

A Practical Approach to Classroom Management and Discipline

**Part II: Strategies for Dealing with
Challenging, Difficult Students
Grades 6-12**

PD RESOURCE KIT



Bureau of Education & Research

**A Practical Approach to Classroom
Management and Discipline
Grades 6-12**

**Part II: Strategies for Dealing with
Challenging, Difficult Students**

PD Resource Kit

RESOURCE GUIDE

**By Spencer Henry
and Mona Roach, PhD**



Bureau of Education & Research

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Thank you for your interest in *Strategies for Dealing with Challenging, Difficult Students*, the second portion of the two-part program *A Practical Approach to Classroom Management and Discipline, Grades 6-12*. Much of the misbehavior of secondary-level students can be reduced by establishing an organized, supportive learning environment and working with students throughout the year to develop problem-solving skills. But even in very well-managed classrooms, teachers may need to contend with students who are noncompliant, disrespectful or disruptive.

This program demonstrates practical, classroom-tested strategies for addressing the misbehaviors of difficult students and de-escalating potentially volatile situations. You will also see how to apply these same strategies in problem-solving conferences to help noncompliant students in grades 6-12 begin to take responsibility for their actions.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINER . . .

SPENCER HENRY has more than 40 years of experience as an educator working successfully with difficult, noncompliant students. As a dynamic national staff development trainer, he has helped thousands of new and experienced educators implement practical classroom management and discipline strategies. Spencer's publications include:

- *Discipline: A Positive, Practical Approach to Managing Today's Classroom*
- *Class Meetings— An Effective Strategy for Teaching Conflict Resolution, Problem Solving, Anger Management, Bully Prevention and Character Education*
- *Practical Strategies for Working Successfully with Difficult, Noncompliant Students*

Spencer is also featured in a three-part *Bureau of Education & Research* video series on classroom management and discipline, grades 3-6.

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ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
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A Practical Approach to Classroom Management and Discipline, Grades 6-12

Part II: Strategies for Dealing with Challenging, Difficult Students

Table of Contents

PROGRAM GUIDE

Suggestions for PD Trainers	3
General Information	3
Overview of the Program	3
Scheduling Suggestion	4
Equipment/Materials Needed	4
The Sessions	4
Section One	5
Minimizing Classroom Disruptions	5
Why Students Misbehave	5
Levels of Intervention	6
Section Two	9
Staying out of Power Struggles	9
Intervening with Defiant Students	9
Problem-Solving Conferences	12
Suggestions for Self-Study	14
Introductory Information	14
Overview of the Program	14
Scheduling Suggestion	14
Equipment/Materials Needed	14

Table of Contents, continued . . .

Your Sessions	15
Section One	15
Minimizing Classroom Disruptions	15
Why Students Misbehave	15
Levels of Intervention	16
Section Two	18
Staying out of Power Struggles	18
Intervening with Defiant Students	18
Problem-Solving Conferences	21

PRINT RESOURCES

Note-Taking Guide	25
--------------------------------	----

 Sections and headings match the sections and graphics in the video program

Materials Used in this Program

<i>Getting Started</i>	33
------------------------------	----

 Prompts that help create a context for viewing the program

<i>Building Positive Relationships with Students</i>	35
--	----

 Strategies for building positive relationships with students and minimizing misbehavior

<i>Fundamental Premises about People</i>	39
--	----

 Brief descriptions of key concepts, including why students misbehave

<i>Level One Intervention Strategies</i>	41
--	----

 Low-level intervention strategies that redirect attention-seeking misbehavior

<i>Level Two Intervention Strategies</i>	43
--	----

 Brief descriptions of several low-key, verbal intervention strategies that redirect noncompliant student behavior

Table of Contents, continued . . .

<i>Level Two Intervention Strategy: Using Questions to Intervene</i>	45
Examples of how to use questions to redirect student misbehavior and avoid confrontations	
<i>Level Three Intervention Strategies: "I" Messages and Clear, Direct Messages</i>	49
Suggestions for when and how to deliver "I" messages and direct messages to students who are misbehaving, including examples of "I" messages and direct messages	
<i>Level Four Intervention Strategy: Language of Choice</i>	53
Describes key concepts for this strategy and includes examples of how to use language of choice with students	
<i>Strategies That Keep You Out of Power Struggles and Threat Routines</i>	55
Key concepts, descriptions of techniques and examples of strategies from the training program that work effectively with confrontational students	
<i>Important Concepts for Using Intervention Strategies Effectively</i>	61
A list of important concepts for using intervention strategies with students	
<i>Consequences</i>	65
Key concepts to consider about consequences and their relationship to misbehavior	
<i>Guidelines for Conferencing with Students</i>	69
Five key guidelines for holding successful conferences with difficult students	
<i>Responding to Uncooperative Students During Conferences</i>	73
Suggestions for how to use intervention strategies to deal with uncooperative student behavior in conferences	
Resources	79
List of resources on classroom management and working with difficult, challenging students	

PRINT RESOURCES



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Note-Taking Guide: Section One

A Practical Approach to Classroom Management and Discipline, Grades 6-12 Part II: Strategies for Dealing with Challenging, Difficult Students

MINIMIZING CLASSROOM DISRUPTIONS
<ul style="list-style-type: none">• Clarifying expectations for classroom behavior• Building positive relationships• Providing high quality instruction
WHY STUDENTS MISBEHAVE
<p>Four Mistaken Goals of Misbehavior</p> <ul style="list-style-type: none">• Attention• Power• Revenge• Avoidance of failure
LEVELS OF INTERVENTION
<p>Law of Least</p> <ul style="list-style-type: none">• Least time• Least effort• Least distraction <p>Level One Intervention Strategies</p> <p>Ignore behavior</p> <p>"The Look"</p> <p>Nonverbal</p> <p>Use students' names</p> <p>Proximity</p>

Level Two Intervention Strategies

Save it for...

Feel free...

Asking questions

- Closed-end questions

Length of time

Tone of voice

Body action

Fogging technique

- "You may be right"
- "Thanks for sharing"

To you, to me

Broken record technique

Note-Taking Guide: Section Two

A Practical Approach to Classroom Management and Discipline, Grades 6-12 Part II: Strategies for Dealing with Challenging, Difficult Students

STAYING OUT OF POWER STRUGGLES INTERVENING WITH DEFIANT STUDENTS

Level Three Intervention Strategies

"I" messages

- "I want..."
- "I need..."
- "I feel..."
- "I will..."

Clear, direct messages

- students' name
- what to stop
- what to do
- thank you

Level Four Intervention Strategy: Language of choice

- Feel free to...
- Would you rather...
- You're welcome to...
- Would it be better for you to...

Intervention Framework

- Listen
- Acknowledge
- Redirect
- Defer

Intervention Scenarios

Student vs. Student confrontations

Inappropriate whole class behaviors

Unsafe student behaviors

PROBLEM-SOLVING CONFERENCES

"Home Court"

Conferencing Strategies

- Start with a positive comment
- Identify the problem
- Work towards a solution
- Follow up

Getting Started

1. Think of a difficult, noncompliant student you presently have in your class or have had in the past. Describe his/her behaviors.
2. List strategies you have used with this student. Put a + next to the ones that have been successful in stopping or redirecting the behavior.
3. What essential behavioral skills do you want your students to learn so they can become productive members of society?
4. How do your discipline techniques help students develop these skills?

Building Positive Relationships with Students

Intervention strategies work best in classrooms where teachers actively work to develop positive relationships with all of their students.

