral guidelines cause the management and instructional system to break down and interfere with the momentum of class activities.

■ Goals for Managing Problem Behavior

In dealing with problem behavior, several types of goals must be considered. You have to judge the short- and long-term effects of any management strategy you choose. In the short term, the desired results are that the inappropriate behaviors cease and the students resume or begin appropriate behaviors. In the long run, it is important to prevent the problem from recurring. At the same time, you must be watchful for potential negative side effects and take steps to minimize them. Also, you should consider the effects on the individual student(s) causing the problem as well as the effect on the whole class.

- During independent work activities Joel talks and shows off. Nearby students are drawn in and lose their focus on their work.
- Hariri gets up to throw away trash at any point during the day she has some, including during instruction.
- D'Andre is quite the bookworm and reads constantly, even when his attention should be on instruction or assigned independent work.

- Deidre decides to talk with the school counselor and leaves class without first seeking permission.
- Antonio gets into his backpack during a lesson to retrieve a needed tissue for his nose.

Pause and Consider

1. How would you categorize each of these behaviors (nonproblem, minor, major, escalating/spreading)?
2. What types of responses might a teacher make in each of these situations?

Vignette Reflection

Discuss with a partner your responses to the following questions: What happens next if the teacher uses a sarcastic put-down? Stands close to the student(s)? Asks for the student(s) to return to work? Yells at the student(s)? Ignores the behavior? How might the combination of some of these responses play out?

The ideal strategy is one that maintains or restores order in the class immediately without adversely affecting the positive learning environment; in addition, an ideal strategy prevents a repetition of the problem and results in subsequent appropriate behavior in similar situations. In practice, classrooms are busy places, and you rarely have sufficient time to mull over the various options and their effects whenever a problem arises, especially in the midst of a crisis. If only there were a "pause" button on classroom events! The need for prompt reaction should not, however, deter us from evaluating the results of our efforts and from seeking alternative approaches, especially when our initial efforts do not meet with success. It is therefore useful to have a repertoire of strategies to apply to various problem situations.

■ Management Strategies

This section includes useful strategies for dealing with a variety of classroom behavior problems. The first several strategies can be utilized without much difficulty, require little teacher time, and have the great virtue of being relatively unobtrusive. They have much to recommend them because they do not give undue attention to the misbehavior and do not interfere with the flow of instructional activity. As we move down the list, we encounter strategies that are more direct attempts to stop the behaviors and to do so quickly; however, the strategies have more negative features. They demand more of the teacher's time, they may have unintended consequences on students, or they interrupt class activities. A general principle helpful in selecting

a strategy is to use an approach that is effective in stopping the inappropriate behavior promptly and that has the least negative impact. The theory is that minor problems should usually be dealt with by limited interventions. As problems become more serious, the limited interventions may be ineffective in quickly ending the disruptive behavior, and thus a more time-consuming or intrusive intervention may be required. With every level of problem and strategy chosen, however, you must be consistent and fair with all students.

Most elementary schools have prescribed procedures for dealing with certain types of major problems and sometimes even minor ones. For example, teachers' responses to events such as fighting, use of obscene language, stealing, vandalism, and unexcused absence are likely to be directed by school (or district) policies. Therefore, a beginning teacher must learn what policies are in force and follow them. When no specific policy is established for particular problems or when teachers are given latitude in their responses, the alternatives listed later in the chapter will be helpful. It's also important to stay aware of which students have been identified as needing special education services. Such students *may* have specific disciplinary interventions identified in their individualized education program (IEP) plan. If so, then of course you must follow that plan.

We describe here classroom strategies that have a wide range of application, but the list is not exhaustive. Readers interested in additional ways of coping with behavior problems can find more resources listed at the end of the chapter.

Simple Interventions

Use Nonverbal Cues.
Make eye contact with the misbehaving student, and give a signal such as a finger to the lips, a head shake, or a hand signal to direct the student to desist. Sometimes lightly touching a student on the arm or shoulder helps signal your presence and has a calming effect. Never touch a student when you are angry, though, and avoid touching students when they are angry. Touching in these cases is likely to escalate the situation. Touching is often covered by school or district policy. To avoid the appearance of inappropriate physical contact, keep touch within appropriate contexts (e.g., celebrating student success with a high five, consoling a crying child with a hug), on appropriate body parts (e.g., hands, shoulders), and in appropriate locations (e.g., not behind closed doors with an individual student).

Get the Activity Moving.
Often student behavior deteriorates during transition times between activities or during dead time when no apparent focus for attention is present. Students leave their seats, talk, shuffle restlessly, and amuse themselves and each other while waiting for something to do. The remedy is obvious: Move through the transition more quickly, and reduce or eliminate the dead time. This strategy entails planning activities so that all materials are ready and adhering to a well-conceived lesson plan. Trying to catch and correct inappropriate behaviors during such times is usually futile and misdirected. Just get the next activity under way, and direct students to the desired behaviors.

Use Proximity.   Move closer to students. Combine proximity with nonverbal cues to stop inappropriate behavior without interrupting the instruction. Be sure to continue monitoring the students at least until they have begun an appropriate activity.

Use Group Focus.   Use group alerting, accountability, or a higher-participation format (see Chapter 7) to draw students back into a lesson when attention has begun to wane or when students have been in a passive mode for too long and you observe off-task behavior spreading.

Redirect the Behavior.   When students are off task, remind them of appropriate behavior: "Everyone should be writing answers to the chapter questions," "Be sure your group is discussing your project plan," or "Everyone should be seated and quiet unless you have been given permission to leave your seat or talk." If only one or two students are engaged in inappropriate behavior, a private redirection will be less likely to interrupt the activity or to direct attention toward the incorrect behavior. A redirection strategy that works well with younger students is the use of public praise for appropriate group and individual behavior. For example, if several students are talking and inattentive at the beginning of a new activity, the teacher could identify those who are behaving correctly: "I see many students who are sitting quietly, ready to begin. . . . I really appreciate the boys and girls who are ready for our next activity. John is listening, Donica is being very quiet. Oh, good, Demetrius, Richard, and Corby are ready. . . ." In most cases, off-task students quickly come around.

Provide Needed Instruction.   Especially during individual or group work, off-task behaviors may reflect poor comprehension of the task. Check the work, or ask brief questions to assess understanding; give necessary assistance so students can work independently. If many students can't proceed, stop the activity and provide whole-class instruction. Next time, be sure to check comprehension before starting the independent work activity.

Issue a Brief Desist.   Tell the student(s) to stop the undesirable behavior. Make direct eye contact, and be assertive (see Chapter 10). Keep your comments brief, and monitor the situation until the student(s) comply. Combine this strategy with redirection to encourage desirable behavior.

