

Dealing with Classroom *Mis* Behavior



SOUTH COOK COUNTY
2019

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Objectives



- Discuss the functions of behavior
- Compare and contrast Attention seeking and Power seeking behaviors
- Discuss the various types of classroom misbehaviors and list strategies on how to effectively deal with them

Functions of Behavior



Every behavior has a function

Four primary reasons for disruptive behavior in the classroom

- ❖ Power
- ❖ Revenge
- ❖ Attention
- ❖ Want to be left alone (disinterest or feelings of inadequacy)



Functions of Behavior cont'd



- Many misbehaviors exhibited by students are responses to a behavior exhibited by the teacher
- Do not tolerate undesirable behaviors no matter what the excuse
- Understanding why a person exhibits a behavior is no reason to tolerate
- Understanding the function of a behavior will help in knowing how to deal with that behavior

Dealing with 'off task' Behaviors



- Remain focused and calm; organize thoughts
- Either respond decisively or ignore it all together
- Control the time and place for dealing with off task behavior
- Provide students with dignified ways to terminate off-task behaviors

Attention Seeking Behavior



- Attention-seeking students prefer being punished, admonished, or criticized to being ignored
- Give attention to this student when he or she is on-task and cooperating
- “Catch them being good” and let them know you caught them

Power Seeking Behavior



- Power seeking students attempt to provoke teachers into a struggle of wills
- In most cases, the teacher should direct attention to other members of the class

Behavior - Rambling



Wandering around and off the subject. Using far-fetched examples or analogies

- ✓ Refocus attention by restating relevant points
- ✓ Direct questions to the group that is back on the subject
- ✓ Ask how topic relates to current topic being discussed
- ✓ Use visual aids, begin to write on the board, etc
- ✓ Say: “Would you summarize your main point please?” or “Are you asking...?”

Behavior – Shyness or Silence



Lack of participation

- ✓ Change teaching strategies from group discussion to individual written exercises or AV tapes
- ✓ Give strong positive reinforcement for any contribution
- ✓ Involve by directly asking him/her a question
- ✓ Make eye contact
- ✓ Appoint him/her to be a small group leader



Behavior - Talkativeness



Knowing everything, manipulation, chronic whining

- ✓ Acknowledge comments made
- ✓ Give limited time to express viewpoint or feelings, and then move on
- ✓ Make eye contact with another participant and move toward that person
- ✓ Give the person individual attention during breaks
- ✓ Say: “That’s an interesting point. Now let’s see what other people think.”

Behavior - Sharpshooting



Trying to shoot you down or trip you up

- ✓ Admit that you do not know the answer. Redirect the question to the group or back to the individual who asked it
- ✓ Acknowledge that this is a joint learning experience
- ✓ Ignore the behavior

Behavior – Heckling/Arguing



Disagreeing with everything you say; making personal attacks

- ✓ Redirect question to group or supportive individuals
- ✓ Recognize participant's feelings and move on
- ✓ Acknowledge positive points
- ✓ Say: “I appreciate your comments, but I’d like to hear from others,” or “It looks like we disagree.”



Behavior - Grandstanding



Getting caught up in one's own agenda or thoughts to the detriment of other learners

✓ Say: “You are entitled to your opinion, belief or feelings, but now it’s time we moved on to the next subject.”

or

“Can you restate that as a question?”

or

“We’d like to hear more about that if there is time after the lecture (presentation)”

Behavior – Overt Hostility/Resistance



Angry, belligerent, combative behavior

- ✓ Remain calm and polite. Keep your temper in check
- ✓ Don't disagree, but build on or around what has been said
- ✓ Move closer to the hostile person, maintain eye contact
- ✓ Always allow him/her a way to gracefully retreat from the confrontation



Behavior – Overt Hostility/Resistance, cont'd



- ✓ Say: “You seem really angry. Does anyone else feel this way?” Solicit peer pressure
- ✓ Allow individual to solve the problem being addressed. He/she may not be able to offer solutions and will sometimes undermine his/her own position
- ✓ Ignore behavior
- ✓ Talk to the individual during a break
- ✓ As a last resort, privately ask the individual to leave class for the good of the group

Behavior – Gripping



Complaining. May be legitimate or “make believe”

- ✓ Point out that we can't always make change
- ✓ Validate his/her point, if able
- ✓ Indicate you will discuss the problem with the participant privately
- ✓ Indicate there is a time pressure and the class lecture must continue



Behavior – Side Conversations



**May be related to subject or personal.
Distracts group members and instructor**

- ✓ Ask their opinion on topic being discussed
- ✓ Ask talkers if they would like to share their ideas
- ✓ Casually move toward those talking
- ✓ Make eye contact with them
- ✓ Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers
- ✓ As a last resort, STOP and WAIT