1. Greet the students at the door with a friendly smile, make eye contact, give them a handshake, use their names and mention something positive about them.
2. Acknowledge students' feelings. If you notice they are upset or angry, just say, "I see you are upset" or "I understand you are angry. I don't have time to talk now, but we can talk later."
2. Give students jobs. Anything you are presently doing that the students can do, let them do it. It shows that you trust them and know they are capable of contributing to the class in meaningful ways.
3. To the greatest extent possible, give students choices. By giving students choices, you empower them, meet their basic need for control, let them know you trust their decisions and will hold them accountable for those decisions.
4. Use the one-sentence "I noticed..." routine. "I noticed you have all your materials for class." "I noticed you have new glasses." "I noticed you're putting forth a lot of effort." You are communicating that you have noticed them as individuals.
5. Send positive emails and notes. Make it a point to send home positive messages at some time during the school year to all your students and/or their parents. That means you're going to have to look for the good in all kids. It goes a long way in not only building positive relationships with the students but also in building positive relationships with the parents.
2. Listen to students. You first must understand before you can be understood. Dedicate some time to let them talk about what's important to them. Sometimes you need to ask questions, not just tell students what to do.
3. When necessary, set aside regular class time to discuss class problems. In these meetings problems are identified by you or the students and solutions are brainstormed and agreed upon.
4. Find out what school and extra-curricular activities your students are involved with and make it a point to attend. You don't have to stay for the whole time.
5. Be available for extra help. Let students know your schedule and when they can obtain extra help as needed.

6. Use language of encouragement. One technique is to use the student's name, describe something positive he/she did, then project it to the future and disengage. "Jack, you worked hard on that English assignment. I can see you becoming a writer someday." Recognize effort – not just success.

2. Understand student culture. You may not like or enjoy what students are reading and listening to but become familiar with it. Also, get to know students' cultural or ethnic backgrounds and any customs or practices that may be important to them. By doing so, you will be communicating respect in a powerful way.

Fundamental Premises about People (as taught by Alfred Adler and Rudolf Dreikurs)

1. People are social beings and have a desire to belong and feel significant in the eyes of others.
2. All behavior is goal-oriented and has a purpose. The primary goal is to belong and feel significant.

Four "mistaken" goals of misbehavior:

Attention	"Notice me."
Power	"I'm in charge."
Revenge	"I'll get even."
Avoidance of failure	"I can't."

3. People have basic needs:

- Safety and security
- Connection (acceptance, attention, appreciation, affection)
- To be seen as capable
- To contribute
- Control— power
- To have fun— enjoyment

These needs will be met in a positive or negative way.

4. People are decision makers. Decision makers must be responsible for the decisions they make.
5. All people are entitled to dignity and respect.
6. Perception is reality.
7. The only person you can control is yourself.

Level One Intervention Strategies

Ignore the behavior

If the student or students quickly get back on task or aren't disrupting the rest of the class, ignore the behavior.

"The Look"

Make eye contact with the student who is misbehaving.

Proximity/Praise

Commend someone close by for appropriate behavior.

Use the student's name in the lesson

This is not a "gotcha" type of approach such as asking a student a question when you are fairly sure he/she has not been paying attention. This is including a student's name within the context of the instruction.

"The next step is isolating the variable. So Robert would first divide both sides of the equation by..."

"I know Tiffany's going to be especially interested in this part of the process."

Silent communication

Place a written note on the student's desk or tap two times on the desk. Tapping two times means, "Stop talking." Give a hand signal or shake your head.

Do the unexpected

Lower your voice. Whisper. Sing or chant your directions.

Get them to think

Give them "the look" and write something down on a paper or clipboard. Don't say anything. The student is left wondering what you wrote and what's coming next.

Proximity

Walk toward the student. Stand close by. Touch the student's desk.

If the student says, "Get away from me," just remove your hand. Do not say anything or even look at the student.

Level Two Intervention Strategies

Save it for...

Sometimes behavior is not bad, just misplaced.

"John, save that behavior for after school."

"Sarah, save the photos for lunch time."

Feel free...

Let the students know what they can do after they follow your request.

"John, feel free to read the novel after you finish your outline. Thanks for understanding."

"John, feel free to talk when I'm not talking. Thanks."

Do it for me

This technique can only be used after you have developed a positive relationship with the student.

"Jack, stop talking for me. Thanks for your cooperation."

"Jack, try it for me. Thanks."

Ask for a favor

Redirect the behavior. Ask them to do something for you such as get a particular book from your desk or distribute materials for you.

Humor, not sarcasm

For some, humor is a way to break the tension and redirect inappropriate student behavior. The important thing to remember is that the humor needs to be gentle and not at all sarcastic. Sarcasm is abusive and demeaning, and students will hear the attack behind the words.

Level Two Intervention Strategies: Using Questions to Intervene

Ask. Don't tell. Use thinking words not fighting words. When you approach an individual and you lead with anger in a rigid manner, attempting to take control of what they are doing, what you will get in return is anger, rigidity and a power struggle.

Questions or statements that don't work (Fighting Words)

- Wasted language – “Knock it off.” “Cool it.” “I can't believe you just did that.”
- Dumb questions – “Why did you do that?” “How many times do I have to tell you?”
- Telling the students what to do. “Stop talking.” “Get to work.”
- “No” statements without a “because.” “No, you cannot.”
- Open-ended questions – Never use open-ended questions when dealing with behavior. For example, “Will this behavior continue the rest of the period?”
A student can answer this question in a variety of ways, none of which will lead to the desired behavior.

Questions that work (Thinking Words)

- “What should you be doing?”
- “What is the procedure?” “Do you understand what you need to do?”
- “What question are we on?”
- “How do you plan to solve this problem?”
- “Would you consider moving over there?”

Closed end questions

- “Is that against our rules? Yes or no?”
- “Do you think this will be a problem in the future? Yes or no?”
- “Is this helping you or hurting you?”
- “Will you finish your work now or with me after school?”

If the student does not answer, be ready to respond.

- “What should you be doing?” No answer. “I need you to open your book and start reading.”

- “Is this behavior going to continue the rest of the period? Yes or no?” No answer. “I’ll consider your silence as a no.”

Be ready for showstoppers or challenges.

Student: “I don’t know” or “I don’t care.” “So what?” “Doesn’t make any difference to me.” “That’s stupid.”

Repeat your original request or ask another question.

- “If you did know, what would you say?”
- “What’s your best guess?”
- “What don’t you understand?”
- “What do you know so I can help you with what you don’t know?”
- “If you did care, what would you do?”
- “You may be right, and I need you to_____.”

Student: “I wasn’t doing anything.”

- “That’s right. What should you be doing?”

Student: “What was I doing?”

- “Nothing. What should you be doing?”

Transfer the struggle to the student’s head.

- “Jack, I don’t want an answer. Just think about this. What do you think will happen if this behavior continues? Think about it. Thanks.” Disengage.
- “Jack, I am too angry to talk about this now. We will talk about it tomorrow. Don’t think about this tonight; we’ll talk about it tomorrow.” Then disengage.

Level Three Intervention Strategies: "I" Messages and Clear, Direct Messages

"I" Messages

Use "I" statements instead of "you" statements. "You" statements attack the individual and frequently cause a student to attack back.

"I need..."

"I want..."

"I get angry when..."

"I will..."

Clear, Direct Messages

Remember a message is 15% what you say, 35% how you say it and 50% your body language. Be assertive, not obnoxious. Watch your body language.

- Do not start your message with "Please." (That's begging.)
- Do not end your message with "Okay?" (That's asking for permission.)
- Never stay engaged for more than ten seconds or you will be in a power struggle.

