

Unit 5

EPSE 311

Preventing and  
Understanding  
Problem  
Behaviours

# Worries in a Hat

- On your small piece of paper **write one fear or worry** you have about running your classroom
- **Don't** put your name on these
- When you are done put your pieces of paper in the container in the centre of the room
  
- You will get someone's paper to read aloud
  
- Now that we have heard all our worries, how are you feeling?
  - Why are these important to discuss?

# Problem Behaviours

- Not all students come to school ready to learn.
- Some students, for variety of reasons, experience significant discipline and behavioural challenges.

# Problem Behaviours

Problem behaviours come in a variety of forms

- What type of problem behaviours have you seen?



# Some theory:

## **Two Distinct But Overlapping Groups:**

Students with serious emotional and behavioural disorders (EBD)

*Studies show that about 20% of children and youth experience significant mental health problems, yet most are not diagnosed (Offord, 1986; Romano et al., 2001).*

Students who display aggressive and antisocial behaviour.

# Shifting from...

More typical reactive responses, such as :

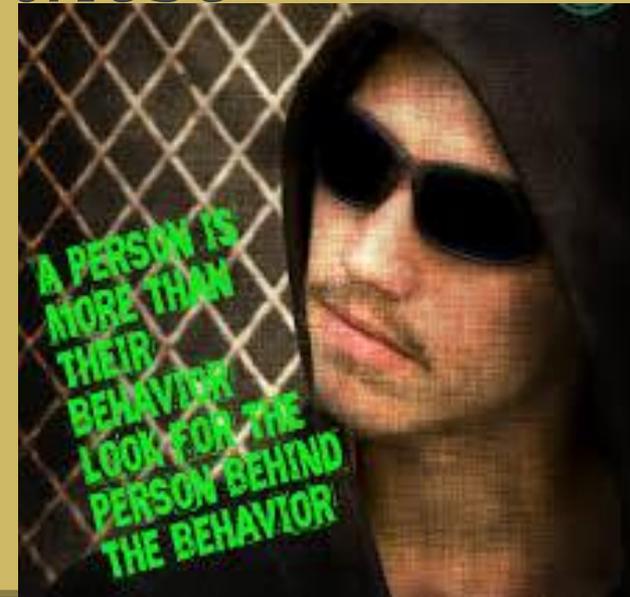
- Suspension
- Expulsion

**students who are expelled are often the ones who need MORE time in class, not less!**

# Proactive Approaches

Providing appropriate support for youth with these challenges begins by

**understanding** *who these students are.*



# Prevention...not a cure

Not all problems can be prevented, but being proactive will really help to reduce problem behaviours and make your classroom a better place for you and your students.

Divide into groups with half group A and half group B. You must find people who are not sitting beside or near you (that is, work with someone new).

- Using your articles (and your three thoughts and one question) answer the following:
  - What are preventative measures that you think work?
  - What are possible responses that you think work?

# Supporting Positive Behaviour

Research has identified Ten key elements of creating effective classroom environments:

- We will discuss each one in turn
- Many of these are a part of what we have already learned/discussed
  - Quickly jot down 5 (or more) things that you think will be on this list

# 1. Positive Relationships

Positive relationships between teachers and individual students, among all students in the classroom, and between teachers and parents

## 2. Classroom Organization

Classroom organization, including the physical environment and structures and routines that foster learning and encourage positive behavior throughout the school day

# 3. Differentiated Instruction

Differentiated instruction that considers the individual learning needs of students and creates learning situations that match students' current abilities, learning preferences and specific needs, but also stretches their abilities and encourages them to try new ways of learning

# 4. Classroom Behavioural Expectations

Classroom behavioral expectations that are clearly articulated and aligned with school-wide expectations.