Give the Student a Choice.   Tell the student that he or she has a choice—either to behave appropriately or to continue the problem behavior and receive a consequence. Be sure to describe the desired behavior. Telling a student to "behave appropriately" does not communicate clearly what the desired behavior should be. For example, suppose a student has refused to clean up properly after completing a project: "You may choose to clean up now; if not, you are choosing to stay in during recess until your area is clean." To a student who continues to distract nearby students: "You may choose to work quietly on your assignment at your seat, or you

will have to sit in the time-out area to do your work." The purpose of stating the consequence as a choice is to emphasize the student's responsibility for his or her behavior. Also, making the consequence clear increases the chance that the student will choose to self-regulate.

Moderate Interventions

These strategies are more confrontational than the limited interventions just described and thus have greater potential for eliciting resistance. In cases in which the student's behavior is not especially disruptive, it is desirable to use a simple intervention or to issue a warning to the student before using these moderate interventions. That approach permits the student to exercise self-control and may save the teacher time and effort.

Withhold a Privilege or Desired Activity.
Students who abuse a privilege (e.g., being allowed to work together on a project, sitting near friends, or having the freedom to move around the classroom without permission) can lose the privilege and be required to earn it back with appropriate behavior. For teachers who allow quiet talking during independent activities, removing this privilege can be an effective way to limit unproductive social behavior. Other teachers allow a class to choose as incentives a favorite activity or a short period of free time on one or more days each week. Time lost from such activities can then be a strong deterrent to inappropriate behavior at other times. Although withholding a privilege is a form of punishment, it usually has fewer side effects than punishment that requires directly applying an aversive consequence.

Isolate or Remove Students.
Students who disrupt an activity can be removed to another area of the room, away from other students. When possible, provide visual separation from others' line of sight to discourage eye contact with the student in the time-out area. This can be accomplished with a study carrel desk or a desk facing the perimeter of the room. Some teachers use a time-out desk in the hall outside their classroom door; however, adequate supervision is imperative.

Time-out is a variation on the preceding consequence in that it takes away the student's privilege of participating in the activity. It is a good idea to allow excluded students to return to the activity in a short time, as long as their behavior in time-out is acceptable. Some teachers prefer to let them retain some control over the return, using a direction such as, "You may come back in 5 minutes if you decide that you can follow our class rules." Other teachers prohibit the student from returning until the activity is completed or until the teacher has a brief conference with the student.

A problem with time-out is that some students may find it rewarding. They receive attention when it is administered, and it allows them to avoid an activity they might dislike. When this occurs, you should switch to another strategy. Another problem is that a student may refuse to go to the time-out area. Usually this is a temporary problem; if you are firm, ignoring the student's protests and continuing with the activity, the student will go eventually. One way to move a

recalcitrant body is to offer a choice: "You can either take time-out or walk to the principal's office. It's your decision." If the student chooses a trip to the principal's office, be sure to give him or her a hall pass that states where the student is supposed to be going.

Time-out has another risk. Its use clearly identifies a student as someone who is excludable, and it may result in implicit labeling by the teacher, by other students, or by the excluded student. If used frequently with a particular student, it may cause resentment and anger. Therefore, be sure to provide opportunities for such students to resume full participation in the class and use other strategies to promote appropriate behavior at the same time.

Use a Penalty.   Sometimes a small amount of repetitious work is required as payment for inappropriate behavior. For example, in physical education, students may be required to run an extra lap or do push-ups. In math, students may work extra problems. The advantage of this type of consequence is that it can usually be administered quickly with a minimum of the teacher's time and effort. A disadvantage is that the learning task is being defined as punishing, and therefore the student's attitude toward the content may be negatively affected. Another problem with the use of penalties is that their ease of use can lead to overuse, detracting from the overall climate.

Assign Detention.   Another penalty commonly used is to require that the student serve a detention, whether at lunch, during recess, or before or after school. Because of the logical relationship between the problem and the consequence, this penalty is often used for misbehaviors that involve time (e.g., extended goofing off and time wasting, behavior that interferes with instruction or work time). Other common uses of the penalty are for repeated rule violations and for frequent failure to complete assignments. You may have to supervise the detention in your room, or your school might have a detention area with an assigned monitor. The time in detention need not be lengthy, especially for misbehaviors that are not severe or frequent; a 10- or 15-minute detention is often sufficient to make the point.

An advantage of detention as a penalty is that it is disliked by most students, and they want to avoid it; at the same time, it is administered away from other students in the class and thus does not give undue attention to the behavior. Also, it is a common punishment, so extensive explanations and unusual procedures aren't needed. Finally, the teacher can sometimes use a little of the detention time to hold a conference with the student and perhaps work out a plan for improving the situation.

A disadvantage of detention is that it does take the teacher's time, especially when he or she must supervise it. Even when the school has a detention room, the teacher must write a referral. Also, students may not have access to transportation to or from school at the time of the detention. Another disadvantage is that students might be able to avoid detention, at least in the short run, simply by not showing up. Thus, the teacher or the school must have a backup plan, such as doubling the time. Moreover, records must be kept, and additional time is often required to deal with such students.

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Referral to the School Office.   Many schools have a system of referral to an assistant principal, who then deals with the student. Sometimes referrals are built into the school's discipline plan for specific behaviors such as fighting or vandalism, but teachers also have wide latitude to refer a student for noncodified transgressions, such as disrespect, rudeness, and insubordination. Often a first-referral consequence is limited to detention or a warning, with subsequent referrals resulting in further detention, a parent conference, or, for serious or persistent infractions, suspension for one or several days. To deal with the student fairly and appropriately, it is essential that the administrator be made aware of the basis for referral. Thus, the teacher usually fills out an office referral form or sends an email to the assistant principal who is handling the referral.

Advantages of the office referral are that it can be an effective limit for students who do not respond to other approaches, and it does not take much teacher time, at least in the short run. It may also allow the teacher to short-circuit an emerging problem that is awkward to settle publicly. Disadvantages include that its usefulness depends on others for its effectiveness, it requires frequent external support, and it demonstrates that the teacher does not have final authority. Additionally, frequent use of this strategy often demonstrates to administrators that a teacher is not doing his or her job. As a strategy for handling in-class problems on a frequent basis, it is not a realistic option in most schools.

