Working Successfully with Difficult and Disruptive Students

A Workshop by Mark and Chris Boynton

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**Services Offered by Mark and Chris Boynton**

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**Workshops:**

1. **Working Successfully with Difficult and Disruptive Students:** This workshop is designed to help educators work effectively with their most behaviorally challenging students. Strategies for conducting fact finding, responding to classroom rule violations at the lowest level, working with witnesses and encouraging student honesty after rule violations will be reviewed. The workshop will also review practical strategies for working with students who:
   - display anger management issues and defy authority
   - exhibit ODD and ADHD behaviors
   - get into power struggles
   - bully other students

2. **Building-wide Discipline Strategies:** This workshop focuses on building-wide discipline approaches. After an initial review of the critical components of classroom discipline Mark will review critical strategies for maintaining structure outside of the classrooms (halls, lunchroom, office, bathrooms, assemblies, etc.) Participants will assess the effectiveness of their building-wide system of consequences and their office referral system. Mark will also review twelve prevention based approaches to building-wide discipline and strategies for maintaining effective dress code, violence and gang prevention policies.

3. **Powerful Discipline Strategies that Prevent Classroom Disruptions:** This workshop focuses on classroom discipline approaches that positively impact all students. Mark will conduct a thorough review of the four critical components of a prevention based approach to classroom discipline. Twenty powerful “can’t miss” classroom discipline strategies are also reviewed. The workshop concludes with a review of strategies for dealing with bullying issues.

**Other Services:**

1. **On-site Building Discipline Assessment:** Mark and Chris will spend a full day at a building assessing the entire discipline system (student behavior, staff visibility, building consequences, recognition and pride development programs, passing periods, lunchroom and recess behaviors, office referral system, tardy policies, etc.). While doing so they will interview staff members and seek input regarding the building's discipline system. After the on-site assessment Mark and his wife will meet with the entire staff to share their observations and make recommendations.

2. **Facilitating the implementation of effective discipline systems:** Mark and his wife are available to work directly with building discipline committees to assist in the effort to put into place the discipline systems reviewed in their workshops.
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About Mark and Chris Boynton

Mark and Chris Boynton worked in the field of public education for a combined sixty-two years. Mark was an elementary teacher, elementary counselor, junior high vice principal, elementary principal and secondary principal. Chris was a special educator, special services coordinator, elementary principal and assistant superintendent.

In 1992, Mark Boynton received the Washington State Association of Elementary School Principals’ Distinguished Principal Award. In 1997, after opening Mt. Baker Middle School, he received the Washington State Association of Middle School Principals’ Distinguished Principal Award.

Chris Boynton has taught cognitive coaching, teacher supervision and evaluation at the university level.

Mark and Chris Boynton have been at adjunct professor at five different universities. They currently are full time educational consultants who work with schools to improve the effectiveness of their discipline systems. Nationally they have conducted over 300 discipline workshops and management seminars for educators in Illinois, Arizona, Connecticut, Montana, New Jersey, New Mexico, Colorado, California, Michigan, Washington, Virginia, Indiana, Wisconsin, Alabama, Alaska, South Dakota, New York, Louisiana, Minnesota, Texas, Ohio, Montana, Oregon, Maine, Massachusetts, Kansas, Missouri, New Hampshire, Rhode Island, Illinois, Iowa, Vermont, Rhode Island, Michigan, Wyoming, South Carolina, Florida and the District of Columbia.

In November of 2005 the Association of Supervision and Curriculum Development published Mark and Chris’s book, The Educator's Guide to Preventing and Solving Discipline Problems. Also, in 2007 the Association of Supervision and Curriculum Development will publish their second book on classroom and building-wide discipline. They have been published in education magazines in Virginia and Australia.
Mark and Chris Boynton Believe:

- The most effective classroom discipline systems are based on proactive strategies designed to prevent problems;
- All students must be treated with dignity and respect;
- Our most challenging students (like all other students) must be judged by their actions not their reputations;
- Classroom and building-wide discipline impact staff morale, job satisfaction, building atmosphere, student learning and teachers’ overall reputations more than any other factor;
- Staff members must stop making excuses for poor student behavior and accept the fact that the vast majority of students will behave appropriately when effective discipline systems are in place;
- Schools should set up discipline systems that provide teachers with a variety of immediate, meaningful and easy to implement consequences for students who are disruptive;
- Since students learn what is taught, teachers and administrators should teach (not announce) their classroom and building-wide discipline plan and code of conduct the first day of school;
- Establishing positive student relations is the most effective way to maintain a prevention based approach to discipline

Mark and Chris Boynton are available for individual building workshops as well as consultation services. They can be reached at 253-226-9815. His Email address is mcboynton@aol.com.
Workshop Format

The workshop is divided into five sections. The theme for each section is based on the belief that effective classroom and building-wide discipline approaches emphasize prevention strategies that are backed with effective systems of consequences. Specific and time-tested strategies for maintaining a structured and orderly environment are discussed and reviewed.

Section One: Difficult and disruptive students
Section Two: Four critical classroom discipline components
Section Three: Responding to minor classroom disruptions
Section Four: Responding to serious disruptions
Section Five: Working with our most challenging students
Section I: Challenging and Disruptive Students

Behaviorally Challenging Students

➤ **Who are our behaviorally challenging students?** Behavio rally challenging students come to us with severe emotional and psychological issues. They include students with ODD, ADHD, power struggle, anger management and authority issues.

➤ **Everyone struggles with behaviorally challenging students:** All educators, even the most effective disciplinarians struggle at various times with behaviorally challenging students.

Fence Rider Students

➤ **Who are our fence rider students?** Fence rider students’ behaviors can be just as difficult to deal with as behaviorally challenging students. Fence rider students however, do not come to us with severe emotional and psychological issues. These students’ behaviors are dramatically impacted by the interactions of the educators they work with.

➤ **Some teachers rarely struggle with fence rider students:** Some teachers consistently do an effective job of interacting with fence rider students while other teachers continually experience severe behavior challenges with fence rider students.

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Table Discussion

Effective Classroom Discipline Approaches

Effective School and Classroom Discipline Approaches

1. If you were to observe five teachers with reputations for maintaining excellent levels of discipline with fence rider students, what are some common approaches you would see being used by each of the teachers?:

A. ____________________________________________________

B. ____________________________________________________

C. ____________________________________________________

D. ____________________________________________________

E. ____________________________________________________

F. ____________________________________________________
Section II:  
Classroom Discipline Components

Critical Classroom Discipline Concepts

- Creating an effective classroom discipline system is a teacher’s most important challenge.
- Student learning is directly related to the degree of structure and order in the classroom.
- Every teacher should continually assess and review their discipline system.
- Strategies such as establishing positive student relations, setting clear parameters of acceptable student conduct and the effective use of monitoring skills are excellent discipline prevention approaches.
- The discipline prevention strategies should be backed with a system of immediate, meaningful, varied and easy to implement consequences.

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Four Crucial Components of Effective Classroom Discipline

The most effective classroom discipline systems take a prevention approach to student disruptions. When teachers develop positive student relations, effectively use monitoring skills, and establish clear parameters of acceptable student behavior they are well on their way to creating a discipline system that will prevent most problems from developing. It is, however, important for teachers to realize that even the most effective prevention approaches will not eliminate the need for consequences.

Principles of Classroom Discipline Components

- **Principle #1:** If a teacher builds their classroom discipline system around student relations, monitoring skills and establishing clear parameters of acceptable student behavior, their reliance on consequences will be diminished significantly.

- **Principle #2:** If teachers ignore student relationships, monitoring skills and clearly defined parameters of acceptable behavior they will be forced to rely on consequences a great deal.
Developing positive student relations is one of the greatest prevention-based discipline approaches available to teachers. Students who feel cared for and valued by teachers are far more willing to comply with their directives.

**Discipline Components**

- **Positive Student Relations**: 40%
- **Parameters**: 25%
- **Monitoring**: 25%
- **Consequences**: 10%
What Authors Say About Positive Relations

“The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students.”

Julia Thompson
The Discipline Survival Kit

“Many of us will admit that there were classes where we did not try very hard because we did not like our teachers. These strong memories should signal to all teachers that it is very important to establish a strong personal relationship with our students.

Lee Canter
Assertive Discipline

“Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about.”

Alfie Kohn
Beyond Discipline
Table Discussion

Building Positive Relations with All Students

Discuss the following:

1. Do you continually attempt to build positive relations with all your students (not just the ones who make you feel good about your job)?:

2. When interacting with behaviorally challenging students could you do a better job of:
   - Welcoming them each day?
   - Recognizing their successes?
   - Listening to their needs?
   - Taking a personal interest in their lives?

Strategies for Communicating High Expectations
Positive Relationship Strategy #1:

*Communicating Positive Expectations*

Expectations have a dramatic impact on student academic and behavioral performance. Numerous studies indicate that the expectations educators communicate tend to become self-fulfilling prophesies. It is therefore critically important for educators to monitor their interactions with the goal of communicating appropriately high behavioral and academic expectations to all students (not just the high achievers). The following strategies are designed to help educators select interactions that communicate appropriately high expectations.

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Strategies for Communicating High Expectations (continued)
**Strategy #1: Calling On Students**

- **Monitor the equitability of response opportunities:** Teachers who monitor their student calling patterns, often discover they are providing numerous response opportunities to a small number of students and few if any response opportunities to many other students. Failing to provide response opportunities communicates a low level of confidence and expectation. Students who realize they are not likely to be given response opportunities often “tune out” and believe the teacher has low expectations for them. This message is compounded when these students see other students being called on with a great deal of regularity.

- **Self-monitoring:** Teachers should monitor themselves to be certain they are providing every student response opportunities. Putting a check by the name of each student called during class discussions is an excellent way to quickly determine if a small group of students are being called often while others are rarely if ever called.

- **Don’t just call on the high achieving students:** Teachers should monitor themselves to make certain they are not exclusively calling on their high achieving students. Often it takes a conscientious effort to make certain students who have a pattern of not performing well are also being called.

- **Watch what happens:** After providing a series of response opportunities to students who are often off task or achieving at a low level, teachers may notice that these students will begin to do a better job of remaining on task and studying. The change usually does not occur immediately.