# 5. Social Skills Instruction

Social skills instruction that demonstrates and directly teaches specific classroom expectations

“Kids do not say no to drugs, they say no to other kids suggesting drugs” (Noddings)

## 6. Focusing on the Positive

Trying to notice (and pay attention to) individual students and groups of students who demonstrate positive behaviors

# 7. Fair and Predictable Consequences

Fair and predictable consequences for individual students who demonstrate negative behaviours that adversely affect them, others and/or the classroom environment



## 8. Administrative and Collegial Support

Administrative and collegial support that creates a team approach to positive behaviour supports throughout the school and in each classroom

# 9. Gathering Data to Understand Student Behaviour

Gathering data to understand student behaviour, and using observation and analysis to identify students' strengths and needs and to measure progress over time

“**L'Attention** est la forme la plus rare et la plus pure de la **générosité**” (Simone Weil)

# 10. Targeted Supports for Students At-risk

Targeted supports for students at-risk, for the small percentage of students who are at risk of developing increasingly challenging behaviours

# Restitution

- Restitution focuses on self-discipline and emphasizes finding a solution.
- Mistakes are opportunities to learn.
- Restitution looks for the answers “no” and “yes” to the self-evaluation question “Is it working?”
- Seeks to strengthen and restore the student to the group.

# Restitution Process

After misbehaviour students:

- Reflect on misbehaviour
- Identify unmet need
- Create new ways of behaving related to the person they want to be

# Five Positions of Control

	<b>PUNISHER</b>	<b>GUILTER</b>	<b>BUDDY</b>	<b>MONITOR</b>	<b>MANAGER</b>
<b>Teacher Does</b>	Yells and Points	Preaches and “Shoulds”	Makes excuses for them	Counts and Measures	Asks questions
<b>Teacher Says</b>	If you don't do it I'll...	You should have known better	Do it for me	What's the rule?	What do we believe?
<b>Legacy</b>	Rebel Blame	Hide Deny Lie	Dependency	Conformity	Strengthen
<b>Student Says</b>	I don't care	I'm sorry	I thought you were my friend	How high, how far?	What can I do to fix it?
<b>Student Outcome</b>	Repeat offense	Low self-esteem	Weakness	Consequence oriented	Self restitution
<b>Motivation</b>	Avoid Pain		Reward from Others		Respecting Self
	<b>EXTRINSIC MOTIVATION</b>				<b>INTRINSIC MOTIVATION</b>

# Functional Behavior Assessment:

This is the process for understanding the function or purpose of behaviour through the recognition of environmental factors that “trigger” the behaviour and the actual consequences that maintain the behaviour.

An FBA requires educators to gather information that can assist the team with the identification of the maintaining consequences of the behavior so that a behavior intervention plan (BIP) can be developed to address the problem behavior.

# Class Worries

- Working with the people beside you use what we learned in today`s class to answer some of the worries that were raised at the beginning of class
- Be prepared to share one response with the class

# Questions

Any questions about today's class?



# Additional Resources

## Intervention Central

➤ <http://www.interventioncentral.org>

**"Top Five Classroom Management Strategies"** <http://www.brighthub.com/education/k-12/articles/3318.aspx>

## **"Top Ten Classroom Strategies"**

➤ [http://www.lessonplansinc.com/classroom\\_management\\_strategies.php](http://www.lessonplansinc.com/classroom_management_strategies.php)

## **Questar III** <https://www.questar.org/>

**Bureau of Education & Research.** <http://www.ber.org/> **Motivating the unmotivated**

**Managing Challenging Behaviors in Schools: Research Based Strategies That Work,** Lane, et. al. Guilford Press 2011

**Michael Linsin** <http://www.smartclassroommanagement.com/2011/04/23/7-rules-of-handling-difficult-students/>

## **BC Ministry of Education (under Behaviour)**

[http://www.bced.gov.bc.ca/specialed/sped\\_res\\_docs.htm](http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm)

**National Network for Child Care (newsletters) Helping children resolve peer conflict** Vol. 15 (1), 2006

[http://fcs.tamu.edu/families/child\\_care/newsletters\\_family/fcc\\_taex/fcc15\\_1taex.pdf](http://fcs.tamu.edu/families/child_care/newsletters_family/fcc_taex/fcc15_1taex.pdf)