Tell the student the behavior is inappropriate and it needs to stop.

"Sara, that's inappropriate. I need you to open your book and start reading. Thanks."

- Use the student's name.
- Tell the student what you want her to stop and what you want her to start doing.
- Say "Thanks for understanding."
- Then disengage.

Sometimes it is good to pause between each part of the message. It allows the student to think about what is being said.

While intervening, other students join in.

If you are intervening with a student named Sara and other students try to get involved or try to egg Sara on, loudly say, "Stop!" to the students trying to get involved. Then say, "This is between Sara and me. Thanks." Disengage and go right back to Sara. If the other students persist, use language of choice (page 53).

Dealing with more than one misbehaving student at a time.

If you have more than one student misbehaving at a time, or the entire class is off task, this is the time to quickly get classroom quiet. Once you get the class quiet, redirect student behavior with intervention strategies, "I need you to..." "What should you be doing?" "That behavior is inappropriate and we'll talk about it later."

Level Four Intervention Strategy: Language of Choice

Some noncompliant students want power or control. One way to give students control is to give them choices. Students will then be accountable for the choices they make. Don't give choices you cannot follow through on. **Say it. Mean it. Do it.**

"John, keep your hands off the person next to you or move to the desk by the window. I know you'll make a good decision. Thanks for understanding." Disengage.

"Would you rather..."

"You have a choice to..."

"You're welcome to..."

"Would it be better for you to..."

Strategies That Keep You Out of Power Struggles

Key Concepts for Avoiding Conflicts:

- Listen, Acknowledge, Redirect, Defer
- Know what pushes your button.
- Don't take the bait.
- Take charge of your negative emotions.
- Act-don't react. Give yourself 3 seconds before responding.
- Model non-aggressive behavior.
- Allow the student to save face. You don't always have to have the last word.

The following techniques are respectful ways to listen to and acknowledge students. After using these techniques, redirect and/or defer students using appropriate intervention strategies.

Fogging Technique

Fogging is the use of nonjudgmental opening statements. The strategy gives teachers time to breathe and think without escalating the situation with the student.

"Could be."

"That's possible."

"You may be right."

"Thanks for sharing."

"Thanks for the information."

"No problem."

"That's an interesting opinion."

"I understand."

"That's not the point."

If a student says, "You can't make me," try saying, "You're right, and I need you to..."

Broken Record Technique

With this technique, you repeat what you want the student to do until he or she complies or the situation escalates. Then, you may need to use Language of Choice.

Teacher: "I need you to start working on your math assignment."

Student: "I don't feel like it."

Teacher: "That's possible and I need you to start doing your math."

Student: "I don't even understand what I'm supposed to do."

Teacher: "Could be. Open your book and try the first problem."

To You, To Me

This is a respectful way to acknowledge the student's point of view and respectfully disagree.

"To you it's funny calling someone a name; to me it's disrespectful. I need you to open your book and start working." (Or "We'll talk about it later.")

Acknowledge the student's feelings

Let the student know you understand and care.

"You sound angry. We can talk about it later."

"You look upset. Can you get to work or do you need to *Take Five*?"

Refuse to fight or argue

If you sense the student wants to argue, just refuse. It takes two to argue.

If a student wants to argue, just say, "Nice try. I don't argue with students."

Acknowledge their power

Any time you hear the words, "You can't make me," acknowledge the student's power and say, "You're right, and..."

"Stop!" statement

When the action of a student jeopardizes the safety of others you need to say "Stop!" as loudly as possible and direct the student to leave the area immediately.

Dealing with emotional kids who stand up and challenge you

If a student stands up and loudly confronts you while you are teaching, first and foremost, do not move toward the student. Hold your ground, watch your body position, put your hand up in a "stop" position and repeatedly say, "I need you to sit down. I want you to sit down. Thanks for sitting down." If the student persists, use language of choice. Give the student the choice to sit down or leave. Whether the student sits down or chooses to leave the classroom, you need to talk with the student when he/she is rational to find out what the problem is and how it can be resolved.

Seek help

If the student is emotional and completely out of control, you need to stay calm and use your crisis plan to seek help. Just as schools have plans for dealing with different emergencies, schools also need a plan for how and where teachers can quickly get help with a volatile student. Keep it simple. Here are a few suggestions:

- Have a red folder that you give to a student to take to the office or another teacher. The red folder indicates you need help immediately.
- Decide on a code to use when you call the office. For example, when you call, all you do is say, "Code Blue, Room 402," and help is on the way.

The key is to have a crisis plan in place from the very first day of school.

Important Concepts for Using Intervention Strategies Effectively

Don't take the bait.

You do not have to have the last word. When disengaging after intervening, if the student mumbles something, you have a choice – keep on walking or turn and take the bait. Choose to deal with the mumbling later.

Delay consequences.

There are two parts of the brain, the thinking part and the emotional part. When a person is in the emotional part of the brain, he or she is not able to be rational and deal with consequences. Delay consequences until both you and the student are able to be rational.

Public rules, private consequences.

Students need to be held accountable for the class rules. With difficult students, it may be more productive to have a private talk in the hallway about their misbehavior. If you do not want to take the student out of the room, speak just loudly enough for the student to hear you. These are private consequences.

To comply or not comply.

Once we walk away, the student will do one of two things: comply or not comply. If they comply, reinforce their positive behavior verbally or nonverbally. If they don't comply, don't take it personally. The student is giving you another opportunity to try another intervention strategy. Taking this attitude may help you to avoid becoming frustrated or angry and then disrespectful.

Remember to breathe.

When kids 'push your button,' take a deep breath before responding to them. This technique not only gives you valuable time, it also brings oxygen to your brain which enables you to act, not react.

Deal only with what you see and hear.

Your goal is to redirect the student without entering a power struggle or humiliating the student.

"I noticed... What should you be doing?"

"I heard you say... Is that the way we talk around here? Yes or no?"

Disengage.

After you give a student a direction, say: "Thanks," "I know you can do it," "Thanks for understanding," or "Thanks for your cooperation" and walk away. You'll be sending an important, unstated message to the student: "You're capable," "I trust you," "You can do it," and "This conversation is over." If you stay engaged, you are asking for an argument.

Based on the work of Rudolph Dreikurs and Jane Nelson. Please turn to Resources, pages 79-81, for a list of publications that provide more detailed information and additional strategies.

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Consequences

Students need to make a connection between their behaviors and the consequences. They need to understand that they have choices, and for each choice they make there are consequences.

Questions teachers should ask about their consequences for misbehavior:

- Do they work?
- Do they bring about change?
- Do they preserve the student's dignity or humiliate the student?
- Do they require students to think about their behavior?
- Are the consequences suitable for my students' age levels?
- How would I feel if I were receiving the consequences?

Logical Consequences

Logical consequences need to relate to the problem, be reasonable, be respectful, and teach responsibility. If consequences do not meet these criteria, they become punishment. Difficult students frequently respond to punishment with resentment, revenge, rebellion or retreat. The misbehavior may stop for the moment, but students will not change their behaviors.

Below is a list of possible logical consequences if a student misbehaves during an activity, misuses equipment or materials, or acts inappropriately with other students.

Loss or delay of privileges:

- Barred from participation in an activity
- Denied use of objects or equipment
- Prevented from interaction with other students
- Take Five (a 5 minute neutral "cooling down" time)

Require interaction with:

- Teacher (problem-solving conference)
- School personnel
- Parents (phone call home; parent conference)
- Police

Make restitution:

- Return item
- Repair or replace item
- Repayment of time
- Compensation
- School services

Instructional:

- Practice appropriate behavior

The best logical consequence is to have the students solve the problem they created.