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Strategies for Communicating High Expectations (continued)
Strategy #2: Telling Students They Have the Ability to Do Well

- **The power of a teacher’s confidence:** When teachers let students know they have confidence in their ability to handle even the most difficult assignment a very powerful message is communicated. Students appreciate knowing their teacher has confidence in them and they often work hard to prove the teacher’s confidence is justified.

- **Every child needs to know an adult believes in them:** It’s a tragedy when a student goes through life believing that no significant adult has confidence in their ability to be successful. In many cases, a teacher may be the only adult who communicates this important message to the student.

Strategy #3: Using Hints and Clues to Communicate High Expectations

- **Provide a hint or clue before giving up:** An effective way to communicate confidence in students and hold them accountable for coming up with an answer is to provide a hint or a clue before terminating the response opportunity.

- **Warning:** Educators should be careful not to provide so many hints and clues that they actually give the student the answer. Educators should also be careful not to put the student in an embarrassing situation, by giving so many hints and clues that the only student who doesn't know the answer is the student who was called.

Notes:
Strategies for Communicating High Expectations (continued)

**Strategy #4: Latency and Expectations**

- **Latency and expectations:** One of the most common ways teachers communicate low expectations is by quickly giving up on a student who is struggling with their response to a question.

- **Failing to hold students accountable:** When teachers quickly give up on a student who initially struggles with a response the student often realizes that all they need do to “get off the hook” is respond to the teacher’s question with a confused expression and an extended silence.

- **Short latency periods and low levels of confidence:** When a teacher quickly terminates a response opportunity the student often believes the teacher has low levels of confidence in them.

- **Low achieving students and latency:** It’s easy to get into the habit of quickly terminating latency periods for low achieving students. It’s important to provide appropriate latency periods to all students (not just the ones they have high levels of confidence in).

- **The impact of extended latency periods:** Teachers often find that making a conscientious effort to extend the length of latency to a low achieving student will cause them to pay more attention and become more actively involved in discussions.

- **Help from other teachers:** Teachers may consider asking their colleagues to observe their instruction so as to chart the equitability of their student calling procedures and the length of their latency.

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**Other Expectation Strategies**

- **Communicating positive behavioral and academic expectations to the entire class:** Teachers communicate a powerful message when they indicate that they are confident the entire class will be successful with whatever academic or behavioral challenge they are faced with.

- **Referring to past successes:** An excellent way for teachers to communicate high expectations is to refer to a student’s past successes and indicate that they believe that's an indication the student will be successful again.

- **Telling the class the teacher knew they would be successful:** When a teacher lets the entire class know they had no doubt the students would be successful is a powerful way to communicate a positive expectation.

**Notes:**

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Table Discussion

Communicating Positive Expectations

Discuss the following:

1. Who are some students you work with who could benefit from hearing positive expectations?

2. What steps will you take to communicate positive expectations to these students?
Positive Relationship Strategy #2: 

Controlling Frustration

Frustation is inevitable in the teaching profession. Frustration can have a devastating effect on student-teacher relations since frustration tends to cause educators to make irrational decisions. Since it's easy to identify the symptoms of frustration teachers can quickly tell when they are becoming frustrated. The signs of frustration include nervousness, anxiety, shortness of breath and a tendency to make irrational decisions. Every teacher should have strategies in place that will help them head off frustration. Frustration prevention strategies are unique and personal.

Controlling Frustration (continued)

<table>
<thead>
<tr>
<th><strong>Frustration Prevention Strategies</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Relaxing music:</strong> Playing soft music when feelings of frustration are approaching can have a relaxing effect on the teacher and students.</td>
</tr>
<tr>
<td><strong>Posters of wonderful destinations:</strong> Placing posters throughout the classroom of great vacation destinations can have a relaxing effect. Pictures of beautiful beaches, snowy mountains, green valleys, ski resorts and tropical islands are excellent.</td>
</tr>
<tr>
<td><strong>Modifying lesson plans:</strong> Most teachers have certain lessons they truly enjoy. When feelings of frustration are approaching teachers should not hesitate to modify their lesson plans so as to teach those lessons.</td>
</tr>
<tr>
<td><strong>Taking the students for a walk:</strong> Sometimes just walking around the school with the students is relaxing and will head off feelings of frustration.</td>
</tr>
<tr>
<td><strong>Asking a neighbor teacher to take a difficult student:</strong> Difficult students can be a major cause of frustration. Asking a neighbor teacher to take a difficult student for a short time can be an effective frustration prevention strategy.</td>
</tr>
<tr>
<td><strong>Independent reading time:</strong> Often directing students to read quietly at their desks will provide the teacher with an opportunity to relax.</td>
</tr>
<tr>
<td><strong>Clearing off the desk:</strong> Some teachers need to feel they are “on top of things” and well organized. Sometimes, a source of frustration is a messy desk where various unfinished tasks have been collecting. Putting these items in a neat pile in one location can do a great deal to relieve anxiety and lower frustration levels.</td>
</tr>
<tr>
<td><strong>Sharing frustration strategies:</strong> One way to learn new frustration prevention strategies is to share strategies with fellow teachers.</td>
</tr>
</tbody>
</table>
➤ **Sharing staff duties:** Frustration often occurs when a teacher feels overwhelmed and behind. If the teacher has extra duties frustration levels are likely to increase. Teachers should let their colleagues know they are willing to cover their duties during these times.

➤ **The need to be validated:** Sometimes teachers just need to hear they’re doing well. Frustrations often disappear when a supervisor or peer lets a teacher know they value and appreciate their work. Knowing which colleagues will help to validate the teacher’s work and stopping by just to talk can often help to lower frustration levels.

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Table Discussion

Frustration Prevention Strategies

1. When you feel yourself becoming frustrated, what strategies have you found to be successful in lessening the degree of frustration?
Monitoring skills and setting parameters are two of the most powerful tools teachers can use for establishing effective levels of classroom discipline. Teachers should remember that monitoring and setting parameters will quickly and effectively stop the most common classroom disruptions.

Studies indicate that the most common classroom disruptions are talkouts and out of seat behaviors. Studies also indicate that students typically talkout or get out of their seats when they believe the following:

A. The teacher does not see what the students are doing
B. The teacher does not care about what the students are doing
C. The teacher will not respond in a meaningful way when they behave inappropriately
D. The rules of conduct are so nebulous or confusing they're not sure what they can get "get away with"

Monitoring and establishing clear parameters help to eliminate talkouts, out of seat behaviors and other inappropriate actions because they clearly communicate:

A. The teacher does see the students’ behaviors
B. The teacher does care about the students’ behaviors
C. There are precise acceptable behaviors in the classroom
D. There will be definite and specific consequences if the parameters of acceptable behavior are not followed.
Classroom Discipline Component #2: Monitoring Skills

Monitoring skills are one of the most powerful discipline tools available to teachers. Monitoring skills are also one of the easiest and most effective ways to prevent classroom discipline problems from growing. When used correctly, monitoring skills directly and immediately let students know the teacher is aware of what they are doing and that inappropriate behavior needs to stop immediately. Monitoring skills can be used in a manner that does not hinder or disrupt instruction. Also, monitoring skills, when used appropriately, promote positive changes in students’ behaviors while at the same time allowing them to keep their dignity.

Discipline Components

- **Positive Student Relations**
  - 40%

- **Consequences**
  - 10%

- **Monitoring**
  - 25%

- **Parameters**
  - 25%

Notes:

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Monitoring Skills (continued)
**Monitoring Skills #1: Proximity**

- **Using proximity:** When teachers use proximity students “feel” the teacher’s presence.

- **The best way to let students know they are being watched:** Moving toward a student who is starting to get off task is a quick and easy way to raise their level of concern. Proximity communicates the message that the student needs to immediately get back on task. Also, the teacher can easily use proximity without interrupting their instruction.

- **Nothing “magical” about the front of the room:** Some teachers are so tied to the front of the room that they rarely move around. It’s important to remember that “good things happen” when teachers are in close proximity to their students. If the whiteboard or overhead projector is not needed, there is no reason for not conducting the lesson from a variety of room locations.

- **Personal proximity patterns:** Some teachers find it contrary to their instructional style to continually move throughout the room during teacher directed instruction. After examining their personal proximity patterns a teacher might discover there are certain areas of the classroom they typically have difficulty moving towards (back corner, back, middle, etc.). These are areas where the most disruptive and off task students should not be sitting. Moving disruptive students to locations where proximity is used most often is an effective strategy.

- **Using proximity on a proactive basis:** Watching for students who are just starting to get off task and moving toward them before the disruption grows is a very effective strategy. Proximity can quickly keep inappropriate behaviors from escalating.

- **When to use proximity:** There is really no bad time to use proximity. Staying in close proximity during teacher directed instruction and independent seatwork helps to keep students on task and attentive.

- **Proximity helps teachers gauge how well the students are grasping the instructional concepts:** Besides helping to keep the students on task, proximity gives teachers a great opportunity to quickly monitor student academic performance.

**Notes:**

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Monitoring Skills (continued)
Monitoring Skills: Proximity (continued)

- When arranging desks consider:
  1. How can I maximize the immediacy and ease of my proximity?
  2. How can I eliminate the barriers between myself and the students?
  3. How can I minimize the distance between myself and the students?

Arrange **Desks** in a Manner that Enhances Proximity

Front of Room

Thirty Can’t Miss Discipline Strategies (Continued)
Arrange Tables in a Manner that Enhances Proximity

Front of Room

Table Discussion
Student Desk and Table Arrangement

1. How have you arranged the student desks or tables in your classroom? Has this arrangement helped your efforts to use proximity with all of your students?:

2. How might you change the arrangement of your student desks so as to improve the immediacy and ease of your proximity patterns?:

24
Monitoring Skills (continued)

**Monitoring Skill #2: Silence**

- **An immediate way to get the students’ attention:** A protracted moment of silence is an extremely effective way of getting students’ attention.

- **The impact of silence on a student who is starting to get off task:** When a teacher suddenly uses a protracted silence, the student who is beginning to get off task or become disruptive will often realize the teacher is aware of what they are doing and become attentive.

- **Extended silence:** A ten second silence can be an “eternity” for the students.

- **Silence after a directive:** A key time to use an extended silence is after the students are given a directive. Statements such as, “Turn to page 16” and “Take out your reading books” need to be monitored and enforced. These directives should be followed by a silence, which lasts until every student complies.

