

**Managing disturbed and disturbing behaviour in the classroom**



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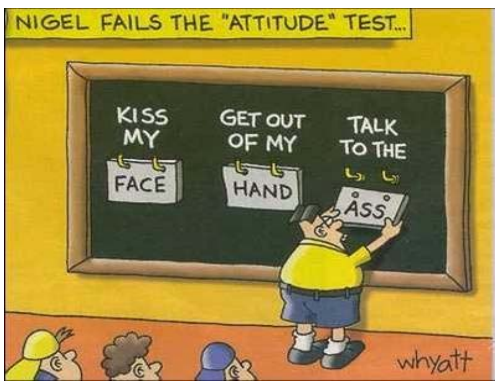
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**What do we do with Nigel?**

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- Teach behaviour as you would an academic subject ( as per PBIS)
- Assume zilch – the art of showering



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## The Key

**Behaviour is  
related to the  
teaching  
environment**

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We can't force students to  
behave...  
...but...

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We can't force students to behave...

...but...

...we can make an environment to increase the likelihood that they will.

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**What is the environment?**

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Physical

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The wrong way to queue



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An even worse way to queue!



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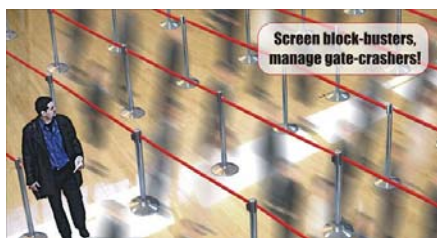
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Enter the humble barricade



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Signage helps



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The right way to queue



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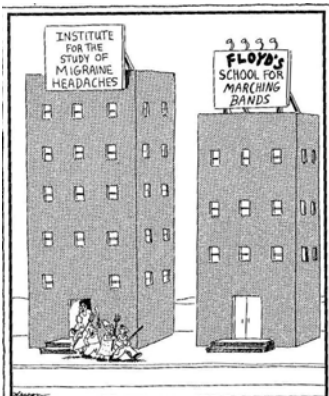
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**Two easy environmental controls**

1. Increase the opportunities for students to respond (wait time question groups), &
2. Increase the rate of praise (ratio, neutral vs subjective)

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**The first easy environmental control**

1. Increase the opportunities for students to respond
  - A) Question groups
  - B) Wait time

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**A different type of wait time**  
- Waiting for compliance.

- Role play - *Surly compliance*
- Wait and observe

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## The second easy environmental control

### 2. Increase the rate of praise

- A) Ratio
- B) Neutral vs subjective

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## What do kids hear? Why is praise so important?

### Affirming statements

Professional homes	30 / hour
Working class homes	15 / hour
Welfare homes	6 / hour

**Prohibitive statements**                      **12 / hour**

Meaningful differences in the Everyday Experience of Young American Children  
(Hart and Risley 1995)

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## Correcting the imbalance

- Those teachers with a **ratio between 9 and 14.23 positive/neutral prompts to every 1 negative** present the best window in relation to highest levels of reading growth (Newcomer and Lewis 2007)

*Average ~ 1 : 12*

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# Managing disturbed and disturbing behaviour in the classroom

## Why do they muck up?

- Recreate the home environment



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## How do you want to be remembered?



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## Why do they muck up?

- Test for rejection → Achilles' heel



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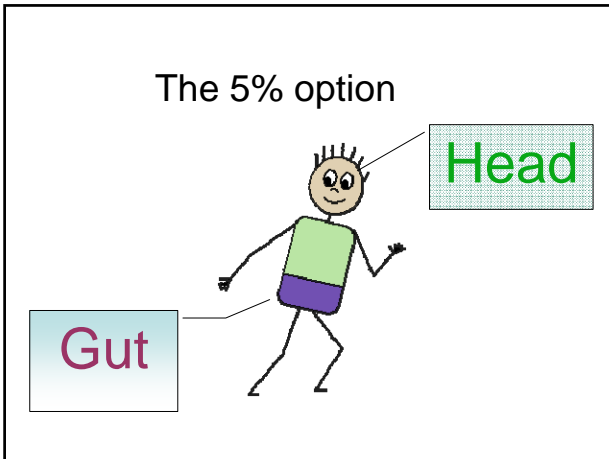
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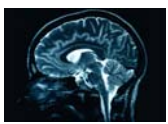



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*Head?* What does that mean?