Based on the work of Rudolph Dreikurs and Jane Nelson. Please turn to Resources, pages 79-81, for a list of publications that provide more detailed information and additional strategies.

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Guidelines for Conferencing with Students

Each conference will vary depending upon the situation and the student. The following guidelines are intended to provide teachers with a conference format that works with difficult students. This format can also be used for group problem-solving conferences and class meetings.

1. Start out with a positive comment.

“Jack, you make a real contribution to the class by asking good questions.”

“Great job on the poster project.”

2. Lead with empathy and identify the problem. Ask the student if he knows what the problem is. Be ready to explain the situation and pose a question.

“Jack, there’s a problem. Do you know what it is?”

“Jack, I noticed you have a hard time behaving when _____.”

“Bet you’re feeling _____. If that happened to me I would _____. (feeling)

3. Ask the student how he/she plans to solve the problem.

“How can you solve the problem?”

“Jack, you have been late to class three times. What could you do to make sure you get to class on time?”

(Be ready for student to be uncooperative at this point.)

4. Ask if you can offer suggestions of what others have done who have had the same problem.

Teacher: “How can you solve the problem?”

Student: “I don’t know.”

Teacher: “Would you like to know what others have done who have had the same problem?” (Don’t wait. If they blink, grunt or give you eye contact, continue.)

“Some students have...”

After you provide a few suggestions, ask, “Which one will work best for you?”

After they pick a solution, ask them to write it down or write it down for the student.
(Action Plan)

If you ask the student, “Would you like to know what others have done to solve this problem?” and the student says “No,” or rejects your ideas, turn the problem back to him/her and ask, “How do you plan to solve this problem?”

5. Decide when you will meet to review the plan.

“Would you like to meet Friday, before school or after, to see how well your plan is working?”

Note: Old habits are hard to break. Look for improvement and reinforce it. Realize there may be some improvement, then regression. You may have to revisit the plan.

Responding to Uncooperative Students During Conferences

When a student:

Tries to change the topic.

Use fogging and the broken record technique by starting every sentence with "I ..." or "Could be..."

"I understand and (not 'but' or 'however') how do you plan to get to class on time?"

"Could be and how do you plan to get to class on time?"

These are also excellent strategies to use in parent conferences when parents try to get you off track.

Uses show stoppers – "I don't care." "I don't know."

"If you did care, what would you say (do)?"

"If you did know, what would you say (do)?"

"What would be your best guess if you did know?"

"What don't you know so I can help you solve the problem?"

"Would you like me to share with you what another student did who had the same type of problem?"

Blames others or tries to transfer the problem to others.

"I'm not interested in finding fault. I'm interested in solutions."

"Who do you control?"

"What do you need to do to solve this problem?"

"We're not here to blame others. We're here to solve the problem. What are your ideas for solving this problem?"

Makes excuses.

Don't judge the student's response. Just acknowledge and pose another question.

"Could be, and how can you solve the problem?"

"You may be right. And what can you do to get to class on time?"

Becomes emotional, upset, or angry.

Show understanding and lead with empathy then use "and" to get back to the problem.

"I'm sorry you feel _____, and what can you do to solve the problem?"

"I can understand how you feel and how can you solve the problem?"

"I bet you feel _____, and do you have any ideas for solving the problem?"

"It sounds like you're _____, and ..."

Doesn't want to talk—stonewalls.

"Since you're not ready to talk about it, I will decide."

"You have a choice to ____ or come up with a better idea. Let me know by 3 o'clock."

"You can work this out with me or we can include the principal and your parents. The choice is yours."

"Oh, I thought we could solve this problem. If you would like, we can involve _____. What would you rather do?"

Proposes unworkable solutions, or something that's not acceptable.

If you can't live with the solution, just say no. Their solution cannot cause a problem for themselves or others. Ways to say no:

"That doesn't work for me right now. What else can you suggest?"

"My initial response is no. Can you provide me with more information so I can change my mind?"

"I have to say no to that. How about something else?"

"I feel uncomfortable about this. Let's talk a little more."

"I don't think so. What else can you suggest?"

"Your solution cannot cause a problem for yourself or others. What else can you suggest?"

Makes promises.

Don't accept promises. Get specific ideas that they will use to solve the problem.

"I'm really glad to hear that, and what specifically are you going to do to solve the problem?"

No Show

If a student does not show for the conference, approach the student the next day in a respectful way and ask if there was a problem that kept him/her from the conference. If there was no legitimate reason, offer a choice to solve the problem with you or get some other people involved. If the student says he/she will solve it with you and doesn't show up again, he/she has made the choice to get someone else involved.

Resources

There are a number of outstanding educators whose work has laid the foundation for the strategies and materials in this training program on classroom management and discipline. For more in-depth information and additional strategies, please see the resources listed below.

Adler, Alfred and Colin Brett (Translator). *What Life Could Mean to You*. Hazelden Foundation, MN, 1994.

Albert, Linda. *Cooperative Discipline*. Circle Pines, MN: American Guidance Service, 1996.

Canter, Lee. *Scared or Prepared*. Lee Canter Associates, Santa Monica, CA, 1994.

Covey, Sean. *The Seven Habits of Highly Effective Teens*. Franklin Covey Company, New York, 1998.

Curwin, Richard L. and Allen N. Mendler. *Discipline with Dignity*. Prentice Hall, 2000. ISBN 0130930598

Dreikurs, Rudolf. *Children, the Challenge: The Classic Work on Improving Parent-Child Relations—Intelligent, Humane and Eminently Practical*. Hawthorne Books, New York, 1964.

Dreikurs, Rudolf, Bernice Bronia Grunwald, and Floy C. Pepper. *Maintaining Sanity in the Classroom: Classroom Management Techniques, 2nd ed.* Taylor & Francis, Philadelphia, PA, 1998.

Dubelle, Stanley and Carol Hoffman. *Misbehavin', Solving the Discipline Puzzle for Educators*. Technomic Publishing Company, Inc., Lancaster, PA, 1984. ISBN 87762-346-5.

Fay, Jim. *Discipline with Love and Logic*. Love and Logic Press, Inc. 1997. 1 (800) 338-4065.

Geddes, Betsy and Linda Barber. *Students Speak – Effective Discipline for Today's Schools, Building a Sense of Community*. Brandon Publishing Company, Portland, Oregon, 1997. ISBN 0-09664800-C-7

Glasser, William. *The Quality School, Managing Students without Coercion*. Harper – Collins, 1990. ISBN 0-06-095286-5

Glasser, William. *Reality Therapy: A New Approach to Psychiatry*. Harper and Row, 1975. ISBN 0-06-090414-3

Glasser, William. *Schools without Failure*. Harper and Row, 1969. ISBN 06-090421-6

Gossen, Diane. *Restitution – Restructuring School Discipline*. New View Publications, Chapel Hill, NC, 1993.

Henry, Spencer and Christine Snyder. *Practical Strategies for Working Successfully with Difficult and At-Risk Students*. Practical Ideas for Educators, 63 Stoneridge Drive, Ephrata, PA 17522, 2000. 1 (717) 661-7030.

Henry, Spencer and Christine Snyder. *Class Meetings – A Strategy for Teaching Conflict Resolution, Problem Solving, Anger Management, Bullying Prevention and Character Education*. Practical Ideas for Educators, 63 Stoneridge Drive, Ephrata, PA, 17522, 2001. 1-717-661-7030.