**Monitoring Skill #3: The Teacher’s Look**

- **The power of teacher’s look:** Intently looking at a student who is beginning to get off task will often raise a student’s level of concern and help them realize they need to change a certain behavior.

- **What a look communicates:** An intense look quickly communicates that the teacher is aware of what the student is doing and that the behavior needs to stop now.

- Before a teacher looks intently at a student who is starting to get off task, they should have some idea of what the student’s reaction will be. There are some students who get extremely agitated with a prolonged look.

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Monitoring Skills (continued)

**Monitoring Skill #4: Response Opportunities**

- **Why do most students get off task during teacher led discussions?:** Many students tend to get off task during classroom discussions because the teacher fails to hold them accountable for what’s being discussed. If a teacher’s instructional style communicates that certain students will not be asked to participate in the discussion there’s an increased likelihood they will “tune out” and become off task.

- **Maintaining a high level of on task behavior during teacher led discussions:** An effective way to maintain on task student behavior during teacher led discussions is to provide response opportunities to as many students as possible. Choral responses and directing every student to write an answer on scratch paper (rather than just calling on one student) helps to keep every student thinking about the concepts being discussed.

- **Calling exclusively on students with their hands raised is a mistake:** If teacher led discussions are to be effective every student must be actively thinking about the topic being discussed. When teachers only call on students with their hands raised they inadvertently communicate the message that all a student needs to do is keep their hand down and they will not be held accountable for what's being taught.

**Monitoring Skill #5: Using All the Monitoring Skills at One Time**

- **Putting it all together:** A teacher may want to use all the monitoring strategies at one time with a disruptive student. This means calling the student’s name, using a silence, giving a response opportunity that’s followed by another silence, looking intently at the student and then slowly walking towards the student.

- **Warning:** Using all of the monitoring strategies at one time with a single student communicates an extremely powerful message. Teachers should realize that with some students this can create an “overkill” situation that might cause the student to react angrily.

- **Use only what's needed:** For some students, proximity is all that's needed to communicate they are to get back on task. For others, the teacher’s look and a moment of silence is all that’s needed. Other students may need a response opportunity with a gentle reminder that they’ll be asked further questions shortly. In some cases, the teacher might want to use all of the monitoring skills at one time.
Classroom Discipline Component #3: Establishing Parameters of Acceptable Behavior

All students need clearly established parameters of acceptable classroom behavior. It is a mistake for teachers to think that the students should just know the appropriate rules of conduct. Teachers should formally teach their classroom discipline plan and rules of conduct in the same manner they teach academic subjects. The classroom discipline plan and the rules of conduct should be taught and enforced the first day of school. The teacher’s classroom discipline plan should let the students know the policies that are in effect at all times and what the consequences will be for failing to abide by them. The teacher’s rules of conduct should let the students know what behaviors are appropriate during specific locations, times and events. The time spent communicating and teaching the classroom discipline plan and rules of conduct is an extremely worthwhile investment of the teacher’s time since it results in increased on task behavior by all the students.
Classroom Discipline Plan and Rules of Conduct (continued)

### Difference between Discipline Plan and Rules of Conduct

- **Discipline plan:** The discipline plan is an *"umbrella plan"* that lists the classroom and school rules that are in effect at all times, apply to all students and are in effect in all locations. The discipline plan also specifies how the teacher will respond when students fail to comply with the discipline plan.
- **Rules of conduct:** The rules of conduct specify the behaviors that are expected during specific classroom and school-wide activities.

### The Discipline Plan:

- **Clearly state rules that are in effect at all times:** Students should realize the discipline plan applies to them throughout the entire day.
- **Clarify rules in measurable and meaningful terms:** The discipline plan should list rules in a way that can be understood by every student.
- **Specify the consequences for failure to comply:** The discipline plan should specify the consequences for failing to follow the discipline plan.
- **Establish a minimum number of rules:** The discipline plan should only list rules that are critical in the effort to maintain a structured environment.
- **Formally taught:** The discipline plan should be formally taught to the students.
- **Clearly posted in the classroom:** The discipline plan should be posted in a classroom location that is easily seen by the students and teacher.
- **Be communicated to the parents and principal:** A copy of the discipline plan and an explanation of its importance should be sent to the parents and the principal the first day of school.

### Teach the "Crossing the line" Offenses

- **Definition:** Certain rule violations and classroom disruptions are so serious that the offending student should immediately be sent to the office. These are "Crossing the line" offenses that should be taught to the students as a part of the classroom discipline plan.
- **Possible "Crossing the line" offenses:**
  - blatant disruption of the classroom environment
  - blatant and repeated non compliance
  - physical threats and violence
  - any gang related acts or gestures.
**Six Steps for Establishing a Discipline Plan**

- **Step one:** Select rules that are meaningful and in effect at all times:
  - **A. Inappropriate rules:** The following rules are too general and open to various interpretations by the student:
    1. Students must be good at all time
    2. Students are to act maturely
    3. Students are to act appropriately
    4. Students are to be kind to each other
  - **B. Possible rules:** The following rules are specific and easily understood:
    1. Students are to follow teacher directives at all times
    2. Students are to follow all rules of conduct
    3. Students are to speak quietly
    4. Students are to keep their hands to themselves
    5. Students are to speak respectfully to others

- **Step two:** Establish consequences for students who fail to comply with the discipline plan.

- **Step three:** Teach the discipline plan and test for understanding (pages 31-33).

- **Step four:** Post the discipline plan in an easily seen classroom location.

- **Step five:** Communicate the discipline plan to the parents and principal.

- **Step six:** Enforce the discipline plan (fairly, consistently, and equitably).

**Rules of Conduct**

- **Delineate specific behavior standards that will insure the maintenance of an orderly environment:** The rules of conduct should clearly let students know what the specific behavior standards are for specific classroom and building activities.

- **Formally taught to all students:** It’s a mistake to assume the students' previous teacher taught the rules of conduct. It's also a mistake to assume that the students will automatically know the rules of conduct. Teachers should remember that the first thing students want to know upon entering a teacher’s classroom for the first time is what the rules will this teacher enforce.

- **Backed with consequences that are listed in the discipline plan:** The students should realize if they do not comply with the rules of conduct the consequences that are specified in the discipline plan will take effect.

**Notes:**

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Classroom Discipline Plan and Rules of Conduct (continued)

**Five Steps for Establishing the Rules of Conduct**

➢ **Step one: Determine the rules of conduct.** Remember that each rule of conduct should fall into one of the three following categories:

**A. Academic rules of conduct:** Academic rules of conduct prescribe specific behaviors that are expected during academic times. Academic rules of conduct should prescribe specific procedures students are to follow as they:
   1. Participate in class discussions
   2. Complete seatwork activities
   3. Come to class prepared (bring paper, pens, books)
   4. Seek the teacher’s assistance
   5. Turn in completed work

**B. Classroom rules of conduct:** Classroom rules of conduct prescribe specific behaviors that are expected during classroom activities. Classroom rules of conduct should prescribe specific procedures students are to follow as they:
   1. Use the pencil sharpener
   2. Get drinks
   3. Enter and exit the classroom
   4. Respond to the teacher’s signal
   5. Arrive to class on time

**C. Special situation rules of conduct:** Special situation rules of conduct prescribe behaviors that are expected when students participate in special activities and situations. Examples should include procedures students are to follow as they:
   1. Go to the library or gym
   2. Work with substitute teachers
   3. Respond to fire and earthquake drills

➢ **Step two: Teach rules of conduct and test for understanding.** See pages 30-32.

➢ **Step three: Post rules of conduct.**

➢ **Step four: Communicate rules of conduct to parents and principal.**

➢ **Step five: Enforce the rules of conduct.** Do so by implementing the consequences that are specified in the discipline plan.

**Notes:**

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30
Teach the Discipline Plan and Rules of Conduct

- **Kids learn what they are taught:** Why do teachers teach anything? The answer is obvious. If a subject is not taught, the students will most likely fail to learn it. This is why teachers don’t just announce the math facts or announce how to write a sentence. No thinking teacher would do this because they realize kids don't learn what's announced. They learn what's taught. The same instructional procedures should apply for a teacher’s discipline plan and rules of conduct.

- **Teach rules at the beginning of the year and anytime the students' behavior makes it clear they've forgotten the rules:** The best time to teach the discipline plan and rules of conduct is at the beginning of the year. Teachers must, however, be prepared to re-teach any aspect of the discipline plan or rules of conduct if the students’ behaviors make it apparent they’ve forgotten or are not complying with the discipline and rules of conduct.

- **Teachers should teach their rules of conduct and discipline plan the same way they teach their academic curriculum:** It’s extremely important for teachers to teach their rules of conduct in the same manner they teach every other subject. When teaching the discipline plan and rules of conduct teachers should begin with a set that clearly lets the students know what they are about to learn and why the topic is extremely important. The rationale for each rule should be reviewed and the students should have an opportunity to ask questions for clarification. Modeling the desired behaviors and directing the students to demonstrate their understanding by practicing the behaviors should be repeated until the students show their mastery.

- **Small investment with a huge pay off:** The time it takes to teach the rules of conduct and discipline plan at the beginning of the year will pay huge dividends in increased on task behavior and student learning.

- **Another reason to teach the rules:** Teachers sometimes believe that students should just “innately” know what the requirements of each rule are. This is a mistake. Rules such as, “Treat everyone with respect”, “Don’t use sexual harassment” and “Line up appropriately” mean different things to different students. When the rules are appropriately taught, the students receive a clear understanding of what the requirements and implications are for each rule.

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Teach the Discipline Plan and Rules of Conduct (continued)

- **Remember the misconceptions of rule teaching:**
  1. **Misconception Number One:** Students should just know the rules.
     **Truth:** If we do not teach the rules the students won’t know the rules and they’ll find out what the “market will bear.”
  2. **Misconception Number Two:** Rules only need to be announced.
     **Truth:** If we do not teach the rules the students won’t know the rules and they’ll find out what the “market will bear.”
  3. **Misconception Number Three:** It’s only necessary to teach the rules the first week of school.
     **Truth:** Teaching the rules should be an ongoing process.
  4. **Misconception Number Four:** Students resent the time we spend teaching our rules.
     **Truth:** Students dislike chaos, want structure and resent teachers who are incapable of fostering structure and order.

