

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
Redbank School



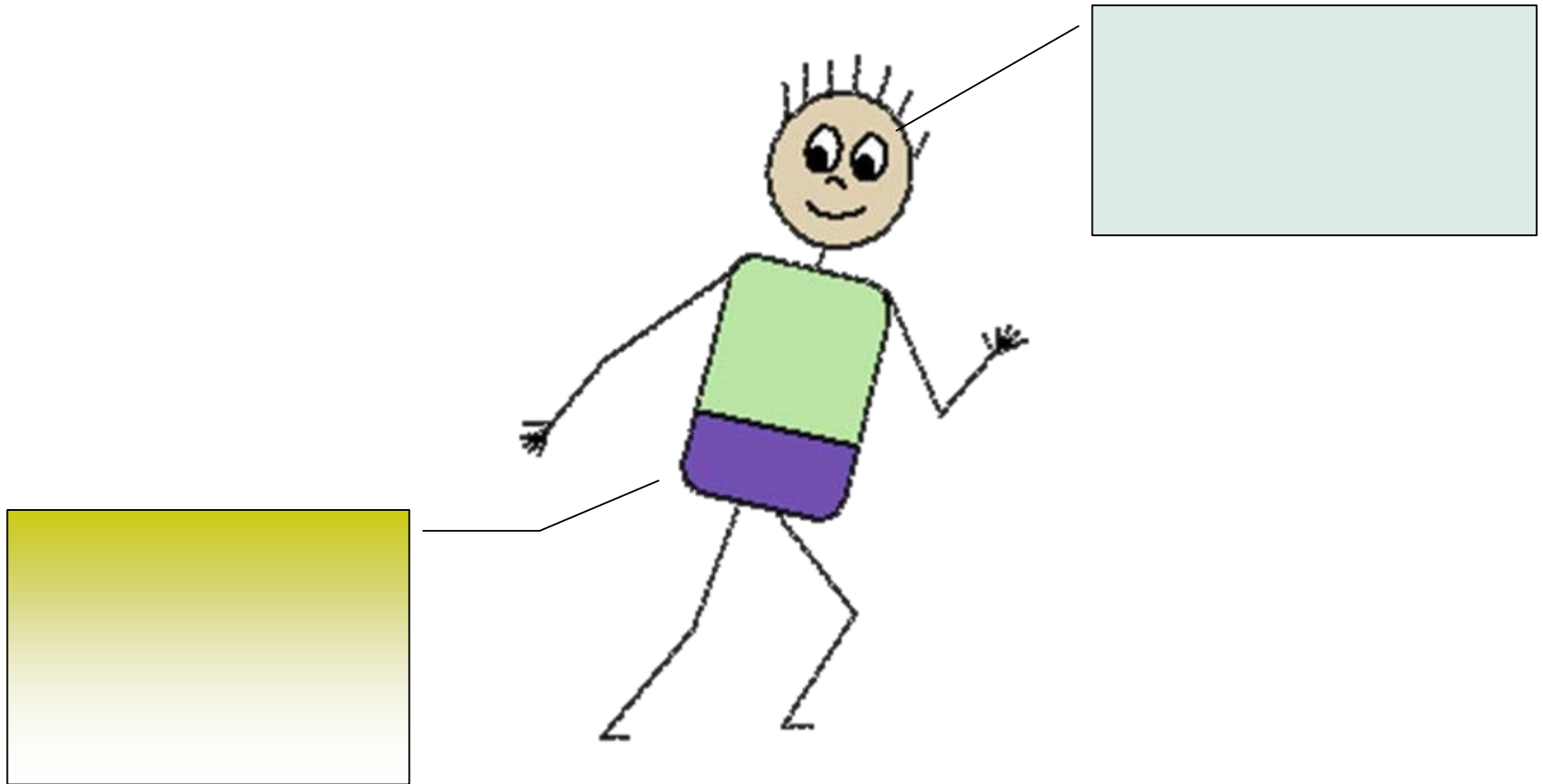
Information retained after 24 hours

(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



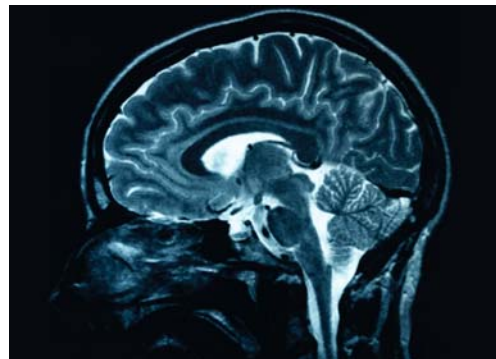
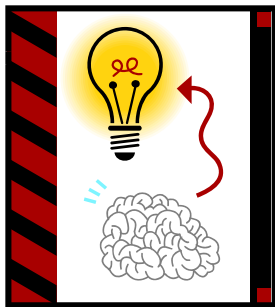
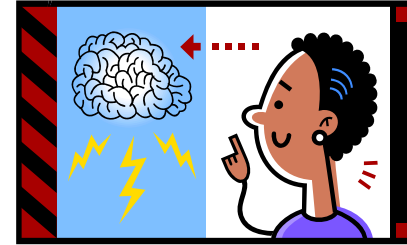
What we get

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**

PBIS



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*





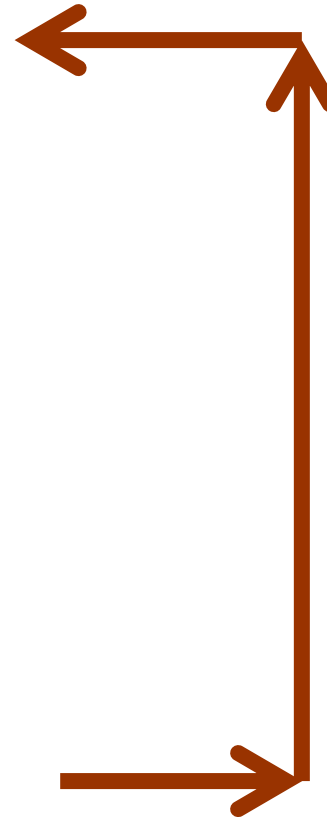
Teach



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