Remember!

- Understand that behavior and classroom management are two different subjects.
  - Behavior has to do with discipline.
  - Classroom management has to do with procedures and routines.

- Effective teachers MANAGE their classrooms with procedures and routines. Ineffective teachers DISCIPLINE their classrooms with threats and punishments.

- Learning only takes place when the students are on task and doing their work, producing the lesson outcomes the teacher expects.

- To do this, effective teachers manage their classrooms with procedures and routines.
  - PROCEDURE: What the teacher wants done.
  - ROUTINE: What the students do automatically.
Objectives

- Manage problem behaviors.

Primary Causes of Misbehavior

- You can learn to handle the misbehaviors resulting from these four causes, and the majority of your classroom discipline problems would be resolved.
  - Attention
  - Power
  - Revenge
  - Self-Confidence

Attention

- Most students gain attention through normal channels. However, for some students, misbehaving is the only way of gaining attention.
- Most commonly, these students are the ones who speak out without permission, arrive late for class, or make strange noises which force class or teacher attention.
- They are all misbehaving for the purpose of gaining attention.
• Attention is the need which must be met. If they cannot get attention in appropriate ways, they will misbehave.
  – Remember, giving attention reduces potential problems and cures current ones.

• You can identify Attention as the cause for inappropriate behavior by the feeling the behavior generates within you.
  – When Attention is the reason for the misbehavior, you will generally feel Annoyed.

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Power

• We all have the need for power. Students express this need by open dissent, by refusal to follow rules, or by being controversial.
  – Remember, these students usually feel defeated if they do as they are told.
  – They truly feel that more power is the answer to all their problems.
  – If they cannot gain power in appropriate ways, they will fight to gain it in inappropriate ways

• You can identify Power as the cause for inappropriate behavior by the feelings the behavior generates within you.

• When Power is the reason for the misbehavior, you will generally feel Threatened.
Revenge

- There are some students who find their places by being disliked, feared, or hated.
- Failure has made them give up trying to gain attention or power via socially acceptable methods.
- Unfortunately, they find personal satisfaction in being mean, vicious, and violent.
- The purpose of their misbehavior is revenge.

- They are also the students who write on desks, beat up classmates, threaten younger students, cause constant controversy, mark rest room walls, and damage others’ personal property.
- If you have students who fall into misbehaving because they are seeking revenge, realize that only appropriate success will change them.
- You can identify Revenge as the cause of inappropriate behavior by the feeling the behavior generates within you.
- When Revenge is the cause of the misbehavior, you will generally feel fearful or Angry.

Self-Confidence (Lack of it)

- Students who lack self-confidence honestly expect failure.
- They frustrate teachers because they are often capable of handling their studies successfully.
- Again, only success can change these students’ academic self-image.
You can identify Lack of Self-Confidence as the cause of the inappropriate behavior by the feeling the behavior generates within you.

When Lack of Self-Confidence is the cause of the misbehavior, you will generally feel Frustrated.

Primary Needs

There are seven primary human needs that are physiological and unlearned.

- We simply cannot even begin talking about managing student behavior without looking at these seven needs. That's because these needs must be met before anyone, including students, can be motivated to be self-disciplined, much less activated to study and cooperate, be respectful, and reach for academic goals.

Make no mistake:

Understanding these needs is a foundation for handling behavior successfully. Ignoring these needs can cause us to overlook the first essential step in changing unacceptable behavior to acceptable behavior.

- Hunger
- Thirst
- Rest
- Air
- Sexuality
- Escape from Pain
- Elimination of Waste
Hunger

- Too many people think that only economically disadvantaged youth come to school hungry. This is simply not the case in today's society.
- The biggest causes may be an improper diet and trying to lose weight.
- Watch children who come to school upset, or get irritable or misbehave about 10 a.m.
- Proper eating helps promote good behavior and learning-an empty stomach does not.

Thirst

- Eating something salty or experiencing certain medical problems, such as diabetes, can accent the thirst need.
- The use of certain drugs can cause an increased need for liquids.

Rest

- We're all aware of the human need for rest. Yet, we may not be aware that some students are not getting their rest.
- Failure to meet this need may be caused by a variety of factors:
  - personal worries
  - family problems and responsibilities
  - illness
  - after-school jobs.
School may be a big part of a child's life, but it is not the only part. You should remember that the need for rest extends beyond sleep. Students also need rest from pressure and work. Therefore, depriving them of breaks, socialization, and similar privileges may be counterproductive to getting good behavior and academic motivation in the classroom.

Air

- In school we don't think much about this need. Yet, failing to meet it adequately can lead to misbehavior.
- One way this need is affected is by arranging a classroom in a manner that does not allow a sufficient amount of personal space.
- This need could also be affected by physical problems, such as asthma, or psychological problems, such as claustrophobia.
- Poor ventilation, extremes in room temperature, and high levels of indoor air pollution can also affect this need.

Sexuality

- When we talk in terms of sexuality, we're referring to relationships, including relationships with self.
- The interest in this need exists throughout a school, often as a healthy interest in the opposite sex.
Besides the typical boy-girl problems, there are
girl-girl and boy-boy friendship problems.

These problems can extend to include children's
feelings about adults of the opposite sex. Indeed,
a student may have a sincere infatuation with a
teacher or another adult.

Too, difficulties caused by not being included in
the group and being overdeveloped or
underdeveloped physically are very real problems
that cause unacceptable behavior.