Another concern with disciplinary referrals is their potential for discriminatory use. Extensive research (Skiba and Rausch, 2015; see also www.Indiana.edu/~equity/resources.php or http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf) has shown that African American students are more likely than white students to receive disciplinary referrals, an effect that is evident even after controlling for student socioeconomic status. In addition, the research indicates that teachers are more likely to refer African American students for behaviors that are subject to interpretation, such as disrespect and excessive noise; white students are more often referred for behaviors that violate clearly defined prohibitions, such as vandalism and use of obscene language. Other researchers who have examined disciplinary practices in multicultural schools (Gay, 2006) have noted that African American students' communication styles tend to be more dramatic, animated, and confrontational than those of students from other racial and ethnic groups. Teachers may misinterpret these students' communications as rude and inappropriate for

the classroom, and attempts to correct the students may lead to resentment and misunderstanding. It is plausible, therefore, that some portion of the more numerous disciplinary referrals received by African American students is a function of overreaction by teachers to their communication styles. In fact, to avoid inadvertent discrimination through classroom management, teachers are encouraged to consider how their classroom management can be made culturally relevant. For more detail on culturally responsive classroom management, see Chapter 10; Weinstein, Tomlinson-Clarke, and Curran (2004); and Gay (2010).

We suggest that you be sparing in your use of office referrals. Try to use other, less intrusive interventions, and refer only when the problem is growing more serious and out of control. Consider the possibility that you are reacting to a student's communication style rather than to a specific type of misbehavior. However, once you have made the referral, follow up with the appropriate administrator and the student to be sure there is a satisfactory resolution to the problem.

More Extensive Interventions

When students do not respond to simple or moderate interventions, more extensive interventions are required to prevent their behavior from continuing to disrupt classroom activities or interfering with their own and others' learning. In such situations one or more of the following strategies may be helpful. This section describes strategies that are more involved and more time-consuming but may be more effective with the given student(s).

Use Problem Solving.   A problem-solving conference with the student can be an effective way to get information about the source of the problem and to redirect the student to more appropriate behavior. Because this strategy was described in Chapter 10, it will not be addressed here. Following are descriptions of several ways to intervene when inappropriate student behavior has become chronic and/or interferes with the student's learning or the overall class climate.

Use a Five-Step Intervention Procedure.   Jones and Jones (2016) recommend following five steps (see Figure 11.1) when dealing with disruptive student behavior.

STEP 1: Use a nonverbal signal to cue the student to stop.

STEP 2: If the behavior continues, ask the student to follow the desired rule.

STEP 3: If the disruption continues, give the student a choice of stopping the behavior or choosing to develop a plan.

STEP 4: If the student still does not stop, require that the student move to a designated area in the room to write a plan.

STEP 5: If the student refuses to comply with Step 4, send the student to another location (e.g., the school office) to complete the plan.

figure 11.1 ■ Steps in Responding to Students' Behavior that Fails to Support the Learning Process

Step	Procedure	Example
1.	Nonverbal cue.	Raised index finger.
2.	Verbal cue.	"John, please follow our classroom rules."
3.	Indicate choice student is making.	"John, if you continue to talk while I am talking, you will be choosing to develop a plan."
4.	Student moves to a designated area in the room to develop a plan.	"John, you have chosen to take time to develop a plan."
5.	Student is required to go somewhere else to develop a plan.	"John, I really wish we could solve this here. If we cannot, you will have to see Mrs. Johnson to develop your plan."

Source: Jones, Vern & Jones, Louise, *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, Loose Leaf Version*, 11th Ed. © 2016. Reprinted and electronically reproduced by permission of Pearson Education, Inc., New York, NY.

The five-step intervention process requires students to complete a form for the plan (see Figure 11.2). When the approach is introduced to students, preferably at the beginning of the year, the teacher explains its purpose and how to fill out the form. Role-playing the use of the five steps is recommended, both to teach the procedures and to provide a positive model of their application. It is helpful to laminate a couple of examples of appropriate plans so students have models.

Advantages of this five-step approach include its emphasis on student responsibility and choice. Also, a graduated response to the problem allows the teacher to intervene nonpunitively at first and thus provides a means of settling the matter quickly, with a minimum of disturbance to the ongoing activity. The steps are simple and straightforward, which promotes consistency by the teacher; students, in turn, are aided by the structure and predictability of the approach.

A disadvantage of the system is that movement from Step 1 to Step 5 can occur very rapidly, and intermediate strategies may be necessary to avoid excessive reliance on sending students out of the classroom. In addition, some students, especially in early primary grades, have difficulty writing an acceptable plan by themselves. Also, some misbehaviors (e.g., hitting, destroying school property) do not fit a graduated response and instead require immediate action. Finally, setting up the system and meeting later with students to discuss their plans and then monitoring implementation require at least a moderate investment of time.

Use the "Think Time" Strategy. Designed to help students learn self-control and to prevent a reciprocally escalating sequence of student noncompliance–teacher warnings and reprimands, the Think Time strategy removes a noncompliant student to another teacher's classroom to provide time for the student to regain focus and

figure 11.2 ■ Problem-Solving Method

Choose to Be Responsible

Name_____

Date _____

Rules we agreed on:

1. Speak politely to others.
2. Treat each other kindly.
3. Follow teacher requests.
4. Be prepared for class.
5. Make a good effort at your work and request help if you need it.
6. Obey all school rules.

Please answer the following questions:

1. What rule did you violate?_____
_____

2. What did you do that violated this rule?_____
_____

3. What problem did this cause for you, your teacher, or classmates?_____
_____

4. What plan can you develop that will help you be more responsible and follow
this classroom rule?_____
_____

5. How can the teacher or other students help you?_____
_____

I, _____, will try my best to follow the plan I have written and to follow all other
rules and procedures that we created to make the classroom a good place to learn.___
_____

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reenter the classroom after making a commitment to change the problem behavior (Nelson & Carr, 2000). Using the Think Time strategy requires the cooperation of another teacher whose classroom is in close proximity. The partner teacher reserves a location in the room that is not in a high-traffic area and that will minimize attention to the entering student. After arriving at the receiving classroom, the student is to wait quietly in the designated area and think about what happened. As soon as is practicable (e.g., 3 to 5 minutes), the receiving teacher makes contact with the student and gives him or her a debriefing form to fill out that asks, "What was your

behavior?" and "What behavior do you need to display when you go back to your classroom?" The student is asked if he or she can do it, or if a conference is needed with the teacher. If the student completes the form acceptably, the receiving teacher sends the student back to the original class.

If you use this strategy, you will need to partner with another teacher. After preparing a location in your rooms to receive Think Time students, you each need to teach your students about Think Time. Nelson recommends treating this task as you would any other complex procedure: Explain the purpose of the strategy (e.g., to help students learn self-control and to minimize disruption to learning) and what behaviors might result in Think Time. You also need to describe the signal you will use to send someone to Think Time (e.g., hand them a pass card) and model how students will be expected to leave the room and enter the other teacher's room. The students should also be shown an example of the debriefing form with examples of appropriate responses. Repeated use of Think Time with the same student would indicate the need to join this strategy with parent contact, office referral, and/or in-school suspension (ISS).