- Henry, Spencer. *Motivating and Managing Today's Students*, Audiotape. Practical Ideas for Educators, 63 Stoneridge Drive, Ephrata, PA, 17522, 2006. 1-717- 661-7030.
- Kohn, Alfie. *Punishment by Rewards: The Trouble with Gold Stars, Incentive Plans, Praise and Other Bribes*. Houghton Mifflin, NY, 1993.
- Nelsen, Jane. *Positive Discipline*. Ballantine Books, New York, 2006. www.positivediscipline.com
- Nelsen, Jane, Lynn Lott, and H. Stephen Glen. *Positive Discipline in the Classroom*. Three Rivers Press, NY, 2000.
- Nelson, Jane and Lynn Lott. *Positive Discipline in the Classroom: A Teacher's Guide*. www.empoweringpeople.com.
- Payne, Ruby. *Poverty—A Framework for Understanding and Working with Students from Poverty*. RFT Publishing, Baytown, TX, 1995.
- Styles, Donna. *Class Meetings; Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom*. Pembroke Publishers, Ontario, Canada, 1991.
- Wong, Harry and Rosemary Wong. *The First Days of School*. Harry Wong Publications, Sunnyvale, CA, 1991.

Related Bureau of Education & Research PD Resources

DVD

- A Practical Approach to Classroom Management and Discipline, Grades 3-6*
Part I: Starting the Year with Proactive Classroom Management Strategies
Featuring Bev Bain and Spencer Henry, 2006.
- A Practical Approach to Classroom Management and Discipline, Grades 3-6*
Part II: Management and Intervention Strategies that Keep Students On Task and Learning
Featuring Bev Bain and Spencer Henry, 2006.
- A Practical Approach to Classroom Management and Discipline, Grades 3-6*
Part III: Strategies for Dealing with Difficult and Challenging Students
Featuring Spencer Henry, 2006.
- A Practical Approach to Classroom Management and Discipline, Grades 6-12*
Part I: Starting the Year with Proactive Classroom Management Strategies
Featuring Spencer Henry, 2007.

Audio

- Practical Strategies for Working Successfully with Difficult Students*, presented by Dr. Jane Bluestein.
- Powerful Discipline Strategies That Reduce Behavior Problems, Grades 6-12*, presented by Mark Boynton.
- Practical Strategies for Achieving Success with Difficult and At-Risk Students, Grades 6-12*, presented by Gail Dusa.

PROGRAM GUIDE



Bureau of Education & Research

Suggestions for PD Trainers

General Information

This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 14 for suggestions appropriate to your needs.

Video instruction can be a powerful way to demonstrate effective teaching practices and provide opportunities for discussion. As you guide participants through this program, the most effective strategy is to show a segment, then stop to ask questions and use the related print resources. You may decide to show viewers a particular segment more than once to clarify some finer points of the teaching. We encourage you to tailor your sessions to match the expertise and experience of your participants.

Overview of the Program

In this program, you will see educator and national trainer Spencer Henry and other experienced teachers demonstrate strategies for dealing with misbehaviors ranging from students who act out for attention to those motivated by power or revenge. You will also see conferencing techniques that work well with challenging secondary-level students.

All the scenes in this program were staged in a realistic-looking classroom setting. The intent is to use scenarios that often occur in grades 6-12 classrooms to show teachers specific ways of addressing student misbehavior. The student behavior is a representative sample of the range of misbehaviors that occur in middle and high school classrooms.

The program is divided into the following segments:

Section One (total running time: 22 minutes)

Minimizing Classroom Disruptions

Why Students Misbehave

Levels of Intervention

Section Two (total running time: 31 minutes)

Staying out of Power Struggles

Intervening with Defiant Students

Problem-Solving Conferences

Scheduling Suggestion

This program is not designed to be shown straight through. You may choose to show the entire program in a single session, making sure to stop periodically to discuss the content or focus on particular points; or, you may need to use two or more sessions, depending upon the amount of time available to you and the needs of the workshop participants.

Equipment/Materials Needed

DVD player, monitor

DVD

Handouts for participants

Chart paper or whiteboard, markers

Optional:

- LCD projector
- print resource pages 25-83

The Sessions

Opening Discussion

Handout:

Getting Started, page 33

Distribute page 33, *Getting Started*, to participants. Give them 3-4 minutes to write their responses. Ask participants to briefly share their answers with a partner or in small groups. Then, use chart paper or an overhead to list examples of student misbehavior as each pair or group reports out. Use this same process to list strategies that participants have found to be effective.

The purpose of this opening discussion is to bring up the kinds of challenging behaviors that exist in secondary-level classrooms. You want participants to recognize any patterns of misbehavior, as well as the range of "acting out" that they have encountered. It is also helpful to get an idea of the different ways that participants have tried to deal with these behaviors. Bringing out personal experiences is a way to prepare participants for making the most of the information and strategies in the program.

Keep the discussion brief. Remind participants to focus on behaviors, not the students themselves. This activity is not meant to be a forum for complaining about students, parents, administrators, or societal issues.

Ask participants to hold onto *Getting Started*. They will be referring to this worksheet several times during the program.

Section One

Minimizing Classroom Disruptions

Why Students Misbehave

The first two segments (*approximately 6 minutes*) of the program contain a quick overview of essential elements of positive classroom management and fundamental reasons why students misbehave.

Viewing the Program

Handouts:

Getting Started, page 33

Note-Taking Guide, pages 25-31

Building Positive Relationships with Students, pages 35-37

Fundamental Premises about People, page 39

Hand out the *Note-Taking Guide* located on pages 25-31. It is organized with sections and headings matching the sections and graphics in the program.

Show the first two segments of Section One.

Discussion Questions

Minimizing Classroom Disruptions

- ✓ What are some ways teachers can reduce the potential of student misbehaviors in grades 6-12 classrooms?
- ✓ What role do instructional strategies and lesson design play in minimizing classroom disruptions?

Why Students Misbehave

- ✓ What causes students to act out?

- ✓ Ask participants to think about the challenging students they described in the *Getting Started* activity.
 - To the best of your knowledge, what is the student's goal? (*attention, power, revenge, or avoidance of failure?*)
 - What evidence supports this?
- ✓ Why is it helpful to try to understand the motivation behind students' misbehavior? (*intervene more effectively, not take behavior personally, help students change their behaviors*)

Levels of Intervention

This portion of the program (*approximately 7 minutes*) begins with a variety of low-level intervention strategies for redirecting students whose misbehavior is often motivated by the need for attention.

Level One strategies require a small amount of effort by the teacher and cause little disruption to teaching and learning. The goal is to make the student aware of inappropriate behavior and get him/her back on task.

As student behavior escalates, participants will see examples of **Level Two** intervention strategies that require more teacher effort and longer interactions with students.

Handouts:

Level One Intervention Strategies, page 41

Level Two Intervention Strategies, page 43

Level Two Intervention Strategy: Using Questions to Intervene, pages 45-47

Show the next *seven minutes* of the DVD. Stop the after the teacher says, "Maybe I should ride my broom to work."

Discussion Questions

- ✓ What are some general principles that apply to all of the intervention strategies in this portion of the program? (*no put downs; teachers deal with students respectfully; interactions are brief; student is held accountable for his/her behavior*)
- ✓ What are some of the biggest challenges in dealing with the student attitudes that often accompany misbehavior?
- ✓ In many of the interactions, you saw the teacher thank a student before the student had actually done what he/she had been asked to do. Why?
- ✓ Why intervene quickly with a misbehaving student? Why disengage quickly?