**Six Steps for Teaching the Discipline Plan and Rules of Conduct**

- **Step #1: Begin with a set:** Begin the lesson by clearly communicating to the students what they are about to learn and why it's important.
- **Step #2: Explain the logic and rationale for each rule:** When teaching the classroom discipline plan and rules of conduct it’s important to remember that students, like adults, support policies that are logical and make sense. Teachers shouldn’t assume students understand the logic behind each rule. Teachers should explain the rationale for each rule and why it’s an important rule.
- **Step #3: Model the behavior that is expected:** The best lessons incorporate specific examples of the concepts being taught.
- **Step #4: Allow for questions and answers:** When teaching the rules students should be encouraged to ask questions to clarify misunderstandings.
- **Step #5: Direct the students to demonstrate their understanding:** After the discipline plan and rules of conduct have been introduced, the teacher should require the students to demonstrate their understanding of the concepts.
- **Step #6: Require the students to practice the discipline plan and rules of conduct until they demonstrate a clear understanding:** As with any instructional objective, students should practice the discipline plan and rules of conduct until they demonstrate their complete understanding of the concepts.
- **If necessary re-teach the discipline plan and the rules of conduct:** If at anytime it becomes apparent that the students are not correctly following the discipline plan or rules of conduct the teacher should not hesitate to re-teach each of the concepts.
Discipline Plan and Rules of Conduct (continued)

Testing the Students

- Checking for understanding: A way to ascertain how well the students understand the discipline plan and rules of conduct is to give a written test.

- Design a written test: In the book, The Discipline Survival Kit, Julia Thomas encourages teachers to give students a written test that requires them to answer questions regarding the classroom and building discipline plan and rules of conduct. The following is an example of a test teachers might want to give:
  1. List four things you are to do when you hear the classroom signal:
  2. List the procedures you must follow before using the bathroom:
  3. List two things you must do to avoid being tardy:
  4. What are the four items you are always to bring to class?
  5. List the two times you are allowed to go to your lockers:

"I'll treat everyone fairly but not equally"

- Being fair does not mean treating every student the same: Students need to realize that fairness in the classroom does not mean treating every student the same. Fairness is providing students the individualized approaches they need to be successful. This means giving some students who struggle with reading extra assistance, allowing some student the opportunity to move when studying, etc.

- Warning: When setting up the classroom parameters students need to understand that they will not always be treated the same because some students learn best in ways that are different from the rest of the class. If educators do not take the time to formally discuss this concept with the students bitter feelings can arise when they see their peers being treated differently.

- Fair is not equal discussion: The following discussion should be held with the students at the beginning of the year, "Class, I want everyone to understand that we are all different. We have different hair, different skin, different eyes, etc. We also have different ways of leaning. Some people may need different types of help in order to their best in this class. Please understand that this is why at times I will treat people differently"
Discussion

Establishing Clearly Defined Parameters

1. Do you agree that the number one thing behaviorally challenging students want to know when they enter a room for the first time is what rules will the educator enforce?

2. Have you done an effective job of teaching your discipline plan and rules of conduct? What are some rules you failed to teach that you should teach now?

3. What are some rules you taught at the beginning of the year that you should teach again?
Classroom Discipline Component #4: Consequences

Consequences are used when prevention approaches are unsuccessful. They are the most negative part of a teacher’s job and they often do not have the hoped for impact. The best discipline systems strive to limit the need for consequences by taking a prevention approach when setting up their discipline system. Positive relations, monitoring procedures and establishing clear parameters of acceptable student behavior are extremely effective prevention approaches but they will not eliminate all student rule violations and disruptions which warrant consequences.

Discipline Components

- Positive Student Relations: 40%
- Monitoring: 25%
- Parameters: 25%
- Consequences: 10%

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Consequences (continue)

The Goal Should Be Prevention

- Avoiding the need for consequences: When establishing a discipline system, teachers should maintain a prevention approach by doing the things that will lessen their reliance on consequences. While prevention approaches are always desirable they must be backed with a system of meaningful and effective consequences.

- The case for a prevention approach: There are many reasons teachers should concentrate on emphasizing a prevention based approach when designing their discipline systems. The goal should be to limit their reliance on consequences since consequences are often ineffective and can be the most negative part of a teacher’s job.

Three Reasons to Take a Prevention Approach

- Reason #1: Consequences are often the most negative part of a teacher’s job.
- Reason #2: When employing consequences the likelihood of becoming frustrated increases significantly which can cause teachers to interact in ways that will hurt their relations with students.
- Reason #3: Consequences often do not have the desired impact.

Four Reasons Why Consequences are Sometimes Ineffective

- Number one: Not having a variety of consequences to choose from.
- Number two: Only having weak and meaningless consequences to choose from.
- Number three: Failing to involve parents.
- Number four: A significant time delay between the rule violation and the consequence.

Notes:
Consequences (continue)

**Guidelines for Administering Consequences**

Giving consequences to students for inappropriate behaviors is a necessary and important part of every teacher’s job. When doing so, it is hoped that the student will learn from their mistakes and make better decisions in the future. The correction process will be counter-productive if students are corrected in a manner that communicates bitterness, sarcasm, low expectations or disgust. The goal is to provide a quick, fair and meaningful consequence while at the same time communicating that the student is cared for and respected.

### When Disciplining Students

- **Discipline in a private location:** One of the quickest ways to foster feelings of bitterness and anger is to discipline students in a public area. Although it’s not always possible to do so, teachers should attempt to provide consequences in a private area that does not allow visual access from other students.
- **Ask self how you would you want your own children disciplined:** When giving a consequence, teachers should ask themselves how they would want their own children disciplined in a similar situation.
- **Try to remain calm:** Teachers should attempt to remain calm when giving a consequence. If necessary, they should give themselves a “cooling off” period before intervening with the student.

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Strategies to use when Disciplining Students

- Review of Evidence and Fact Finding
- Identify and Accept the student’s feelings
- Review alternative actions
- Explain the building policy as it applies to the situation
- Let the student know that all students in this situation are Treated the Same
- Put into effect an Immediate and Meaningful consequence
- Let the student know it does not make you Happy to give the consequence
- Communicate your Expectation that the student can be successful

Strategies to use after Disciplining a Student

- Touch base with the student: Checking back with a student who has been disciplined is an excellent way to build relations. Simply saying hello and asking how they are doing helps the student realize that the rule violation did not hurt their relationship with the teacher. The student needs to realize you hold no grudges after they've violated a rule.
- Showing a personal interest in a student after they’ve been disciplined: An excellent way to show a student they’re cared for is to take a personal interest in some aspect of a student's personal life. Doing so with a student who was recently disciplined is important because it lets the student know they’ve done nothing to diminish the teacher’s care and respect for them.
- Noticing future successes: Recognizing student successes always helps build relations. Doing so with a student who has received consequences for poor decisions is particularly powerful because it lets the student know they’ve done nothing to diminish the teacher’s respect for them.
- Don’t give up too quickly: Teachers should remember that some students might at first ignore or react negatively to their attention and care. This does not necessarily mean the student is annoyed or unmoved by the attention. Often, it is just a matter of time before a student starts to show the teacher how much they appreciate the attention.

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Effective Building-wide Systems of Consequences:

- **It takes a team effort:** Buildings with effective systems of consequences have staff members who realize that everyone must participate in the effort to make the consequences effective. These staffs realize it's not just the administration's or the teachers' responsibility.

- **Prevention based approaches to classroom and building-wide discipline:** No matter how much of an emphasis buildings put into taking a prevention based approach to discipline the need for consequences will never be eliminated.

- **Continual assessment of the system of consequences is critical:** Every building-wide system of consequences can be improved. It's important for the entire staff to formally and regularly assess the effectiveness of their consequences. At every faculty and grade level meeting the staff should have an opportunity to provide feedback regarding the effectiveness of the building consequences. Feedback should be solicited from the certificated and non certificated staff.

- **End of the year formal assessment:** At the end of the year, the entire staff should have a formal opportunity to provide feedback regarding their impression of the effectiveness of the building-wide discipline system. If the feedback makes it clear that improvements should be made strategies for assessing what improvements need to made can be conducted prior to the start of the following year.

Notes:
Consequences (continued)

Five Indicators of an Effective Building-wide System of Consequences

- **Indicator #1:** Consequences that are **timely** (behaviorally challenging and fence rider kids don't care about next week's consequences).
- **Indicator #2:** Consequences that are **meaningful** (if a consequence is to be meaningful, it must take something from a student that they desire).
- **Indicator #3:** Consequences that are **easy to implement** (teachers are too busy to jump through numerous hoops when giving a student a consequence).
- **Indicator #4:** Consequences that are **impossible to skip** (behaviorally challenging and fence rider students don't care about consequences they know they can skip).
- **Indicator #5:** Consequences that are **varied enough** to meet the severity of the rule violation (teachers need access to minor consequences for minor rule violations and significant consequences for significant rule violations).

The Five Indicators Enable the Entire Staff

- **Teachers benefit:** When the building-wide system of consequences meets the five critical indicators teachers are enabled because they have a variety of consequences to pick from that are timely, meaningful, varied, impossible to skip and easy to implement.
- **Administrators benefit:** When the building-wide system of consequences meets the five critical indicators administrators benefit because there will be a significant drop in office referrals (teachers will have a variety of consequences they can implement prior to referring a student to the office).

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### Processing

- **Benefits of processing:**
  1. Immediate and easily implemented
  2. Powerful warning
  3. Provides students with a "cooling off time"
  4. Often prevents need for office referral
  5. Quickly removes students from peer group

- **Drawbacks to processing:**
  1. Receiving teacher must monitor processed student
  2. Processing form must be checked

- **Processing musts:**
  1. Teachers must accept students
  2. Place for students to sit
  3. Backed with bigger consequences
  4. Student responsible for making up missed work
  5. Staff must work together to set up processing system

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Consequences (continued)

The following is an example of a processing form:

<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Date: _______</th>
<th>Time sent back to class: _____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times have you been processed this week?: ___</td>
<td>What time is it now?: _______</td>
<td></td>
</tr>
</tbody>
</table>

**Processing Form**

What did you do?:

________________________________________________________________________

________________________________________________________________________

Why did you make this decision?

