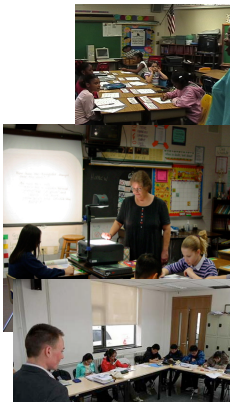




## Managing Students with Escalating Behaviors: The Logic of Probability


### Proximity

- Proactive Proximity
  - Movement about the room
  - 1-second rule
  - Assigned seating
- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
    - What should we be doing?



### Modeling & Prompting

- Modeling
  - Show how and describe why
  - Think aloud
- Verbal Prompts
  - Clear statements that act as reminders
  - Delivered in contexts where failure is predictable
- Pre-Correction
  - Student is required to respond
  - Teacher praises or corrects student response
    - “What will you do if you need my help?”*
    - “Raise my hand.”*
    - “Exactly, good for you!”*



### Keys to Addressing Disruptive Behavior

- Recognize and respond quickly to student agitation
- Redirect
  - Clearly state the expected task
- Communicate concern
  - Present options
  - Allow space –do not hover
  - Assist student to begin work
- Attend to other students and prepare for worst
- Acknowledge compliance or institute standard consequence in neutral manner

### Keys to Addressing Provocative Behavior

(profanity, vulgarity, inappropriate actions/attire)

- Teach what is and is not acceptable
- Have a standard consequence and teach it
- Provide warning and correction first
- Speak privately to student
- Identify as a problem for the student
- Ask the student to take care of the problem
- Present options and ask the student to select one
- Acknowledge cooperation
- Follow through with bottom line consequence

### Keys to Addressing Non-Compliance and Defiance

- Teach what student is to do and be clear about what student is to do
  - Provide reminders – especially at times where non-compliance is predictable
- Have a standard consequence and teach it
- Acknowledge the students who are on task/complying
- Speak to student quietly rather than in front of group
- Provide a single specific direction
  - Stay with the direction – broken record
- Acknowledge cooperation or implement consequence
- Continue to acknowledge other on-task students

## The Wager

You get \$10,000 if . . .

- Both students remain in the classroom
- Both students gets work done
- Other students are able to get work done

**What would you ask the teacher to do differently?**

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### Keys to Addressing Fighting and Aggressive Behavior

- Recognize conditions under which fights are likely and attempt to avoid
  - Assign seats & use teacher proximity
  - Space, options, preferred activities, Independent activities
- If altercation becomes verbal intervene verbally
  - Provide specific basic direction -get attention off altercation
  - Separate as much as possible without placing hands on
- If altercation becomes physical initiate crisis procedure
  - Call office or send runner
  - Provide clear, loud, and concrete directions to both students
  - Clear other students away -- Wait for assistance!

### The Wager

You get \$10,000 if . . .

- The student remains in the classroom
- The student gets work done
- The focus remains on instruction

What would you ask the teacher to do differently?

### Keys to Addressing Disrespectful Behavior

- Acknowledge on-task students
- Indicate follow-up to the disrespectful student
  - Do not overreact
  - Do not get angry or frustrated
  - Do not allow disrespect to distract from lesson
- Continue with instruction
- If it continues assign class a task and talk to student individually
  - Do not allow student to get peer attention by confronting in front of class

### Resources

- Colvin, G. (1999). *Defusing anger and aggression: Safe strategies for secondary school educators* (DVD). Eugene, OR: Iris Media
- Colvin, G., & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom*. Thousand Oaks, CA: Corwin Press.
- Promoting Positive Behavior in Schools I and II:  
[http://www.pbslearningmedia.org/search/?q=positive+behavior&selected\\_facets=](http://www.pbslearningmedia.org/search/?q=positive+behavior&selected_facets=)  
[scroll through to find escalating behavior videos]
- ABRI training videos:  
<http://louisville.edu/education/abri/training.html>



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