The intervention strategies modeled in this program are effective, straightforward and time-effective. At first viewing, they look very simple. In reality, they require fundamental changes in teacher behaviors, attitudes and habits. These changes will not happen quickly, and they cannot happen without real understanding, attention and practice.

We urge you to resist the temptation to “move on” to the next section of the program. Instead, go back and play this portion of the video again, stopping after each segment to allow participants to read the related print materials and engage in additional discussions using the following questions.

Discussion Questions: Level One Intervention Strategies

- ✓ Why start with Level One interventions to redirect misbehavior? (*may give student the attention he/she craves; student may choose to redirect him/herself...*)
- ✓ What kinds of student misbehavior might be redirected with these strategies?
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors might respond to low-level interventions?

Distribute *Level One Intervention Strategies*, page 41.

Discussion Questions: Level Two Intervention Strategies

- ✓ What makes the phrases “Feel free...” and “Save it for...” effective in redirecting student behavior? (*they are less confrontational ways to tell students what to stop doing and what to start doing*)

Distribute *Level Two Intervention Strategies*, page 43.

Intervening with Questions

- ✓ Brainstorm some of the “wasted language” and “dumb questions” you have heard teachers use. Why does this language tend to escalate a situation?
- ✓ What are some of the differences between asking students “What do you think you are doing?” and “What should you be doing?” (*focus on off-task behavior vs. behavior you want from student; the second question limits student response...*)
- ✓ What’s a closed-end question and in what situations would closed-end questions be most effective?
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using questions to intervene?

Distribute *Level Two Intervention Strategy: Using Questions to Intervene*, pages 45-47.

The last portion of Section One contains a number of key points and additional techniques that will help participants maximize the effectiveness of the intervention strategies in this program. Show the remaining footage (*approximately 6 minutes*).

Discussion Questions

- ✓ What are some factors you must be keenly aware of when intervening with a challenging student? (*choice of words, body language, to touch or not to touch, proximity, eye contact, tone of voice*) Why?

Fogging

- ✓ What makes fogging such a helpful tool when dealing with a confrontational student? (*The technique enables you to acknowledge a student without agreeing or disagreeing, helps avoid escalating a situation...*)

Listen to these two examples of fogging and redirection:

- “You may be right, and I need you to finish the assignment.”
 - “You may be right, but I need you to finish the assignment.”
- ✓ How does changing a single word alter the tone of the message?

Broken Record/To You, To Me

- ✓ What are the benefits of using broken record when interacting with a misbehaving student?
- ✓ How do fogging and broken record combine to increase the effectiveness of interventions?
- ✓ Think about the challenging student you described in the *Getting Started* activity. How might fogging or broken record help to defuse confrontations with the student?

At this point in the session, ask participants to identify two or three of the intervention strategies to implement with their most difficult, noncompliant students.

If you have not already done so, be sure to distribute related print materials contained in this *Resource Guide* so that participants have easy references for each strategy.

Section Two

Staying out of Power Struggles

Intervening with Defiant Students

Section One of the program focused on intervention strategies that work well with students who act out for attention and students who tend to comply (eventually) without becoming volatile. Section One strategies are excellent starting points for almost all disciplinary interventions with secondary-level students. Even when individual students have a track record of disruption and noncompliance, the strategies seen in the first section of this program may be effective when intervention occurs in the earliest stages of student misbehavior.

This portion (*10 minutes*) of Section Two provides examples of strategies that help teachers stay calm and in control of the situation when dealing with students who have become confrontational, disruptive or even hostile.

Handouts:

Note-Taking Guide, pages 25-31

Getting Started, page 33

Level Three Intervention Strategies: "I" Messages and Clear, Direct Messages, pages 49-51

Level Four Intervention Strategy: Language of Choice, page 53

Strategies that Keep You Out of Power Struggles, pages 55-59

Important Concepts for Using Intervention Strategies Effectively, pages 61-63

Consequences, pages 65-67

Opening Discussion

Ask participants to think about the challenging student behaviors they described in *Getting Started*, page 33. When students are seeking power or revenge, what are some of the behaviors they display?

Ask participants to describe how they respond to this kind of student behavior. You may want to focus on their "gut reactions." A teacher's initial emotional reaction is a major factor in whether or not conflicts escalate or de-escalate.

As they watch this segment of the video, participants should keep in mind how the demonstrated strategies work in two ways: re-direct student behavior and help teachers avoid confrontations.

If you have not already done so, hand out the *Note-Taking Guide* located on pages 25-31. It is organized with sections and headings matching the sections and graphics in the program.

Level Three Intervention Strategies:

"I" Messages

Clear, Direct Messages

Discussion Questions

- ✓ Why are "I" messages a useful way to redirect difficult students?
- ✓ The key to an effective clear, direct message is to tell student what to stop doing and what to start doing. Why is this combination so important?
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using an "I" message or clear, direct message?

Distribute *Level Three Intervention Strategies*, pages 49-51.

Give participants time to read the material.

Level Four Intervention Strategy: Language of Choice

- ✓ What are some important factors to consider when using language of choice with students? (*try other intervention strategies first; don't give choices that are unacceptable to you or that cannot be followed through; hold students accountable for choices they make*)
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using language of choice?

Distribute *Level Four Intervention Strategy: Language of Choice*, page 53.

Give participants time to read the material.

Show the next 12 *minutes* of the DVD program. This portion includes an intervention framework for using the strategies demonstrated in this program. In addition, participants will see a number of scenarios showing how to use the intervention strategies with hostile, defiant students.

Discussion Questions

- ✓ Think about the intervention framework of Listen-Acknowledge-Redirect-Defer.
 - What makes this sequence so effective?
 - From your perspective, which video demonstrations most clearly model that sequence?

- ✓ What are some general principles that apply to all of the intervention strategies in this portion of the program? (*no put downs; teachers deal with students respectfully; interactions are brief; student is held accountable for his/her behavior*)
- ✓ Often we associate classroom discipline with consequences. Consequences are frequently thought of as punishment for offenses.
 - What kinds of consequences did you see modeled in this portion of the video program?
 - What's the role of punishment in these intervention strategies?
 - How do these interventions accomplish the goals of redirecting student behavior and keeping teachers out of power struggles?
- ✓ The individual intervention strategies you have seen can easily be combined to deal with a wide range of student behaviors. As you watched each scenario, what did you notice about the ways teachers used the strategies to stay focused on the desired behavior?

List the teacher behaviors/strategies you observed during interactions with hostile, angry students that helped keep tense situations from escalating into an argument or confrontation.

- ✓ What techniques do you want to practice to help yourself remain steady in the face of student outrage or hostility? (*self-talk, steady breathing, calming gestures, fogging...*)

Consider the scenarios with the students who were unhappy with the grades they received on their tests. They confronted the teacher with inappropriate language and actions (wadding up their test papers and throwing them on the floor) before eventually returning to their seats. These scenes demonstrate intervention strategies that deal effectively with the immediate confrontational behaviors of students in this type of situation. You may have noticed that the students' stated concerns about their grades were not addressed.

- ✓ What intervention strategies might you need to use as you discuss each student's concerns in a future conversation?
- ✓ Why is it important to try to deal with most student misbehavior (unless it threatens the safety of students or yourself) in your classroom rather than sending students out of the room?
- ✓ What are the procedures and processes in place in your school for handling students who choose to leave the classroom?
- ✓ Think about the challenging student you described in the *Getting Started* activity. Which strategies from this portion of the program would help you deal with your student's behavior?