___ I wanted attention from others.

___ I wanted to be in control of the situation.

___ I wanted to challenge the teacher’s authority.

___ I wanted to avoid doing my schoolwork.

___ I don’t know what I’m supposed to be doing.

___ I wanted revenge.

___ I was not prepared for class.

___ Other:

________________________________________________________________________

________________________________________________________________________

How did your behavior affect you?:

________________________________________________________________________

________________________________________________________________________

How did your behavior affect the teacher and the other students?:

________________________________________________________________________

________________________________________________________________________

Name two things you are going to do to improve your behavior:

________________________________________________________________________

________________________________________________________________________

If you go back to the classroom and your behavior continues to be disruptive what consequences should you receive?:

________________________________________________________________________

________________________________________________________________________

Why is this kind of behavior unacceptable?:

________________________________________________________________________

________________________________________________________________________
Consequences (continued)

Lunch Detention

**Benefits of lunch detention:**
1. Powerful deterrent to inappropriate behavior
2. Immediate
3. Easily implemented
4. Excellent for minor issues

**Drawbacks to lunch detention:**
1. Abuse potential
2. Effort to set up
3. Finding a monitor

**Lunch detention musts:**
1. Sack lunch
2. No talking/no movement
3. Backed with bigger consequences
4. Never enter lunchroom (drop off system)
5. Need a drop off system (skipping impossible)
6. Strong monitor

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43
Consequences (continued)

The following is an example of the form that can be used by staff to refer students to lunch detention:

**Eighth Grade Lunch Detention Form:**

**Date:** __________  **Room #:** __________

<table>
<thead>
<tr>
<th>Teacher Taking Students to Lunch</th>
<th>Buying Lunch?</th>
<th>Completed by Cooks</th>
<th>Ref. By</th>
<th>Reason for Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bove</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Stonack</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Grow</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Thorington</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Yorke</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Consequences (continued)

<table>
<thead>
<tr>
<th>PM Detention and Friday School</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Benefits of PM detention &amp; Friday School:</td>
</tr>
<tr>
<td>1. Powerful intervention (most kids dislike PM detention)</td>
</tr>
<tr>
<td>2. Gets parents’ attention</td>
</tr>
<tr>
<td>3. Used for serious and cumulative violation issues</td>
</tr>
<tr>
<td>4. Provides staff with a powerful consequence</td>
</tr>
<tr>
<td>➢ Drawbacks to PM detention &amp; Friday School:</td>
</tr>
<tr>
<td>1. Parent contact required</td>
</tr>
<tr>
<td>2. Staff coverage</td>
</tr>
<tr>
<td>3. Kids will try to skip</td>
</tr>
<tr>
<td>➢ PM detention &amp; Friday School musts:</td>
</tr>
<tr>
<td>1. Backed with more serious consequences</td>
</tr>
<tr>
<td>2. No talking/movement</td>
</tr>
<tr>
<td>3. Parent permission</td>
</tr>
<tr>
<td>4. Students must be dropped off (skipping impossible)</td>
</tr>
</tbody>
</table>

Notes

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Consequences (continued)

The following is a copy of the form that can be used by staff to refer students to after school detention & Friday School.

PM Weekday & Friday School Detention Form

Date: _____ Detention Room Teacher: ________ Rm. #: _______

<table>
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Effective Office Referral Systems

- **Critical impact:** Office referrals have a critical impact on the entire building discipline system. It is critical they be dealt with effectively.
- **“Cry for help”:** When a staff member refers a student to the office it's "cry for help" that must be taken seriously.
- **The most serious and visible issues:** Office referrals should be for the most serious and visible rule violations (fighting, etc.). If the consequences students receive are not timely and meaningful students will not care if they are sent to the office and these rule violations will increase.
- **Office referrals will mean nothing:** If students know that when they're sent to the office they'll only get a talk or a warning the impact is minimized.
- **Office referrals warrant serious consequences:** If a rule violation is serious enough to warrant an office referral, the student must receive a timely and meaningful consequence. Processing and lunch detentions are usually not severe enough consequences. Appropriate office referrals should warrant more meaningful consequences such as timely PM detentions.
- **Potential drawbacks to office referrals:**
  1. Abuse potential
  2. Negative impact on office atmosphere
  3. Principal availability
- **Benefits of powerful office referrals:**
  1. Removes student from classroom
  2. Gets parents’ attention
  3. Adds power to teachers’ directives.

---

Four Indicators of an Effective Office Referral System

**Indicator #1: Excellent communication:**
- Step one: Teacher makes personal contact with principal
- Step two: Principal contacts parent and implements consequence
- Step three: Principal makes personal contact with referring teacher
- Step four: All the student’s teachers receive E Mail referral summary

---

**Office Referral E Mail**

Student: ______ Date: ______ Parent name: ______ Home Phone: ______
Father’s Work #: ______ Mother’s Work #: ______ Ref. Staff Member: ______
Referring Staff Member: ______ Student’s Teachers: ______
Rule Violation: ______________ Consequence Given: ______
Four Indicators of an Effective Office Referral System (continued)

Indicator #2: Students receive immediate and meaningful consequence:
- Lunch detention and processing are usually not severe enough consequences for an appropriate office referral
- Appropriate office referrals should usually warrant PM detentions

Indicator #3: Staff members not over referring students to the office:
- Over referring to the office can become a "disaster"
- When students are referred to the office for issues teachers should handle themselves the principal's time is "drained away"
- Buildings need to determine what warrants an appropriate office referral and what rule violations the staff should handle themselves

Indicator #4: Office is not a "holding area" for students:
- Administrators must consider office referrals a top priority
- The office environment must continually be structured and orderly
- Students in the office should be separated and monitored
- The administrator's goal should be to make each office referral a top priority, deal with the student and get them back to class

Should the Principal send the Student Back to Class?

➢ Teachers hope that a student who is referred to the office will receive a meaningful and immediate consequence. When this happens most teachers are happy to have the student return to class. Teachers don’t want a student to return if nothing meaningful occurred or if they have not been communicated with. After giving a consequence the principal should personally contact the referring staff member to let them know what the consequence was and to ask if it’s appropriate to send the student back to class. This is far more desirable than having the student sit in the office for an extended time period.

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Table Discussion
Building-wide Consequences

Discuss the following in your groups:

1. Does your building's system of consequences meet the following indicators?:
   - Immediate
   - Easy to implement
   - Meaningful
   - Varied enough to fit the rule violation
   - Impossible to skip

2. Would you like our building to consider implementing any of the following building-wide consequences?:
   - Processing
   - Lunch detention
   - PM and Friday School detention
   - The four indicators of an effective office referral system
Section III

Responding to Minor Classroom Disruptions

The most common classroom discipline issues involve student talkouts, out of seat behavior, failure to comply with teacher directives and turning around during instructional time. While these behaviors might appear to be insignificant, if not stopped immediately they often lead to more disruptive behaviors. Also, many of the severe disruptions that are displayed by behaviorally challenging and fence rider students begin with these types of behaviors. In this section participants will review strategies for dealing with minor classroom disruptions with the least amount of effort while minimally impacting the classroom environment.
Guidelines to Remember when Responding to Classroom Disruptions

- Maintain student safety
- Use only what’s needed
- Create less of a disruption than the offending student’s actions
- Encourage the student to examine their behavior
- Encourage the student to make an appropriate choice

Intervention Step One: Nonverbal Interventions

- **Planned ignoring:** Planned ignoring is used when the teacher decides to purposely ignore the student’s misbehavior. This approach is often ineffective because students do not misbehave to get the teacher’s attention.

- **Signal Interference:** Signal interference is another form of nonverbal intervention which is also referred to as monitoring. This can be an extremely effective approach if used correctly. Proximity, eye contact and silence are all examples of the effective use of planned ignoring.

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Responding to Classroom Disruption (continued)

Intervention Step Two: Verbal Interventions

- **Seven guidelines:** When using verbal interventions, there are seven guidelines that should be prioritized and followed:
  1. Remain as **calm** as possible
  2. Keep the intervention as **private** as possible
  3. Use **proximity**
  4. Always use **courtesy**
  5. Speak about the **situation**, not the **student**
  6. Give **specific** directives and avoid generalities
  7. Be certain the verbal intervention is **timely**

- **Four types of verbal interventions:** When using verbal interventions, the teacher should consider using the following four approaches:
  1. **Inferential statements** that do not directly “point the finger” at the offending student but still give them the message that a change in the student’s behavior is necessary. An example of this approach would be making a statement such as, "As soon as everyone puts their books away we can begin the lesson".
  2. Calmly saying the **student’s name**
  3. **Asking questions** that are worded in a way that lets the student know their behavior needs to change.
  4. **I statements** that communicate the effect the student’s actions are having on the class.
Table Discussion

*Verbal Interventions*

Scenario: You have directed your class to work quietly at their desks. One of the students is turning around and quietly talking to a friend. Remembering the seven verbal guidelines, discuss how you would use the following verbal interventions in an effort to encourage the student to start working quietly.

1. Inferential statements:

2. Stating the student’s name:

3. Asking questions:

4. I statements that communicate the effect the student’s actions are having on the class:
Responding to Classroom Disruption (continued)

**Intervention Step Three: Demands**

- **Demand guidelines:** Demands are used when nonverbal and verbal interventions are ineffective. When using demands it is important to remember the following guidelines:
  1. Use a firm and yet calm voice
  2. Maintain eye contact with the offending student
  3. If possible, state the demand in a private location

- **Making demands:** When making demands, educators should state specifically what the student must do. The following approaches should be avoided:
  1. **Explaining** the rationale for the demand (at this point the student should know what rule they've violating)
  2. **Bargaining** or making a deal
  3. **Pleading** for the student’s compliance
  4. **Justifying** or explaining the rationale for the directive
  5. **Arguing** with the student if they continue to be noncompliant

- **Sample demand:** “John, please turn around now and give me your full attention. Thank you.”

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Intervention Step Four: Applying Consequences.

- **Applying consequence guidelines:** When nonverbal interventions, verbal interventions and demands are ineffective the educator must be prepared to apply consequences. It is important to remember that at this point the student has had every opportunity to change their behavior but has chosen not to do so. Prior to taking this step, the educator must select a consequence that is appropriate for the offense. The educator should also remember that the student’s reaction to the consequence may warrant an increased consequence.