Think Time gives the teacher a way to manage students who don't respond to simpler desist techniques, and at the same time it short-circuits the reciprocal escalation of hostile interaction that can develop when a student resists a teacher's attempt to stop misbehavior. Another advantage is that Think Time provides a "cease fire" opportunity in which students acknowledge their part in the problem and identify a solution. In this respect, it is similar to other problem-solving strategies. Limitations of the strategy are that it takes the cooperation and commitment of another teacher, and it requires planning and systematic application to be successful (Emmer & Aussiker, 1990).

Use Time Away.   Time Away is a three-step strategy for students whose problem behaviors have become chronic or who escalate their conflicts with the teacher or fellow students. Use of this strategy requires a trained professional (i.e., facilitator) to work with the student outside of the classroom. The three steps in the Time Away process are these:

> **STEP 1: Time-out.** The teacher sends the student to a designated area in the school where the facilitator supervises a brief time-out period. The purpose of the time-out is to remove social reinforcement that maintains the problem behavior and to give the student time to calm down.

> **STEP 2: Redirection.** At the end of the time-out period and after the student has regained self-control, the facilitator works with the student on an academic task. Doing so provides an opportunity for the facilitator to establish rapport with the student; it also provides an activity that redirects the student's cognitive process to be more rational and cooperative.

> **STEP 3: Conflict resolution.** The facilitator works nonjudgmentally with the student to develop an understanding of what led up to the problem or event

and what consequences ensued. The process is similar to the steps described for problem solving in Chapter 10 and earlier in this chapter in the Jones model. The facilitator and the student summarize the understanding of the problem and plans for addressing it on a conflict-resolution worksheet.

At the end of this process, the student is returned to the classroom. The Time Away strategy has several advantages. It provides a way to target specific problems in an efficient and timely manner, and it allows the teacher to continue teaching the rest of the class. It also de-escalates rather than exacerbates conflict. An obvious limitation of the approach is the requirement to use a trained facilitator. Also, the teacher is not directly involved in the problem-solving process, so follow-up with the teacher might be needed to enact changes that would help the student address the classroom issues that instigated the process.

Confer with a Parent.   Sometimes a telephone call or an email to a parent can have a marked effect on a student's behavior, signaling to the child that accountability for behavior extends beyond the classroom. The approach works best if you have established a good working relationship with parents (see Chapter 2) and use appropriate communication skills (see Chapter 10). Parents react best if they don't feel they are being held responsible for their child's behavior in school (after all, they weren't there), so don't put the parent on the defensive. Describe the situation briefly, and say that you would appreciate whatever support the parent can give in helping you understand and resolve the problem. Acknowledge the challenge in rearing children as well as in teaching them. Be sure to use listening skills and empathic responding during the conversation, and be alert for information that might help you determine an appropriate strategy for dealing with the student. Have your class records handy so you can give the parent specific information about the student's progress if that information is requested or needed.

Rather than a phone conference, you might choose to schedule a face-to-face conference with a parent. Sometimes, but by no means always, when such conferences are arranged it is because a problem has become severe, and other school personnel (e.g., a counselor or principal) may have to be present. If you have initiated the meeting, brief the others, and plan your approach ahead of time; inform parents and other staff members of who will be attending the meeting.

The chief drawback to parent conferences is the time and energy they require. However, the effort is frequently worth it. Even though not every conference is successful, many times the student's behavior improves. Another potential problem is identifying beforehand the strategy that is best to follow with the parent. Occasionally parents underreact and condone the misbehavior by default or overreact and punish children excessively. As the year progresses, you will get to know parents better and will be able to gauge the probable effects of your call or conference.

Use a Daily Behavior Report Card.   This technique is focused on improving an individual student's behavior when simpler interventions have not worked. Also

referred to as a Home-Note program (Adams, Womack, Shatzer, & Calderarella, 2010), the components of this strategy include:

- Identify one or more target behaviors to increase or decrease. For example, the student may need to increase the rate of homework or assignment completion, hand raising, or asking permission to move about the room. Alternatively, the student may need to reduce the amount of interrupting or moving around the room without permission.
- Develop a form (or "report card") to be used to record the student's behavior on a daily basis. This form can be a *checklist* of the target behaviors (e.g., Turned in homework/assignments: yes or no) or a *rating* (e.g., Raised hand and waited to be called on: Always, Most of the Time, Sometimes, Never). The teacher completes the Behavior Report Card (BRC) at the end of the day or period and the student takes it home to be signed by the parent and returned to the teacher the next school day.
- The parent provides approval and a reward for the student when the BRC indicates that the child's behavior was satisfactory (met target goals) that day. Examples might be participating in a desirable activity such as having extra computer or TV time, a treat, a privilege, or selecting a reward from among several available.
- Arrange for a discussion with the student and with the student's parent(s). It's important to agree on target behaviors and to get buy-in from the parents.

The BRC strategy has many advantageous features. It can be applied to a range of target behaviors and modified easily when necessary. The amount of teacher time and effort needed to implement the plan is not great, and the involvement of the parents can be especially helpful. It has been used successfully in conjunction with IEP plans for students receiving special education services (Fabiano et al., 2010; DuPaul, Laracy, & Gormley, 2014). Evaluations have shown the BRC strategy to be effective for a variety of age/grade levels and target behaviors (Vannest, Davis, Davis, Mason, & Burke, 2010).

A limitation of the BRC strategy is that parents might not follow through with checking and signing the report or providing a contingent reward. If this is a chronic problem, then the teacher can provide a school-based reward. Alternatively, some other individual at school might become involved in monitoring the daily BRC. Another possible limitation involves the length of time that the BRC strategy should be used before the desirable behaviors become sufficiently established so that daily monitoring and feedback are no longer required.

Create an Individual Contract With the Student.   When a student's inappropriate behavior has become chronic or a problem is severe and must be stopped immediately, try an individual contract. You should first discuss the nature of the problem with the student, including the student's perspective on it. Then you and the student can identify appropriate solutions and agree on which course of action

to take. Typically, a contract specifies changes the student will make, but it might also call for the teacher to alter some behavior or activity. You should make clear and concise consequences that will occur if the plan is not followed, and you can also identify an incentive to encourage the student to follow through with the contract. The plan and consequences are then written down and signed by the student. Contracts can also be used with the other more extensive interventions described in this section.

■ Special Problems

Students sometimes behave in ways that require stronger measures than those described in the preceding sections. These behaviors include chronic avoidance of work, fighting, bullying, and defiance or hostility toward the teacher. Although these behaviors are not pleasant to contemplate, they are an inevitable result of close contact with up to 30 students for long periods of time. Fortunately, few teachers encounter these behaviors in large numbers. Regardless of their frequency, it is wise to be aware of ways to cope with them if they occur.