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**Escape from Pain**

- This may be the most important one to examine when
  attempting to discover the reason for misbehavior.
  - People will go to great lengths to escape pain.
  - Some will use alcohol and/or illegal drugs, while others
    may fail a class without trying or misbehave to escape the
    pain of not being able to complete the learning task
    successfully.
  - In extreme cases, some students commit suicide to
    escape from pain.

- Look to this primary need at the first sign of
  misbehavior because failing at school is painful.

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**Elimination of Waste**

- This need concerns the use-and lack of use-of rest
  rooms. The cause of problems related to rest room
  use can vary.
  - Students may be shy and reluctant to ask to use the rest
    room.
  - Others may not want to use the rest room because there
    is no privacy. If toilet stall doors have been removed,
    some students may feel comfortable using the rest room
    only during class time when the rest room is empty.
  - If rest rooms are hangouts for a bully or a gang, some
    students may be afraid to go in during passing periods.
Categories of Problem Behaviors

Nonproblem

- Brief inattention, some talk during a transition, small periods of idle daydreaming, short pause while working on an assignment.
- Not really a problem.
  - Best handled by ignoring problem. Don’t waste your energy as long as the student returns to working.

Minor Problem

- Minor irritants that run counter to class procedures or rules but do not, when occurring infrequently, disrupt class activities nor seriously interfere with student learning.
- Examples:
  - students calling out or leaving seats without permission,
  - doing unrelated work during class time
  - passing notes
  - eating candy
  - scattering trash around
  - talking excessively during independent or group work activities.
Minor Problem Interventions

- Use non-verbal cues -- finger to lips, a "no-no" head shake, etc.
- Get the activity going -- plan to have everything ready
- Use proximity -- Move close to the student, combine with non-verbal cues
- Use group focus -- Get students back working when they "drift"
- Redirect the behavior -- When off-task, remind them what they should be doing.
- Provide needed instruction -- If you find they are off task due to not knowing for sure what to do . . . Reteach
- Issue a brief "desist" -- Make eye contact and briefly tell them to desist.
- Give the student a choice -- Do what is expected or take the consequences
- Use an “I-message” -- “When you . . . Then this happens . . . Makes me feel . . .”

Major Problem, but Limited in Scope and Effects

- More serious, but isolated, violation of class or school rules 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.
- Examples
  - A student may be chronically off-task.
  - Another student may rarely complete assignments.
  - Failure to follow class rules for talking or moving around the room or refusing to do any work.
  - An act of vandalism or cheating on a test.

Moderate Interventions

- Withhold a privilege or desired activity
- Isolate or remove students
- Use a fine or penalty (clean the lab -- can’t go on the trip)
- Assign detention
- Use a school-based consequence
Escalating or **Spreading Problem**

- Any minor or major problem that has become commonplace and constitutes a threat to order and to the learning environment.
- Examples:
  - Students roaming around the room at will and continually calling out irrelevant comments
  - Social talking that continues unabated even when the teacher repeatedly asks for quiet
  - Talking back and refusal to cooperate with the teacher
  - Other frequent violations of class guidelines for behavior

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**More Extensive Interventions**

- Design an individual contract with the student
  - Specify changes student will make
  - List the consequences if student fails
  - Include any incentive the student might earn if he continues on plan
  - Both you and the student sign it.

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- Hold a parent-student conference
  - Maybe only a telephone call is needed
  - Don’t put the parent on the defensive... It is the student who is the problem, not the parent
  - Tell the parent the problem
  - Ask for parent’s assistance
  - Have student’s file and your grade book ready
  - Have an idea of what the appropriate strategy should be
  - If a parent takes offense, immediately tell the principal.
Use a check of demerit system
- This has to be administered for the whole class.
- Rules are spelled out and the checks one gets for breaking them.
- When a student receives “X” number of “check’s or “demerits” there is a consequence.
- Do not post the list publicly . . . Keep it private.
- The disadvantage is that you have to catch the students being bad . . . Not good.
- An alternative system is one that catches students neeing good and giving them “good checks” or “merits”.

Use a five-step intervention procedure
- Use a non-verbal signal to cue the student to stop.
- If behavior continues, ask the student to follow the desired rule.
- If the disruption continues, give the student a choice of stopping or choosing to develop a plan.
- If the student still does not stop, require the student move to a designated area in the room to write a plan.
- If there is still a problem, send the student to another location (school office) to complete the plan.

Ineffective teachers discipline their classrooms with consequences and punishments.
- Some of these disciplining (not management) techniques are as follows:
  - pulling cards for infractions
  - credit or reward systems for sugar treats,
  - incentive pads,
  - stickers,
  - imposing consequences,
  - demerits,
  - turning off a student’s computer,
  - taking away privileges

These are All Punishments!
• The point is none of them work as a management technique, because they are behavior techniques.

• Nothing is accomplished, other than creating more stress and high-blood pressure for yourself, by continuing to say, “I’ve tried this and I’ve tried that but I just don’t know what else I can do to these kids!”

• This is the key:
  – The only way to have responsible students is to have procedures and routines for which the students can be responsible to.

Think and Act Positively!

Assignment -- Next Week

• Text Chapter 10
• IDEA and Serving Students with Special Needs (Study Sheet)
• Assignment 1 Due -- WWW Search (Turn in on this date)