- **Do not be aggressive when administering the consequence:** When administering a consequence the educator should avoid aggressive actions such as getting into the student’s face, using words like “you” (as opposed to the student’s name), shouting, making negative gestures, using humiliation or baiting the student.

- **Be assertive when giving consequences:** When giving consequences it is important for the educator to employ a firm voice, use eye contact, state the student’s name, talk slowly and administer the consequence in a location that is as private as possible.

- **Watch for the student’s response:** If the student continues their non-compliant or acts inappropriately after receiving the consequence the educator may select a more significant consequence (i.e.: classroom removal).

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Remember the "Law of Least Résistance" and the Power of Courtesy

➢ "Law of Least Résistance": When attempting to change a student's behavior the goal should be to shut the behavior down at the lowest level. Far too often educators will "jump" to the ultimate consequence when a minor consequence would have would have effectively changed the behavior.

➢ The power of courtesy: When giving directives it is always important for educators to be courteous. Students, like adults are more likely to comply with directives when they are spoken to in a courteous way. Also, educators usually demand courtesy from their students so it is critical that they model this behavior (students can quickly spot hypocritical actions).

Warning: Don’t Let Students Become “Attorneys” Over Rule Enforcement

➢ Students will argue consequences to "death": If given the opportunity many students will argue a consequence to "death." This wastes the teacher’s time, interrupts instruction and becomes a “show” for other students. If a teacher knows for certain a student has violated a rule, it’s appropriate to shut off discussion and enforce the consequence.

➢ There’s no “law” that says a student has the right to argue a consequence: If a rule has been clearly communicated and the student has obviously broken the rule, the time for arguing is over.

➢ The Consequence Appeal Form: For students who insist on having an opportunity to appeal a consequence, the Consequence Appeal Form provides them with an opportunity to do so without taking the teacher’s time. The Consequence Appeal Form can be kept in the corner of the room and students should be informed that if they truly feel the need to appeal a consequence they should fill out all of the information on the form and then wait for the teacher’s response. The teacher can then review the student’s appeal at a time that is more convenient for them.

Consequence Appeal Form

Name: ____________________ Date: ____________________
Rule Violation: ______________
Consequence Received: ____________________________________________

Why I Disagree With the Consequence: ______________________________
Table Discussion

Responding to classroom disruptions

Scenario: After directing the class to give you their full attention you notice a student talking to their neighbor. Remembering the just reviewed guidelines, discuss how you would use:

1. Non verbal interventions:

2. Verbal interventions:

3. Demands:

4. Consequences:
Section IV:

Responding to Serious Rule Violations

Every educator must at various times work with students who have violated classroom and building policies. When doing so educators must become investigators, fact finders, judges and juries as they weigh the evidence and determine who is guilty and what the consequence should be. This section of the workshop provides strategies that will help promote student honesty after rules have been violated. It also reviews strategies that can be followed when students fail to admit their guilt and what can be done to determine the truth.

Responding to Serious Rule Violations Format

**Section One: Encouraging student honesty**

**Section Two: Determining guilt**

- **A. Fact finding**
- **B. Working with witnesses**

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Responding to Rule Violations (continued)

Encouraging Student Honesty

When students break classroom and building rules it is hoped they will be honest and admit the mistakes they may have made. Student honesty after rule violations is a critically important goal for the staff and the students. The way staff members interact with students after rule violations will either foster honesty or a desire to alibi and lie about their actions. This section deals with strategies staff members can use to encourage student honesty.

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Responding to Rule Violations (continued)

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<tr>
<th>Student Honesty Should the Top Goal</th>
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<tr>
<td><strong>Honesty saves time:</strong> Students honesty after rule violations saves a tremendous amount of staff time since it eliminates the need for staff members to become fact finders as they attempt to find the truth.</td>
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<td><strong>Honesty saves witness time:</strong> When students are honest after a rule violation staff members do not need to meet with other students as they investigate the rule violation.</td>
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<td><strong>Honesty protects the innocent:</strong> When attempting to ascertain who violated a rule there is always the possibility of “convicting” an innocent student. If the student who violated the rule is honest and admits their guilt there is no chance that an innocent student will be disciplined.</td>
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<tr>
<th>Critical Steps for Encouraging Student Honesty</th>
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<td><strong>Develop a positive and trusting relationship:</strong> Students who feel respected by their teacher are far more likely to be honest when confronted about a mistake they might have made than are students who believe their teacher dislikes them.</td>
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<td><strong>Realize the truth will be found anyway:</strong> Sometimes students fail to admit their guilt because they believe the staff member who is investigating the rule violation will give up before the truth is found. It is critical for students to realize that finding the truth after a rule violation is a top priority and the truth will eventually be found whether they tell the truth or lie.</td>
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<td><strong>Conduct honesty discussions:</strong> As a matter of routine staff members should take the time to conduct honesty discussions with their students. The theme of the discussions should be:</td>
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<td>A. Mistakes are inevitable</td>
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<td>B. Lying is not acceptable</td>
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<td>C. Lying will only make your consequence bigger</td>
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<td>D. Honesty keeps your consequence from growing</td>
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Notes:
Responding to Rule Violations (continued)

Statements that Encourage Student Honesty

➢ **Statement #1: One foot analogy.** “If you made a mistake and are honest about it you’ll be in this much trouble (hold hands about one foot apart). If you made a mistake and lie to me you’ll be in this much trouble (hold hands farther apart). So whatever you do don’t make your trouble grow by lying.”

➢ **Statement #2: Double the consequence.** “If you made a mistake and are honest about it you’ll receive a certain consequence. Understand this however, if you made a mistake and lie to me about it I’m going to double the consequence because of the lie.”

➢ **Statement #3: Look me in the eye.** “We all make mistakes. It’s what you do after the mistake that makes the difference. In a moment I’m going to ask you a question. You can either look me in the eye and tell me the truth or you can look me in the eye and lie. If you look me in the eye and lie your trouble will only grow. So take your time and think real hard before you answer me.”

➢ **Statement #4: Wait until your parents hear you lied to me.** “In a minute I’m going to ask you a question about a rule that was broken. When I do you need to tell me the truth. If you didn’t break the rule tell me you didn’t break the rule, but if you did break the rule just tell me the truth. If you did break the rule and lie to me you need to understand that when I call your parents, I’ll first tell them about the rule you broke. If you think they’ll be angry about that, wait until I tell them you not only broke the rule but then you looked me in the eye and lied to me.”

➢ **Statement #5: Don’t make me call the witnesses.** “In a minute I’m going to ask you a question about a mistake that was made. Before answering you need to understand one thing. If you did not make the mistake, just tell me. Remember however, if you did make the mistake whatever you do don’t lie to me. If I need to, I’ll interview all of the students that were in the area until I find the truth. If it turns out you did lie to me, your trouble will be much be much larger than if you just told me the truth.”

Notes:
## Statements that Encourage Student Honesty (continued)

- **Statement #6:** I’m extremely busy. “I’m extremely busy. I work with hundreds of students, teachers and parents. I’ve got meetings to attend, classes to teach and papers to correct. In a minute I’m going to ask you a question about a mistake that you might have made. If you did make the mistake, just be honest and tell me. If you tell me you did not make the mistake, understand that even though I’m extremely busy I’ll put off all of my other work until I find the truth.”

- **Statement #7:** I’ll find the truth anyway: “In one minute I’m going to ask you a question about a mistake you might have made. Before you answer remember this, if you did make the mistake just admit it. You can believe me when I tell you I’ll do whatever it takes until I do find the truth. That means I’ll interview witnesses and look into the facts until I find the truth. When I do find the truth, if it turns out somebody lied to me, you’ll be in a lot more trouble than if they were just honest from the start.”

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Table Discussion

**Statements that Promote Student Honesty**

Scenario: You are certain one of your students is being dishonest about an item that was stolen. Practice using the following honesty promoting approaches:

1. Approach #1: “One foot analogy”

2. Approach #2: “If you lie I’ll double the consequence”

3. Approach #3: “Look me in the eye and tell me the truth”

4. Approach #4: “Your parents will know you lied”

5. Approach #5: “The witnesses know the truth anyway”

6. Approach #6: “I’m really busy but I’ll take all the time I need”

7. Approach #7: “I’ll find the truth anyway, so lying won’t do any good”
We hope that students will be honest and truthful when building and classroom rules are broken. Unfortunately, many students attempt to alibi, make up excuses and lie when confronted about rules they have broken. When this occurs educators must become investigators and fact finders as they attempt to ascertain the truth. In this section strategies for finding the truth after rules have been broken are reviewed and discussed.

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Responding to Rule Violations (continued)

**Standards for Determining Guilt**

- **Witnessed by a staff member:** When a staff member has directly observed a student break a rule there is no need for an investigation. Sometimes students will claim they have a witness who will refute the statements of the staff member. It's important for the staff member not to fall into the "trap" of questioning the credibility of staff members who have directly observed a student violate a rule. Most guilty students, if given the chance can find a friend who is willing to lie about what happened in an effort to get their friend off the hook.

- **Irrefutable evidence:** Sometimes there is no need for an investigation because it is obvious the student broke the rule. An example would be when a student is found with a stolen item.

- **Confessions of guilt:** If students admit guilt an investigation is not needed.

**Working with Witnesses**

- **Four factors to consider when working with witnesses:**
  1. The right to remain anonymous
  2. The credibility of witnesses
  3. Private interviews
  4. Minimum of three witnesses

- **Four reasons students refuse to be witnesses:**
  1. "Telling on somebody will make me a rat"
  2. "I don’t want to hurt my friend"
  3. "There will be acts of retaliation"
  4. "I don't want to be the only witness"

- **Remember each of the above concerns are real to the student:** We must deal with the above concerns in a serious manner. This means the following steps must be taken:
  1. Respect the witness’s desire for confidentiality
  2. Interview the witness in private and take notes
  3. Protect the safety of the witnesses and watch for retaliation
  4. Check back with the witness to verify everything is okay

- **“That witness saved me” approach:** An approach that sometimes is effective is to work with a witness in a manner that will make it appear to the rule violator that the witness is actually saving them from a more serious consequence. The approach should only be used if the staff member is certain the student has violated the rule.
Section V

Working with our Most Challenging Students

Every classroom has students who pose extremely difficult challenges. While all students present educators with challenges at some point during their school experience the students dealt with in this section create severe challenges on a regular basis. Acts of defiance, noncompliance, belligerence, inattentiveness, constant movement and continual talkouts are just some of the behaviors displayed by these students. Specific strategies for working with students who get into power struggles, have anger management issues, Oppositional Defiant Disorder, Attention Deficit Hyperactive Disorder and bullying patterns are reviewed. It is important to remember that the strategies reviewed in this section will not only help educators deal with their most challenging students but also those students who only occasionally get into trouble.