Before discussing each type of problem, we present general guidelines applicable to aggressive behaviors. Consider coping with these behaviors in two phases: the immediate response and a long-range strategy. At the time the behavior occurs, your immediate concern is to bring it to a halt with the least disruption possible. Because these behaviors are annoying or dangerous and can arouse your anxiety or anger, be careful not to exacerbate the problem. By staying calm and avoiding overreaction, rather than becoming overbearing or dictatorial, you are more likely to bring the situation to a successful conclusion. You may tell the student how you feel, but by avoiding an argument or an emotional confrontation you will be in a better position to deal with the student and the problem. Thinking about ways to handle disruptive behavior ahead of time and consulting with more experienced teachers will help you to act rather than react.

Long-range goals are to prevent a recurrence of the behavior and to help the student learn a more constructive means of dealing with others. Preventing a recurrence of the behavior is best accomplished by (1) finding out what triggered the incident and resolving the cause if possible and (2) having a predictable classroom environment with reasonable and consistently used rules, procedures, and consequences. Aggressive behavior is less likely in such classrooms. Helping these students acquire better behavior may require much individual attention from you over a period of time. The extent to which this goal is feasible is, of course, affected by many factors, including your time constraints and the severity of the student's problem. In dealing with students who have chronic problems, you may need consultation and assistance from the student's parents, the school counselor, a behavior specialist, a special education resource teacher, or the principal. You will need to document the student's behavior, your responses to the behavior, and the outcomes. Suggestions for handling specific types of behavior follow.

Bullying

Bullying refers to repeated acts of aggression by one or more students directed toward a victim who often appears weak or isolated and thus is more vulnerable. The bully's intention is to receive peer approval and to assert power by dominating the victim. Bullying behaviors can take several forms: direct physical aggression (e.g., hitting, shoving); verbal and nonverbal aggression (e.g., name calling, threats, intimidation); relational aggression (e.g., ostracizing, isolating, spreading rumors about the victim); and cyberbullying, which utilizes the anonymity of technology (via email, social networks, etc.) to attack, expose, steal the identity of, or hurtfully entice another person. When these events occur in a school setting or among schoolmates, the results can be devastating, even deadly.

Bullying has been identified as a serious problem in many schools and communities. It is certainly contrary to a climate of respect and caring and can lead to serious and long-term emotional consequences for both the victim and the bully. For these reasons, schoolwide programs to address bullying are often adopted, and strategies for dealing with it are incorporated into school and district discipline codes. Program components may include development of a school (or community) anti-bullying policy, consequences for bullying behaviors, education of all students about the problem, social skills training, and more monitoring by adults of locations and activities in which bullying occurs (Crowe, 2012; Swearer, Espelage, & Napolitano, 2012; see also www.stopbullyingnow.com/).

If your school has adopted a special program to address bullying, it is likely that you will receive materials for classroom use, and you may participate in a workshop for teachers so that you are able to implement the program. Even if your school does not follow a specific program, there are actions you can take that are available within school guidelines. Realize that teachers are often unaware of bullying because they may not be present where it occurs (e.g., hallways, lunch room, bathrooms, online). When it occurs in the classroom, teachers may not notice the subtler forms—gestures, staring down, threatening notes—unless the victim complains. So, one action that can be taken is to do your part in monitoring student behavior in hallways and other non-classroom spaces during transition times. Cooperate with other teachers and building administrators to cover the building so that there is an adult presence throughout.

If you become aware of bullying behavior that involves students in your class, you should talk with the students about the problem. Lead a discussion of the causes and effects of bullying, and be sure to emphasize the crucial role of the audience. Tell students you admire student onlookers who have the courage to give support to the victim, and say that bullies who seek to assert their power need to find constructive ways to gain the approval of others. In general, a problem-solving approach can be used when speaking privately with the bully and the victim. However, if the bullying involves physical contact, your school's discipline code will likely require a referral of the aggressor to an administrator and a prescribed consequence. A school counselor may get involved in working with both students to develop appropriate behaviors.

Teaching students social skills is a strategy that can be used to help prevent bullying or to keep it from escalating. Role-playing appropriate interactions is particularly helpful for teaching social skills to elementary students. Social skills help students

communicate and resolve conflicts more effectively as well as promote friendship and working together. Important social skills include learning about and respecting other students' perspectives, active listening, negotiation and problem solving, asking for and giving help, taking turns and waiting, and dealing with disagreement. Students with pronounced social skills deficits can be referred to a school counselor who may schedule group counseling sessions to work on skill development. Another possibility is to incorporate social skills training into selected classroom activities throughout the year. For example, when students engage in small-group activities or in whole-class discussions, various social skills are needed, and you can identify a set of group skills for students to practice. Depending on the age and skill level of your students, one or more skills might be selected for emphasis on different occasions.

Tattling

Although tattling is usually not disruptive, it can be a problem when it becomes a common practice. Most teachers in the early grades develop standard practices for dealing with tattling and apply them when it happens. To prevent tattling from occurring in the first place, let students know what kinds of information they should and should not report to you. For example, you need to be told about situations in which students are hurt or in danger. This includes bullying as previously described. You do not need to be told when students are whispering in class or are not doing their work. If you move around the classroom and monitor well, you will see such behavior occur, and students will not have to call your attention to it.

If it appears that several of your students are tattling frequently, it may be an indicator that students do not see you responding consistently or fairly to misbehavior. Plan a brief lesson with the class to clarify the difference between tattling and being socially responsible. Provide examples of tattling, such as (1) trying to get someone else in trouble, (2) trying to get someone else to solve a problem you could handle, or (3) trying to get help for someone else who is actually capable of solving the problem alone. One way to illustrate the differences is to draw a chart on the board with the headings "Tattling" and "Social Responsibility" and help students think of examples to write under each one. For example, under the Tattling heading you would include "Someone called me a name" or "Someone put their math paper in the spelling basket." Under the Social Responsibility heading you would include "Someone pushed me down and hurt me, and my elbow is bleeding" or "Someone is in the restroom crying and won't come out."

In deciding how you will handle tattling if it should occur, keep in mind that students who tattle are usually seeking attention from the teacher. If tattlers are successful in getting you to intervene with the alleged misbehavior, other students are likely to follow suit. It is usually sufficient to remind tattlers of what they are supposed to be doing at that moment and have them return to it.

Do be sensitive to situations in which a student may really need your support. If you discuss other options for the student to try, encourage the student to tell you how the other strategy worked if the situation recurs. Another response to the tattler may be, "I'm glad you know not to behave that way. I'll deal with Jimmy (or whoever the other student is) if I see him do that." Do not pull the accused student in for

a "You did, too/No, I didn't" confrontation with the tattler. Although you typically do not apply consequences to another child based on one student's report, it is prudent for you to follow up and check out the situation for yourself. If other students report similar problems with the same student, you will need to monitor that student more closely.