Distribute *Strategies that Keep You Out of Power Struggles*, pages 55-59, *Important Concepts for Using Intervention Strategies Effectively*, pages 61-63 and *Consequences*, pages 65-67.

Just like the intervention strategies modeled in Section One, the techniques in this part of the program require fundamental changes in teacher behaviors, language, and attitudes.

Take the time to go back and play this portion of the program again, stopping at the end of each sequence to engage participants in additional discussions about the strategies.

Problem-Solving Conferences

Handouts:

Guidelines for Conferencing with Students, pages 69-71

Responding to Uncooperative Students During Conferences, pages 73-77

Show the remainder of the video program (10 minutes).

Distribute *Guidelines for Conferencing with Students*, pages 69-71, and *Responding to Uncooperative Students During Conferences*, pages 73-77. Give participants time to read the material.

Discussion Questions

- ✓ The "Home Court" strategy is designed to give teachers and students a non-threatening way to deal with putdowns in the classroom. What are some wide-spread behavior issues that you might want to address with your students using this strategy?
- ✓ How is the "Home Court" strategy like the other strategies in this program?
- ✓ What makes conferencing an essential component in changing the behaviors of difficult, confrontational students?
- ✓ How does each element of a conference contribute towards making the student responsible for a change in his/her behavior?
- ✓ In what ways do teacher tone, body position, and language during a conference mirror effective teacher behaviors during classroom interventions?
- ✓ What specific intervention strategies did you observe teachers using in the conferences?
- ✓ What attitudes and perspectives are essential to maintaining a calm, respectful, constructive atmosphere during conferences with noncompliant students?

Before ending the session, ask participants to identify two or three of the intervention strategies from Section Two to implement with their most difficult, noncompliant students.

Remind participants that the behaviors of difficult, noncompliant students are not new behaviors. They are actions and reactions that have been working to students' perceived benefit, and they will not disappear quickly. However, many of them can be alleviated over time. With consistency, patience and respect, teachers can make a real difference in student behavior. Encourage participants to practice their new skills and new perspectives. Thank them for being willing to try new approaches to discipline.

Suggestions for Self-Study

Introductory Information

This section of the *Resource Guide* is designed for people who are viewing the program individually or with a small group. If you are responsible for presenting this material in a workshop format, please turn to page 3 for suggestions appropriate to your needs.

Overview of the Program

In this program, you will see educator and national trainer Spencer Henry and other experienced teachers demonstrate strategies for dealing with misbehaviors ranging from students who act out for attention to those motivated by power or revenge. You will also see conferencing techniques that work well with challenging secondary-level students.

All the scenes in this video program were staged in a realistic-looking classroom setting. The intent is to use scenarios that often occur in grades 6-12 classrooms to show teachers specific ways of addressing student misbehavior. The student behavior in the video is a representative sample of the range of misbehaviors that occur in middle and high school classrooms.

The program is divided into the following segments:

Section One (*total running time: 22 minutes*)

- Minimizing Classroom Disruptions
- Why Students Misbehave
- Levels of Intervention

Section Two (*total running time: 31 minutes*)

- Staying out of Power Struggles
- Intervening with Defiant Students
- Problem-Solving Conferences

Scheduling Suggestion

You may choose to view the entire program in a single session, making sure to stop periodically to think about the content and read the supporting print material, or you may need to use two or more sessions, depending upon the amount of time available to you.

Equipment/Materials Needed

- DVD player, monitor
- DVD

Your Sessions

A *Note-Taking Guide* is located on pages 25-31.

Take a few minutes to read and consider *Getting Started* on page 33. Respond to the prompts and questions. You will be referring to this material several times during the program.

Section One

Minimizing Classroom Disruptions

Why Students Misbehave

The first two segments (*approximately 6 minutes*) of the program contain a quick overview of essential elements of positive classroom management and fundamental reasons why students misbehave.

Viewing the Program

Print Materials:

Note-Taking Guide, pages 25-31

Getting Started, page 33

Building Positive Relationships with Students, pages 35-37

Fundamental Premises about People, page 39

View the first two segments of Section One. Consider the following Reflection Questions:

Minimizing Classroom Disruptions

- ✓ What are some ways teachers can reduce the number of student misbehaviors in secondary-level classrooms?
- ✓ What role do instructional strategies and lesson design play in minimizing classroom disruptions?

Why Students Misbehave

- ✓ What causes students to act out?
- ✓ Consider the challenging student you described on the *Getting Started* handout.
 - To the best of your knowledge, what is the student's goal? (*attention, power, revenge, or avoidance of failure?*)
 - What evidence supports this?
- ✓ Why is it helpful to try to understand the motivation behind students' misbehavior? (*intervene more effectively, not take behavior personally, help students change their behaviors*)

Levels of Intervention

This portion of the program begins with a variety of low-level intervention strategies for redirecting students whose misbehavior is motivated by the need for attention. Low-level strategies require a small amount of effort and cause little disruption to teaching and learning. The goal is to make the student aware of inappropriate behavior and get him/her back on task.

As student behavior escalates, you will see examples of **Level Two** interventions that require more teacher effort and longer interactions with students.

Print Materials:

Level One Intervention Strategies, page 41

Level Two Intervention Strategies, page 43

Level Two Intervention Strategy: Using Questions to Intervene, pages 45-47

As you view the next portion of the program, think about challenging student behaviors you have experienced and intervention strategies you have used.

Reflection Questions

- ✓ What are some general principles that apply to all of the intervention strategies in this portion of the program? (*no put downs; teachers deal with students respectfully; interactions are brief; student is held accountable for his/her behavior*)
- ✓ What are some of the biggest challenges in dealing with the student attitudes that often accompany misbehavior?
- ✓ In many of the interactions, you saw the teacher thank a student before the student had actually done what he/she had been asked to do. Why?
- ✓ Why intervene quickly with a misbehaving student? Why disengage quickly?

The intervention strategies modeled in this program are effective, straightforward and time-effective. At first viewing, they look very simple. In reality, they require fundamental changes in teacher behaviors, attitudes and habits. These changes will not happen quickly, and they cannot happen without real understanding, attention and practice.

We urge you to resist the temptation to “move on” to the next section of the program. Instead, go back and watch this portion again, stopping at the end of each strategy segment to read the related print materials and reflect on the following questions.

Reflection Questions: Level One Intervention Strategies

- ✓ Why start with Level One interventions to redirect misbehavior? (*may give student the attention he/she craves; student may choose to redirect him/herself...*)
- ✓ What kinds of student misbehavior might be redirected with these strategies?

Think about the challenging student you described in the *Getting Started* activity. What behaviors might respond to low-level interventions?

Read *Level One Intervention Strategies*, page 41.

Reflection Questions: Level Two Intervention Strategies

- ✓ What makes the phrases “Feel free...” and “Save it for...” effective in redirecting student behavior? (*they are less confrontational ways to tell students what to stop doing and what to start doing*)

Read *Level Two Intervention Strategies*, page 43.

Intervening with Questions

- ✓ Think about some of the “wasted language” and “dumb questions” you have heard teachers use. Why does this language tend to escalate a situation?
- ✓ What are some of the differences between asking students “What do you think you are doing?” and “What should you be doing?” (*focus on off-task behavior vs. behavior you want from student; second question limits student response...*)
- ✓ What’s a closed-end question, and in what situations would closed-end questions be most effective?
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using questions to intervene?

Read *Using Questions to Intervene*, pages 45-47.