Working with our most Challenging Students
I. Twenty-three guidelines & philosophical approaches
II. Strategies for students with:
   A. Power struggle issues
   B. Anger management issues
   C. Oppositional defiant disorder
   D. Attention deficit hyperactive disorder
   E. Bully issues
Philosophical Approaches to Remember when Working with Challenging Students

When working with our most challenging students there are twenty-four philosophical guidelines educators should strive to remember. While these approaches are appropriate for all students they are often forgotten when interacting with students who display severe behavioral issues. The three categories that these philosophical approaches fall under are management and discipline, positive adult relations and social development.

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Philosophical Approach Category One: Management and Discipline

- **Bargaining is not an option:** Many of our most challenging students have learned that they can manipulate educators by negotiating and arguing when they receive a consequence. Educators must remember that when giving a consequence, bargaining is not an option.

- **Criticize the action not the student:** When disciplining our most challenging students it is important to criticize the action the student has displayed and not make general statements about the student’s character.

- **Emergency response team in place:** Unfortunately, many of our most challenging students must at some time be removed from the classroom. When being removed they might become defiant and noncompliant. It is important for educators to work with their support team to establish a procedure for getting assistance when this happens.

- **Immediate and meaningful consequences:** If consequences are to be effective they must be immediate and meaningful. While this concept applies to all students it is most critical for our most challenging students. Consequences that are significantly delayed or involve some meaningless or minor removal of a privilege will not have the desired impact.

- **Judge the student for what they’re doing not for what they’ve done:** When disciplining our most challenging students there is a tendency to jump to conclusions and immediately “convict” them when we have not done our fact finding. It is critically important to remember that these students may be innocent in spite of their reputations or past actions.
Category One: Management and Discipline (continued)

- **Keep the class moving:** Down time is often an invitation for disruptions and inappropriate behaviors by our most challenging and difficult students. It is critically important to keep the class moving and active at all times. Prioritizing warm up activities (as students enter the room) and sponge time activities throughout the day are critically important student management techniques.

- **Make the “death penalty” the last option:** When selecting a consequence for our most challenging and difficult students, there is a temptation to give them the ultimate consequence for a rule violation that any other student would receive a much less serious consequence for. This is not fair or justified. With all students educators must be certain the consequence we select is appropriate for the rule that was violated.

- **Never intervene when you are out of control:** Our most challenging and difficult students have a tendency to “push our buttons” and infuriate us. When intervening educators often become extremely upset and emotional. It is critically important to remain relaxed and in control prior to intervening with these students. Taking a deep breath and pausing before intervening are powerful strategies that can help.

- **Provide choices when correcting:** Our most difficult and challenging students often have a desire to feel as though they have at least some amount of control of their fate. Providing acceptable choices when correcting or giving consequences can often help to modify a student’s behavior while at the same time letting them know that they still have some control. An example of an approach such as this is, “You have a choice. You can either sit quietly and do your work or you can go to the time out room.”

- **Quiet corrections are the most powerful:** When interacting with our most difficult and challenging students it is important to remember that many of these students have repeatedly interacted with adults who yell and raise their voices. These students are rarely intimidated by loud emotional directives and this approach can result in increased defiance and disruptive behaviors.

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Category Two: Positive Adult Relations

 Display a personal interest: Displaying a personal interest in our most challenging students is an excellent way to build relations. Asking the student about a trip, a hobby, a family member or an activity makes it clear they are important to us and cared about.

 Grudges must be dropped: Our most challenging students know how to “push our buttons” by making statements and displaying actions that we interpret as a threat to our integrity, authority and ability to maintain a structured and orderly classroom. Educators must never take these student actions personally. We must also realize that these behaviors are not a reflection or statement about our abilities or professionalism.

 Have a buddy teacher ready to help out: It is almost inevitable that educators will become frustrated with some of their most challenging students. Sometimes having a break from these students is “therapeutic”. Making a deal with a fellow teacher where they take one of these students for a short while and offering to do the same for them can provide that needed break.

 Limit negative faculty room talk: While in the faculty room educators often have a tendency to continually complain to colleagues about their most challenging and difficult students. Unfortunately this can become a regular and on going routine. It is important for educators to attempt to limit negative talk about their students. While a small amount of such talk can be “therapeutic”, doing so on a continual basis not only sets the student up for negative expectations from other teachers but also creates a negative faculty room atmosphere.

 Open parent conferences with positives: When meeting with parents of our most difficult and challenging students it is important to remember that in all likelihood these parents have heard nothing but complaints from the schools about their student. Beginning a parent conference with some positive statements can often relax a parent, communicate the educator cares about their student and that they have the student’s best interests at heart.

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Positive Adult Relationships (continued)

- **Tell the student you understand their feelings and emotions:** When giving consequences it is important for educators to identify and communicate that they understand the feelings that might have led to their inappropriate actions. Doing so does not communicate support for the inappropriate behavior.

- **Unleash the power of positive expectations:** Research makes it apparent that expectations have a powerful impact on student academic and behavioral achievement. When it comes to behaviorally challenging students educators are often reluctant to communicate positive expectations because usually do not have positive expectations for these students. It’s important to make statements such as, “When you choose to apply yourself, I know you can be successful.”

- **Welcome the student each morning:** Educators need to welcome all of their students each day as they enter the classroom. While this is often done with the most positive and successful students it is just as important to do so with the most challenging and difficult students.

- **Value the student, not the inappropriate action:** When disciplining or correcting a student it’s important for educators to communicate that they like the student, however it’s their inappropriate behavior they are upset with.

- **Never use sarcasm or humiliation:** Sometimes there is a tendency to use sarcasm or humiliation with students who frustrate us the most. Educators must remember that sarcasm and humiliation almost always backfires and results in blow-ups and increased defiance by students. There is no such thing as “just the right amount” of sarcasm and humiliation with any student.
Category Three: Social Development

- **Assign responsibilities and leadership gradually:** One of the common complaints about our most challenging students is that they display few positive leadership and responsibility skills. Consequently, educators are usually reluctant to give these students any type of leadership position or assign them any significant responsibilities. It’s important to remember that if we want these students to develop leadership and responsibility skills, we must provide them opportunities to display and develop these traits. Usually this is best done by starting with low level responsibilities and tasks.

- **Reward for accomplishments not promises:** Many of our most challenging students are “experts” at manipulating adults by promising to make appropriate decisions if we just grant them a privilege of some sort. It is critical not to be manipulated in this manner. Educators should reward students for their accomplishments not promises.

- **Saving face is everything:** When disciplining students it is important to remember that saving face is everything. This means providing the consequence in a manner that allows students to keep their dignity and feel respected. Also, it is critically important to take the student’s peers out of the scenario by correcting them in a private location. Two points to remember regarding students’ desire to save face:
  1. **Public rules & private consequences:** Rules should be taught to the students publicly and consequences should be given privately
  2. **Bad over stupid:** If given the choice behaviorally challenging and fence rider students will almost always select defiant and disruptive behavior rather than looking stupid
Table Discussion

*Philosophical Approaches to Remember when Working with Challenging Students*

Which of the following philosophical approaches could you do a better job of emphasizing when working with your challenging students?:

1. **Classroom Management and Discipline:**
   - bargaining is not an option
   - criticize the action not the student
   - emergency response team in place
   - immediate and meaningful consequences
   - judge for what they’re doing not for what they’ve done
   - keep the class moving
   - make the “death penalty” the last option
   - never intervene when you’re out of control
   - provide choices when correcting
   - quiet corrections are the most powerful

2. **Positive Adult Relations:**
   - display a personal interest
   - grudges must be dropped
   - have a buddy teacher ready to help out
   - limit negative faculty room talk
   - open parent conferences with positive statements
   - tell the student you understand their feelings
   - unleash the power of positive expectations
   - welcome the student each morning
   - value the student not the inappropriate action
   - never using sarcasm and humiliation

3. **Social Development:**
   - assign responsibilities and leadership gradually
   - reward for accomplishments not promises
   - let the student save face when correcting
Parents of Challenging Students

Parents of our most challenging students are often victims themselves. We must remember these parents did not "put in a request" for their children to have ODD, ADHD or other disabilities. We must also remember that raising a child with behavioral or learning disabilities can create incredibly difficult challenges for parents. An excellent book that lets the reader know how difficult this challenge can be is the Dance of Defiance by Nancy A. Hagener.

### Flight or Fight Attitude

- **Only negative school contacts:** Parents of our most difficult students typically hear nothing from the schools but complaints about their children. As a result they often develop a **fight or flight** attitude which makes it nearly impossible for them to interact in a supportive manner with the schools.
- **Changing the flight or fight attitude:** There are certain approaches that will help parents appreciate and become supportive of their students’ teachers.
  
  A. **Make some positive contacts:** A short phone call can do so much to build relations with parents of challenging students. Letting the parent know their student had good day will mean so much to these parents.
  
  B. **Start the conference with something positive:** The worst thing a parent with a flight or flight attitude can hear at the beginning of a conference is something negative about their student. It is critical that educators start these conferences with a positive statement about the student.
  
  C. **Give the parent some hope:** Educators need to make a concerted effort to let parents of challenging students know that there is hope and that many students with these disabilities become well adjusted adults.
  
  D. **Welcome and thank the parent for coming:** It's important for educators to remember that school is usually not a fun place for parents of behaviorally challenging student. It's therefore to thank them for coming.
  
  E. **Consider starting the conference with the student out of the room**
  
  F. If late, ask the secretary to apologize for the teacher and offer coffee.
Working with Challenging Students (continued)

Dealing with Power Struggles

Unfortunately most educators must at times deal with students who are not afraid to confront them in a very direct and challenging manner. These students will blatantly and publicly refuse to comply with an educator’s directives and show a total lack of respect for their authority. If not handled correctly these situations can turn into extremely frustrating and difficult power struggles. This portion of the workshop covers strategies that will help educators avoid and deescalate power struggles.