Other interventions that may be useful for persistent tattlers include pointing out the natural consequences of tattling (e.g., peers are likely to shun a tattler); coaching the student in strategies for handling situations without tattling (e.g., walking away); and teaching specific problem-solving techniques for students to use themselves (e.g., identify the problem, decide on a goal, develop a strategy and plan for action, carry out the plan).

Chronic Avoidance of Work

You may have students who frequently do not complete assigned work. Sometimes they do not complete assignments early in the school year; more often, a student begins to skip assignments occasionally and then does so with increasing regularity until he or she is habitually not completing them. This behavior can be minimized by a carefully planned accountability system (review Chapter 5 for details). However, even in classrooms with good work procedures, some students may still avoid work.

It is much easier and better for the teacher to correct this problem before the student gets so far behind that failure is almost certain. To take early action, you must collect and check student work frequently and maintain good records. When a student has begun to miss assignments, talk with the student, seek information to help identify the underlying problem, and then take corrective action. If the student is simply unable to do the assigned work, you should provide appropriate assistance or modify the assignments. If the student feels overwhelmed by the assignments, break them up into parts whenever possible. Have the student complete the first part of the assignment within a specific time (perhaps 5 or 10 minutes); then check to see that it has been done. A bonus of a few minutes of free time at the end of the period can be offered for completion of the portion within the time limit or for working steadily without prodding. Sometimes you can provide a list of assignments for the student to check off. This can serve as a self-monitoring device and can provide a sense of accomplishment.

If ability is not the problem, the following procedures can be used in addition to talking with the student. Call the student's parents, and discuss the situation with them. Often they can supply the extra support needed to help motivate the student. A simple penalty of requiring that the student remain after school until assignments have been completed can prove effective. If the student rides a bus, you won't be able to use this procedure, of course, without making special arrangements with the parents. Any time a child is likely to be detained for more than a few minutes, alert the parents ahead of time. Another procedure that can be used when the parents are cooperative is for the child to take home daily a list of incomplete assignments and all books or materials needed to complete the work. Be cautious about using this procedure lest the student waste time, thinking all work may be done at home.

Be sure not to soften the negative consequences of repeated failure to complete work by giving students higher grades than they have earned. Doing so teaches them to avoid responsibility. Instead, monitor the student's progress on assignments, give recognition and approval for good effort, and consider providing added incentives for good effort and promptly completed work. Set up a reward system (see Chapter 9) that encourages students to do their best.

Fighting

Fighting is less likely to occur in classrooms than on the playground, in the cafeteria, or in some other area of the school. In the elementary grades, you can often stop a fight without undue risk of injury. (If for some reason you cannot intervene directly, alert other teachers and administrators so that action can be taken.) When you do intervene, first give a loud verbal command to stop. This alone may stop the fight; it at least alerts the combatants that a referee has arrived. Instruct a pair of students in the group of onlookers to go immediately for help; be specific about where the students should go. If you feel it is safe for you to do so, separate the fighters; as you keep them separate, instruct the other students to leave, to return to their play, or to go to their classes. Without an audience before which the fighters need to save face, you are more likely to be able to keep them apart until help arrives or until you can get them to a different location.

Your school will undoubtedly have a procedure for dealing with fighting; you should carry it out. Students may be questioned by the principal, who may call the students' homes, arrange a conference, and determine the next step.

If school policy leaves the teacher with the responsibility and wide discretion for following up on such incidents, decide on your procedures. Unless the fighting was very mild or stopped immediately, you will have to talk with the students' parents before the students go home. In any case, it is generally best to arrange a cooling-off period. If you cannot find someone to supervise your class, let the fighters wait in separate areas of your classroom or in the school office. Older students can cool off by writing their versions of how the fight started. If you do not know what started the fight, try to find out from uninvolved students. As soon as you have an opportunity, meet with the offenders, and get each one's point of view. The conference should focus on the inappropriateness of fighting and the need to resolve problems in ways other than physical aggression, accusations, or personal criticism. Help each student understand the other's point of view so they have a basis for better communication. Finally, stress the importance and your expectations of cooperativeness and friendliness toward one another or, at the least, the need to stay away from each other for the time being.

During the next day or two, watch for any indications of residual hostility. If the issue seems not to have been resolved, follow up by contacting the students' parents, discussing the matter with your principal, or talking with the students again.

Power Struggles

Dealing effectively with power struggles requires understanding what motivates this behavior and using techniques that de-escalate any negative emotions. What drives

people to attack others generally arises from needs for power, belonging, and/or respect. For students who act out hostile and aggressive feelings, one or more of these needs is unmet in their lives. Mendler and Mendler (2011) provide a number of suggested strategies for handling this problem.

Defiance or hostility is understandably threatening to teachers. They feel, and rightfully so, that if students are allowed to get away with it, the behavior may continue, and other students will be more likely to react in the same way. A student who has provoked a confrontation, usually publicly, feels that backing down would cause a loss of face in front of peers. The best way to deal with such an event is to try to defuse it by keeping it private and handling it individually with the student.

If an incident occurs during a lesson and is not extreme, deal with it by trying to depersonalize the event and avoid a power struggle: "This is taking time away from the lesson. I will discuss it with you in a few minutes when I have time." If the student does not accept the opportunity you have provided and presses the confrontation further, instruct the student to leave the group and wait at a pre-established time-out location. After the student has had time to cool off, give your class something to do and discuss the problem with the student.

When discussing the incident, remain objective. Remember: Act; don't react. Listen to the student's point of view and respond to it, but do not engage in an argument. Separate the student's reason or excuse from the behavior itself, and point out that the behavior was not acceptable. State the consequence clearly, and implement it. If you are not sure how to respond, give yourself time by saying that you will think about it and discuss it later. However, you should still administer the penalty.

In an extreme (and rare) case, the student may be totally uncooperative and refuse to keep quiet or leave the room. If this happens, you can escort the student from the room yourself or, when dealing with a student who is older or larger, call or send another student to the office for assistance. In most cases, however, as long as you stay calm and refuse to get into a power struggle with the student, the student will accept the opportunity to cool down.

Although large-scale school violence (e.g., shootings) is still extremely rare, it does appear to be increasing. Heightened concern over these apparent increases in recent years has led many districts and schools to develop emergency plans similar to those for fires or natural disasters. You will need to familiarize yourself with these plans, which probably include steps such as remaining calm, moving students quickly to a safe area, and contacting administration and emergency personnel.