- Rational
- Planned response
- Non-emotional
  - emotions acknowledged but management not based on them
- Connected to principle



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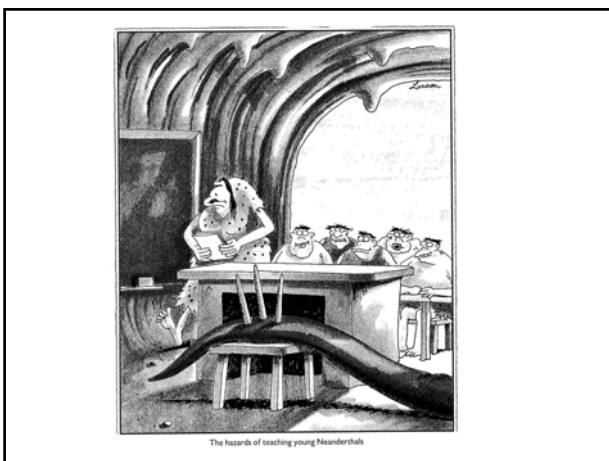
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**Girl 13 yrs old**

What we know  What we get

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The focus is on what you want them to do.

*Where possible attend only to the desired behaviour*



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Mrs. Mutner liked to go over a few of her rules on the first day of school.

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Reminder

Assume they don't know what to do.....

..... and teach it!

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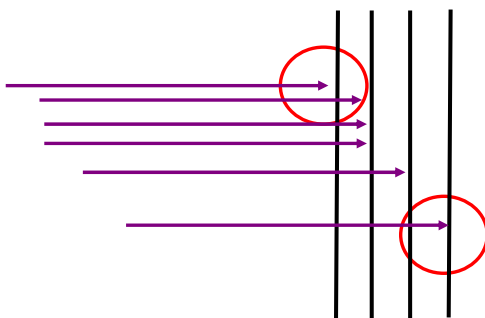
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Maintaining limits



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**FEAR**

Losing face

Being seen as ineffective

What if he says "No!"

Tired

She knows where I live

It's 3 minutes until bell time

I'm over this kid

You drive the blue Mazda, don't you sir?

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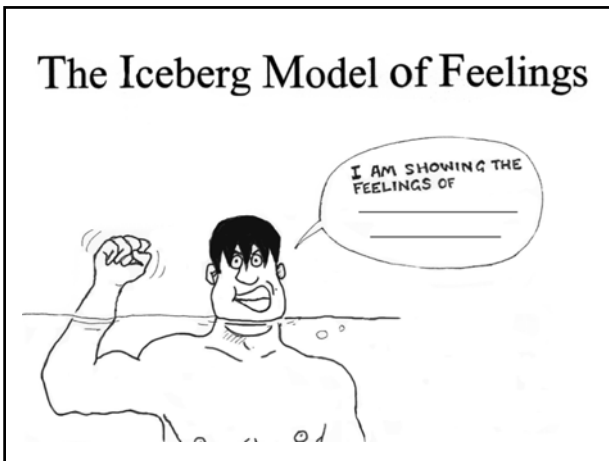
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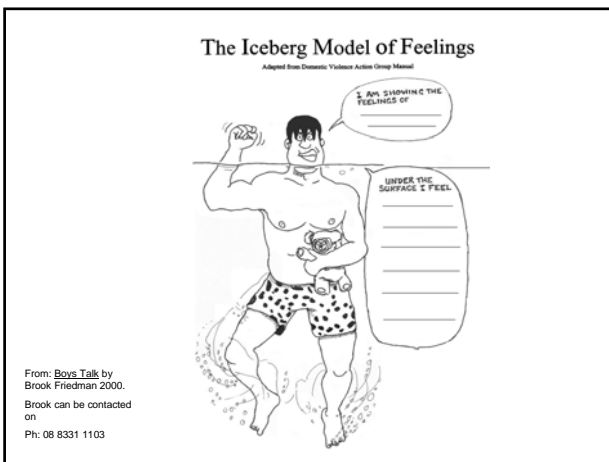
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## Consequences

- It's the certainty not the severity (Bill Rogers)
  - *When are we our most inconsistent?*
- What is the most powerful consequence for affecting behavioural change?

**Positive feedback!**

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Managing disturbed and disturbing behaviour in the classroom

- **Often children will test out how consistent we are by their misbehaviour.**

Deborah Spence  
Teacher  
Redbank School

The unasked question from the child becomes, **“will you still care enough about me to provide limits when I misbehave, and still like me as a person?”**

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*Some observations over the years...*

- “I will if you....”
- Homo Justificatus.
  - The two most common ODD words.
- How to pick an ODD child in Winter.
- Made it with 1 second to spare.
- “But I was *only* 1 second over!” Remember the line?
- I’ll outsmart them, I’ll use reverse psychology.
- Yes, you have been perfectly fair and reasonable.
- Remove doubt from your attitude.



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Let non-compliance be OK

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