The last portion of Section One contains a number of key points and additional techniques that will help you maximize the effectiveness of the intervention strategies in this program. Watch the remaining footage (*approximately 6 minutes*).

Reflection Questions

- ✓ What are some factors you must be keenly aware of when intervening with a challenging student? (*choice of words, body language, to touch or not to touch, proximity, eye contact, tone of voice*) Why?

Fogging

- ✓ What makes fogging such a helpful tool when dealing with a confrontational student? (*The technique enables you to acknowledge a student without agreeing or disagreeing, helps avoid escalating a situation...*)

Listen to these two examples of fogging and redirection:

- "You may be right, and I need you to finish the assignment."
 - "You may be right, but I need you to finish the assignment."
- ✓ How does changing a single word alter the tone of the message?

Broken Record/To You, to Me

- ✓ What are the benefits of using broken record when interacting with a misbehaving student?
- ✓ How do fogging and broken record combine to increase the effectiveness of interventions?
- ✓ Think about the challenging student you described in the *Getting Started* activity. How might fogging or broken record help to defuse confrontations with the student?

At this point in the session, identify two or three of the intervention strategies that you could implement with your students. If you have not already done so, read the related print materials contained in this *Resource Guide*.

Section Two

Staying out of Power Struggles

Intervening with Defiant Students

Section One of the program focused on intervention strategies that work well with students who act out for attention and students who tend to comply (eventually) without becoming volatile. Section One strategies are excellent starting points for almost all disciplinary interventions with secondary-level students. Even when individual students have a track record of disruption and noncompliance, the strategies seen in the first section of this program may be effective in the earliest stages of student misbehavior.

This portion (10 minutes) of Section Two provides examples of strategies that help teachers stay calm and in control of the situation when dealing with students who have become confrontational, disruptive or even hostile.

Print Materials:

Note-Taking Guide, pages 25-31

Getting Started, page 33

Level Three Intervention Strategies: "I" Messages and Clear, Direct Messages, pages 49-51

Level Four Intervention Strategy: Language of Choice, page 53

Strategies that Keep You Out of Power Struggles, pages 55-59

Important Concepts for Using Intervention Strategies Effectively, pages 61-63

Consequences, pages 65-67

Consider the challenging student behaviors you described in *Getting Started*, page 33. When students are seeking power or revenge, what are some of the behaviors they display? Would any of these behaviors describe your challenging student?

Think about how you respond to this kind of student behavior. What is your "gut reaction?" Your initial emotional reaction is a major factor in whether or not conflicts escalate or de-escalate.

As you watch this section of the DVD, keep in mind how the demonstrated strategies work in two ways: re-direct student behavior and help you avoid confrontations.

Level Three Intervention Strategies:

"I" Messages

Clear, Direct Messages

- ✓ Why are "I" messages a useful way to redirect difficult students?
- ✓ The key to an effective clear, direct message is to tell students what to stop doing and what to start doing. Why is this combination so important?
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using an "I" message or clear, direct message?

Read *Level Three Intervention Strategies*, pages 49-51.

Level Four Intervention Strategy: Language of Choice

- ✓ What are some important factors to consider when using language of choice with students? (*try other intervention strategies first; don't give choices that are unacceptable to you or that cannot be followed through; hold students accountable for choices they make*)
- ✓ Think about the challenging student you described in the *Getting Started* activity. What behaviors could be re-directed by using language of choice?

Read *Level Four Intervention Strategy: Language of Choice*, page 53.

Watch the next 9 minutes of the DVD program. This portion includes an intervention framework for using the strategies demonstrated in this program. In addition, you will see a number of scenarios showing how to use the intervention strategies with hostile, defiant students

Reflection Questions

- ✓ Think about the intervention framework of Listen-Acknowledge-Redirect-Defer.
 - What makes this sequence so effective?
 - From your perspective, which video demonstrations most clearly model that sequence?
- ✓ What are some general principles that apply to all of the intervention strategies in this portion of the program? (*no put downs; teachers deal with students respectfully; interactions are brief; student is held accountable for his/her behavior*)
- ✓ Often we associate classroom discipline with consequences. Consequences are frequently thought of as punishment for offenses.
 - What kinds of consequences did you see modeled in this portion of the video program?
 - What's the role of punishment in these intervention strategies?
 - How do these interventions accomplish the goals of redirecting student behavior and keeping teachers out of power struggles?
- ✓ The individual intervention strategies you have seen can easily be combined to deal with a wide range of student behaviors. As you watched each scenario, what did you notice about the ways teachers used the strategies to stay focused on the desired behavior?
- ✓ List the teacher behaviors you observed during interactions with hostile, angry students that kept tense situations from escalating into an argument or confrontation.
- ✓ What techniques do you want to practice to help yourself remain steady in the face of student outrage or hostility? (*self-talk, steady breathing, calming gestures, fogging...*)

Consider the scenarios with the students who were unhappy with the grades they received on their tests. They confronted the teacher with inappropriate language and actions (wadding up their test papers and throwing them on the floor) before eventually returning to their seats. These scenes demonstrate intervention strategies that deal effectively with the immediate confrontational behaviors of students in this type of situation. You may have noticed that the students' stated concerns about their grades were not addressed.

- ✓ What intervention strategies might you need to use as you discuss each student's concerns in a future conversation?
- ✓ Why is it important to try to deal with most student misbehavior (unless it threatens the safety of students or yourself) in your classroom rather than sending students out of the room?
- ✓ What are the procedures and processes in place in your school for handling students who choose to leave the classroom?
- ✓ Think about the challenging student you described in the *Getting Started* activity. Which strategies from this portion of the program would help you deal with your student's behavior?

Just like the intervention strategies modeled in Section One, the techniques in this part of the program require fundamental changes in teacher behaviors, language, and attitudes.

Take the time to go back and view this portion of the program again, stopping at the end of each sequence to reflect on the techniques.

Read *Strategies that Keep You Out of Power Struggles*, pages 55-59, *Important Concepts for Using Intervention Strategies Effectively*, pages 61-63 and *Consequences*, pages 65-67.

Problem-Solving Conferences

Print Materials

Guidelines for Conferencing with Students, pages 69-71

Responding to Uncooperative Students During Conferences, pages 73-77

Watch the remainder of the DVD (10 minutes).

Read *Guidelines for Conferencing with Students*, pages 69-71, and *Responding to Uncooperative Students During Conferences*, pages 73-77.

Reflection Questions

- ✓ The “Home Court” strategy is designed to give teachers and students a non-threatening way to deal with putdowns in the classroom. What are some wide-spread behavior issues that you might want to address with your students using this strategy?
- ✓ How is the “Home Court” strategy like the other strategies in this program?
- ✓ What makes conferencing an essential component in changing the behaviors of difficult, confrontational students?
- ✓ How does each element of a conference contribute towards making the student responsible for a change in his/her behavior?
- ✓ In what ways do teacher tone, body position, and language during a conference mirror effective teacher behaviors during classroom interventions?
- ✓ What specific intervention strategies did you observe teachers using in the conferences?
- ✓ What attitudes and perspectives are essential to maintaining a calm, respectful, constructive atmosphere during conferences with noncompliant students?

Before ending the session, identify two or three of the intervention strategies in Section Two that you could implement with your students. If you have not already done so, read the related print materials contained in this *Resource Guide*.

Remember, the behaviors of difficult, noncompliant students are not new behaviors. They are actions and reactions that have been working to students’ perceived benefit, and they will not disappear quickly. However, they can be alleviated over time. Practice your new skills and new perspectives. With consistency, patience and respect, you can make a real difference in student behavior.