■ A Final Reminder: Think and Act Positively

In this chapter, many of the strategies presented for dealing with problem behaviors involve some form of punishment. This is especially the case for the strategies in the moderate and extensive categories. A drawback to punishment is that, by itself, it doesn't teach the student what behaviors should be practiced, so it may not help change a student's behavior in the way you intend. Consequently, it is important for teachers using one of these approaches also to communicate clearly about the desired behaviors. That is, the focus should remain on teaching the appropriate behaviors.

Furthermore, a classroom in which the main consequences are negative does not support a positive climate. Thus, teachers using strategies in the moderate and extensive categories more than occasionally should try to incorporate additional incentives or a reward system into their overall classroom management to help mitigate the effects of using punishment. After correcting student behavior, a teacher who supplies a generous helping of warmth and affection, offers ways to earn back privileges and resumes normal activities reassures and the corrected students that all is not lost and that they have been restored to good grace.

Teachers should also be aware that sometimes the source of the problem lies in frustration with content that the student does not grasp or with tasks that the student lacks skills to perform. When the problem is one of a poor fit between a student's capabilities and academic requirements, the source must also be addressed by developing more appropriate class activities and assignments or by giving the student more assistance. In the implementation of any and all interventions, it is imperative to think and act positively. Of the multiple interventions possible, an effective classroom manager selects the ones to implement that can help teach students the appropriate behavior, that allow the classroom to retain a positive climate, and that maximize students' opportunity to learn.

If you have a student with special needs whose behavior is causing a problem, you may find it helpful to discuss the situation with a special education teacher and ask for suggestions. In particular, find out whether the student has a special discipline plan as part of an individualized education plan. Sometimes such a plan specifies particular ways to respond to the student or gives useful alternative strategies. Even if no specific discipline plan is included in the IEP, you may be able to obtain helpful ideas for working with the student. Working with students who have special needs is covered in detail in Chapter 12.

■ Who Will I Teach? Using a Behavior Report Card to Address a Student's Problem Behaviors

In this chapter we presented a range of interventions for managing different kinds of problem behaviors. In practice, each situation and student will present unique features as well as common ones, so identifying an effective intervention will need reflection, especially for more severe or persistent problems. We will now look at a vignette in which a teacher uses a combination of interventions to address some significant problem behaviors. As you read the vignette, you might think of alternative strategies; if you do, consider what might cause you to prefer them.

Michael is an 11-year-old student in Mrs. Brown's fifth-grade class. His behavior has become a matter of concern during the second month of the school year. In class, his work on assignments is satisfactory as long as he's

supervised and able to receive assistance, but if left alone for very long, he loses focus and rarely finishes his work. Michael talks to other students, fidgets, wiggles, or annoys. Homework and occasional projects that must be done at home are also rarely completed. During seat-work and group-work activities, Michael frequently wanders around the room and engages in off-task behavior. When told to return to his seat, Michael delays responding; when reprimanded or placed in a time-out carrel for a short time, he becomes defiant and sulks; after such episodes he rarely re-engages with the assignment or activity. His performance on content tasks other than math are in the average range and indicate that he should be able to perform at grade level.

Mrs. Brown was aware that Michael had been identified as having a learning disability in math, for which he was receiving resource room assistance for 30 minutes each day. The decision to use a resource room placement was due to Michael's diagnosed ADHD status along with the LD diagnosis; the resource room environment, with fewer distractions and more immediate teacher attention and assistance, was considered a more suitable placement in math. When Mrs. Brown checked Michael's IEP to see if there were any recommendations that might be helpful in planning how to manage Michael in the regular classroom, the only information was that Michael responds to rewards and that behavior modification is suggested. It was also noted that Michael has been on stimulant medication for a year for the ADHD condition, but that it is only moderately helpful for reducing his symptoms.

Pause and Consider

1. How would you categorize (minor, escalating or spreading, intense, etc.) Michael's off-task behaviors during the second month of the school year?
2. What are some ways that Mrs. Brown might address Michael's behaviors?

Mrs. Brown decided that Michael's poor record of completing assignments and out-of-seat behaviors were most concerning to her. She discussed the situation with Michael's resource teacher, who suggested that some incentives might help with assignment completion. Mrs. Brown called Michael's mother to discuss the situation and found that she was cooperative and agreed to implement a home incentive (extra game time or TV time) as part of a daily Behavior Report Card. Only two target areas were identified on the report form: satisfactory completion of daily work and acceptable in-seat behavior. Mrs. Brown then had a problem-solving conference with Michael to explain the daily BRC process. During the conference Michael expressed anxiety about being able to complete all the work. Mrs. Brown explained that he needed to make a reasonable effort but that perfect performance was not required to get a "check" for satisfactory completion. To manage the out-of-seat behavior, Mrs. Brown started by asking Michael to keep track for one day of how many times he left

his seat. She gave him a check-off sheet to use to keep the record. Later, she asked Michael to judge how many times he needed to leave his seat during the day, and they settled on a number as an acceptable amount. Mrs. Brown explained that she wanted Michael to take responsibility for this behavior, but that she would remind him; however, if she had to remind him more than two times in a day, then he would not get a check.

During the first two weeks after implementing the plan, Michael's assignment completion rate rose and his out-of-seat behavior dropped to acceptable levels on most days. On the two days that he received "unsatisfactory" checks, Mrs. Brown called Michael's mother to be sure that she withheld game or TV time. Although Michael was unhappy, the united front was successful and he grudgingly accepted the consequence. Thereafter, Michael settled into the routine and maintained his mostly acceptable performance and behavior. Both Mrs. Brown and Michael's mother took advantage of the BRC feedback to acknowledge Michael's efforts and good behavior, which was reinforcing and also helpful to Michael's belief about his ability to do well in school. Not only did Michael's behavior in the two target areas improve, so did other areas such as on-task behavior because working on assignments and staying in his seat reduced the opportunities for getting into trouble.

■ Chapter Summary

When more serious, lengthy, or chronic misbehaviors present themselves, teachers employing effective classroom management skills respond to redirect the student(s) to appropriate behaviors and to teach the student(s) to make appropriate choices in the future. Management strategies that help teachers respond to minor misbehaviors (e.g., talking out of turn, off-task distraction) include such simple interventions as using nonverbal cues, giving the instructional activity momentum to avoid a lengthy transition, using proximity, calling the group to attention, redirecting the behavior, providing needed instruction, issuing brief desists, and providing the student alternative choices. If moderate interventions are required, these include withholding a student privilege, isolating/removing the student, applying a penalty, assigning a detention, and referring the student to the office. More extensive interventions may include completing a five-step intervention procedure, using the Think Time strategy, and using the reality therapy model. In addition, teachers utilize parent conferences, individual student contracts, and behavior report cards.

Certain special situations require more distinct or immediate responses. These situations include bullying, tattling, chronic work avoidance, fighting, and power struggles. In the implementation of any and all interventions, it is imperative to think and act positively. Of the multiple interventions possible, the effective classroom manager selects the one that can help teach students to select the appropriate behavior and that allows the classroom to retain a positive climate.

