Managing Challenging Behaviour

“Do you have any books on managing disruptive students? I want to know what the opposition is up to.”

Ian Luscombe
Principal
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Information retained after 24 hours
(David Sousa 2001 How the brain works)

- Lecture
- Reading
- A-V
- Demonstration
- Discussion group
- Practice by doing
- Teaching others
The 5% option
Girl 13 yrs old

What we know

Depressed
Anxious
Abusive Family

What we get

Defiance
Surly attitude
Distracts others
Head? What does that mean?

- Rational
- Non-emotional
  - emotions acknowledged but management not based on them
- Connected to principle
- Planned response (What do I do when?…)
One example of environmental management

- Ask yourself: “What are the consequences of non-performance?” Establish a “what if ..?” list.
The Key

- Behaviour is functionally related to the teaching environment
We can’t force students to behave…

…but…
An easy environmental control

- Increase the opportunities for students to respond, &
- Increase rate of praise
Correcting the imbalance

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

- It’s the certainty not the severity (Bill Rogers)

- What is the most powerful consequence for affecting behavioural change?
The focus is on what you want them to do.

*Where possible attend only to the desired behaviour*
Teach

Practice

Review

Don’t assume they know it!
Characteristics of Commands That Increase Compliance

- Get the student’s attention
- Use a firm or slightly lower tone
- Give a command that is specific and direct
- Where possible phrase the command as a “do “ command rather than a “don’t” command.
- If appropriate, use gestures to explain the command
- Avoid issuing additional directives or any other verbalisations until the student initiates compliance or until 5 seconds have passed
Let non-compliance be OK