■ Further Reading

Brophy, J. E. (2003). *Teaching problem students*. New York: Guilford.

> *This is a comprehensive text written from the perspective of how teachers can cope with and effectively teach students who have behavior and adjustment problems such as underachievement, aggression, defiance, immature behavior, and excessive shyness. The author presents research-based strategies to help these students succeed in school.*

Damiani, V. B. (2011). *Crisis prevention and intervention in the classroom: What teachers should know* (2nd ed.). Lanham, MD: Rowman & Littlefield.

> *This book explains how teachers can work with students to help them cope when a crisis occurs, considers legal issues and responsibilities, and adds insight into topics such as cyberbullying.*

Emmer, E. T., & Stough, L. M. (2008). Responsive classroom management. In T. Good (Ed.), *21st century education: A reference handbook* (vol. 1, pp. 140–148).

> *This entry describes the research behind and use of interventions for student misbehavior.*

Espelage, D. L. (2015). Emerging issues in school bullying research and prevention. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of research on classroom management* (2nd ed., pp. 76–93). New York: Routledge.

> *This chapter provides an up-to-date and authoritative summary of research on bullying.*

Mendler, A. N., & Mendler, B. D. (2011). *Power struggles: Successful techniques for educators* (2nd ed.). Bloomington, IN: Solution Tree.

> *This short, readable book outlines specific steps teachers and other school staff can take to de-escalate the cycle of hostility that can occur when students are confrontational. It includes checklists and other aids to help identify causes of power struggles and other hostile behavior.*

Sprick, R. S. (2012). *Teacher's encyclopedia of behavior management: 100+ problems, 500+ plans* (2nd ed.). Eugene, OR: Northwest.

> *This large resource volume addresses individual and classwide problems common to schools. It includes model plans along with specific interventions.*

Sugai, G., & Simonsen, B. (2015). Supporting general classroom management: Tier 2/3 practices and systems. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of research on classroom management* (2nd ed., pp. 60–75). New York: Routledge.

> *The authors present a continuum of behavior supports with an emphasis on more intensive interventions. Integration with schoolwide practices is illustrated by an extended example.*

www.apa.org/about/gr/issues/cyf/bullying-school-climate.aspx

> *This website offers strategies for bullying prevention and social skills training programs to help students recognize and counter occurrences of social, emotional, and mental abuse.*

www.apa.org/ed/schools/cpse/activities/class-management.aspx

> *This website offers a set of modules to assist teachers with practical strategies for helping students behave individually and as a class, as well as interventions for emotional and behavioral problems.*

www.cecp.air.org

> *This is the website for the Center for Effective Collaboration and Practice, whose goal is improving services for children and youth with emotional-behavioral problems.*

www.cfchildren.org

> *Committee for Children is an international organization committed to social, emotional, and academic learning. Special topics include bullying, youth violence, and emergent literacy.*

www.pbisworld.com

> *This website hosts a variety of resources for responding to student problem behaviors. Tabs on the site allow visitors to select from a variety of problem behaviors (e.g., impulsive, anxious, tardy) and locate appropriate Tier 1, 2, and 3 interventions.*

www.state.ky.us/agencies/behave/homepage.html

> *This interactive website works to make a difference for children with challenging behavior. Multiple links to other informative sites are provided.*

■ Suggested Activities

1. Teachers' reactions to the problem behaviors described in this chapter are often affected by the adult models they have observed and the type of discipline they received as children, both at home and at school. Recall your early experiences in this area, and consider their implications. To what extent do these earlier models provide a positive guide for managing problems of varying severity? Would the strategies that were effective for you be equally appropriate or effective for the varied kinds of students you may teach? Are there current behaviors or environmental problems that you did not experience (e.g., drug culture, poverty, single-parent/guardian homes, bullying)? Where should you add to or modify your approach? How do your responses reflect or inform your developing philosophy of education?

2. Review the descriptions of problem types presented at the beginning of the chapter. Decide which interventions would be best suited for each type. Given several alternative interventions for any type of problem, how would you decide which to use?

3. Within each type of intervention—simple, moderate, or extensive—are there any strategies that you distinctly prefer? Do you reject any? Discuss your reasons for liking or disliking particular approaches. How do these reactions reflect your philosophy of teaching and learning?

4. In the following situations involving problem behaviors, decide on a strategy for dealing with each and an alternative response if your first approach does not produce good results. Indicate any assumptions you make about the teaching context as you choose your strategy.

   Situation 1. Ardyth and Melissa talk and pass notes as you conduct a class discussion. Several other students whisper or daydream.
   Situation 2. Desi and Bryce talk constantly. They refuse to get to work, and they argue with you when you ask them to open their books.

Situation 3. Dwayne manages to get most of his work done, but in the process he is constantly disruptive. He teases the girls sitting around him, keeping them constantly laughing and competing for his attention. Dwayne makes wisecracks in response to almost anything you say. When confronted, he grins charmingly and responds with exaggerated courtesy, much to the delight of the rest of the class.

Situation 4. When someone bumped into Marc at the drinking fountain, he turned around and spit water at the other child. Later Marc ordered a boy who was standing near his desk to get away, and he then shoved the boy. On the way back from the cafeteria, Marc got into a name-calling contest with another boy.

5. Make a list of student behaviors—including defiance, rudeness, aggression, and unresponsiveness—that are the most likely to embarrass you or make you uncomfortable. Think in advance about how you might handle each one.

6. Interview a practicing teacher to determine whether the teacher's school has a policy regarding bullying and how that policy is communicated to students and parents. What is the teacher's role in implementing the policy or program?

MyEducationLab *Self-Check 11.1*

MyEducationLab *Application Exercise 11.1* Using what you've learned in this chapter, read and respond to this scenario.

MyEducationLab *Application Exercise 11.2* Using what you've learned in this chapter, read and respond to this scenario.

MyEducationLab *Application Exercise 11.3* Using what you've learned in this chapter, view the video and respond to the questions.

MyEducationLab *Application Exercise 11.4* Using what you've learned in this chapter, read and respond to this scenario.

MyEducationLab *Application Exercise 11.5* Using what you've learned in this chapter, view the video and respond to the questions.

MyEducationLab *Application Exercise 11.6* Using what you've learned in this chapter, view the video and respond to the questions.

MyEducationLab *Classroom Management Simulation 11.1* Engage with the Classroom Management Simulation *Responding to Students' Failure to Follow Classroom Expectations.*

MyEducationLab *Classroom Management Simulation 11.2* Engage with the Classroom Management Simulation *Dealing with Situations Where Students Are Being Bullied/Harassed.*