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**Power Struggles**

- **Definition:** A power struggle is a conflict between two or more people in which the participants are attempting to control the actions and attitudes of the other with intimidation, threats and defiance.
- **Which students get into power struggles?** Students who get into power struggles are often not intimidated by educators’ threats and directives. They often talk back, raise their voice, get in the educator’s face and use sarcasm.

**Power Struggles are not about Rule Violations**

- **The rule violation that precipitated the power struggle is forgotten:** During most power struggle both participants often "forget" the issue (rule violation) that originally precipitated the power struggle.
- **The real power struggle issue:** When engaged in a power struggle the participants are usually more concerned about looking good, saving face and being in control than the original issue.

**Fighting Back Response to Power Struggles**

- **Fighting Back:** Some educators choose to fight back when they are in power struggles. When doing so they typically take on many of the offending student’s actions by raising their voice, baiting the student, getting in the student's face and making extreme and sometimes unenforceable threats.
- **Typical student response to educators who fight back:** Students who are not afraid to get into a power struggle are not intimidated or impressed with the actions of educators who use the fight back response. Typically, these students will match each of the teacher’s actions and play to the audience.
- **Everyone loses:** There are no winners when educators choose to fight back during a power struggle. The educator is upset because they believe they lost control of the situation. The student is often sent to the office where they must face a serious consequence. Also, the other students in the classroom become upset because the entire classroom atmosphere has been disrupted.
Responding to Rule Violations (continued)

**Giving in Response to Power Struggles**

- **Giving in:** Some educators are so intimidated by students that they will do anything to avoid a power struggle.

- **Typical student response to educators who use the giving in response:** Students who see educators giving in to power struggles realize that their intimidation tactics work and that they can get their way if they simply react harshly and non-compliantly to the educator’s directive.

- **Everyone loses:** As is the case with educators who fight back when in a power struggle, nobody wins when the giving in response is employed. The educator is embarrassed because they know the student manipulated them and was noncompliant. The student loses because they believe that power struggles work which often causes them to get into power struggles in the future. Also, the overall class loses because they believe their teacher is not able to control the behaviors of classroom tyrants.

**Four Step Response to Power Struggles**

- **Four step response:** Educators who employ the four step response to power struggles neither fight back nor give in. They realize that the four step response leaves no losers and often deescalates a power struggle in an effective and non-disruptive manner.

- **Step One: Disengage emotions:** The first step in the four step response to power struggles is for the educator to disengage their emotions before dealing with the student. Taking a deep breath, waiting until they are emotionally ready to deal with the situation (“We’ll talk about this in a moment”) and making a conscientious effort to depersonalize the situation are all strategies that can help the educator disengage their emotions before dealing with the student.

- **Step Two: Deescalate the situation:** The second step is to deescalate the situation. This means asking the student if there is something they can help them with, taking the audience out of the picture, using nonconfrontational actions (hands at the side, sitting rather than standing, etc.), speaking softly, using the student’s name (rather than “you”) and not making negative facial expressions.

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77
Responding to Rule Violations (continued)

Four Step Response to Power Struggles (continued)

- **Step Three: Admit the power:** The third step in the four step response to power struggles is for the educator to admit the power the student has. When a student refuses to comply with a directive the educator simply states that they cannot make the student do anything they do not want to do.

- **Step Four: Review the alternatives:** The fourth step is for the educator to calmly and slowly review the alternatives that the student will be faced with if they do not choose to comply with the educator’s directives. Statements such as, “I hope you do choose to comply with my directive because if you do not you’ll be sent to the office where you’ll get a serious consequence and I would sure hate to see that”, gives the student two alternatives that they must pick from. After making this statement the educator should turn and walk away.

If the Student Continues to be Defiant

- **Continued defiance:** If the student continues to argue and be defiant the teacher may have no alternative but to direct the student to go to the office.

- **"Crossing the line offenses":** Hopefully, when teaching the parameters of appropriate student behavior teachers let students know that some rule violations are so disruptive or serious that they become "Crossing the line" violations which will result in an office referral. Examples of "Crossing the line" violations are threats, violence, serious disruption of the classroom environment and blatant non-compliance.

Students Often want out of Power Struggles

- **Auto rage analogy:** Students who find themselves in a power struggle often wish they had never gotten into the power struggle in the first place. The situation is similar to a person who is driving down the freeway and gets upset when another driver cuts them off. Out of anger they might honk their horn and yell at the other driver. The other driver gets angry, honks back and tailgates their car. At this point both drivers often wish they could get out of this situation in a face saving manner. When one of the drivers suddenly turns off at the next exit the confrontation is over and both drivers are relieved.

- **Students often feel the same way:** Students who suddenly find themselves in power struggles are often faced with the similar situation. Realizing that they could very well get into a great deal of trouble they often wish they could get out of the power struggle in a face saving manner. The four step process often ends power struggles with both the student and the educator feeling relieved.
Role Play Activity

Four Step Response to Power Struggles

**Directions:** Break into groups of four and count off 1-4. Review the four step response to power struggles (page 77-78).

*Group Member #1:* Role play an offending student (defiantly refusing to work quietly)

*Group Member #2:* Employ the giving in approach (pg. 77)

*Group Member #3:* Discuss steps that could be taken to disengage emotions and employ de-escalation techniques (page 77)

*Group Member #4:* Role play admitting the power and offer alternatives (page 78)
Students with Anger Management Issues

An important life skill is for students to learn to control their anger in an appropriate and acceptable manner. Unfortunately, most classrooms have at least one student who has a great deal of trouble controlling their anger. These students typically shout, rebel, become defiant and break various rules when faced with rejection, failure, difficulties with peers or situations where they are being disciplined. Staff members should remember that students who struggle with anger management are very much at risk. It is hoped that these students will learn how to deal with their anger in an acceptable manner. In this section participants will learn strategies for working with students who display anger management issues.

**Four Truths about Extreme Student Anger**

- **Truth #1**: Inevitable at all school levels
- **Truth #2**: Can have a devastating impact on the classroom environment
- **Truth #3**: Often creates extreme teacher frustration
- **Truth #4**: Teachers’ reactions to inappropriate displays of anger will either de-escalate or escalate the anger

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Working with challenging students (continued)

Six Approaches that Often Escalate Student Anger

- Approach #1: Employing sarcasm and humiliation
- Approach #2: Disciplining in front of the student’s peers
- Approach #3: Making inappropriate or irrational threats
- Approach #4: Making physical contact with the student who is displaying the severe anger
- Approach #5: Raising the voice and trying to out shout the student
- Approach #6: Getting too close to the student

Eight Approaches that Often Deescalate Student Anger

- Approach #1: Providing the student with a choice.
- Approach #2: Removing the student from their peers before dealing with their anger.
- Approach #3: Giving the student a timeout opportunity prior to dealing with their anger.
- Approach #4: Taking steps to help the student calm down and relax before dealing with the student.
- Approach #5: Not getting too close to the student
- Approach #6: Remaining calm. Employing the strategy of lowering the voice as the student raises their voice.
- Approach #7: Informing the student that inappropriate displays of anger will increase their consequence.
- Approach #8: Realizing that the student’s display of inappropriate anger is not a statement about the teacher or their abilities. Not taking the student’s actions personally and not overreacting.

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81
Three Statements that can Help Calm Students

- **Statement #1:** “I know this is a difficult time for you right now. Hang in there and we’ll get through this.”
- **Statement #2:** “I understand how you feel, I’d be upset too.”
- **Statement #3:** “Do you need to be alone for awhile?”

Consequences for Inappropriate Student Anger

- **Three truths about student anger:** Students should understand the following truths about student anger:
  1. Anger is a natural human emotion
  2. Managing anger is a critical life skill
  3. Inappropriate anger will result in an increased consequence

- **Failing to provide a consequence for inappropriate displays of anger:** When staff members fail to provide students with a consequence for inappropriate displays of anger they are inadvertently communicating the message that this type of behavior is acceptable and will be tolerated. This will not help the student. Students need to realize that managing their anger is a critical life skill that will be expected and enforced.

- **Consequences for inappropriate displays of student anger:** When a student breaks a rule and reacts with inappropriate displays of anger (i.e., threats, profanities, and verbal abuse) both the rule violation and the inappropriate anger should impact the consequence. An example would be for a student who throws something in the classroom. The classroom rule might state that students who throw things in the classroom will receive two nights of after school detention. If, however, when the teacher enforces this consequence, the student yells, makes threats and acts defiantly it is appropriate for the teacher to increase the consequence by giving more than just two nights of after school detention (i.e., two nights detention for the rule violation and two nights detention for the inappropriate display of anger).

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Table Discussion
Dealing with extreme student anger

Discuss the following:

Scenario: You have directly observed a student with an anger management problem break a classroom rule. You have informed the student that they will be receiving a consequence. The student is very upset and angrily accusing you of being unfair. Discuss how you might use each of the following strategies to deescalate the situation.

1. Correct in private location
2. Progressively lower your voice
3. Respect student’s personal space
4. Give self “cool down” opportunity
5. Communicate attitude impacts consequence
6. Provide student with a choice
Working with Challenging Students

Oppositional Defiant Disorders

Students who have been diagnosed with Oppositional Defiant Disorder (ODD) can pose extreme challenges to teachers and the overall building environment. Throughout the years these students have been given various labels such as Explosive Personality Disorder, Behavior Disorder, Adaptive Behavior Disorder and Anti-social Disorder. Some of the common behavior patterns they display in and outside of the classroom include severe aggression, temper tantrums, failure to respect others’ property, defiance, refusal to comply with directives, violent behaviors and continual displays of resentment. While these are behaviors that most students display at one time or another, they are far more common and severe with the Oppositional Defiant Student. It is important for staff members to be careful with the term Oppositional Defiant Disorder. There is sometimes a tendency to unilaterally refer to a student as having Oppositional Defiant Disorder because they have displayed some aggressive or destructive behaviors. Staff members must remember that for a student to be diagnosed with the Oppositional Defiant Disorder label, there must first be an official assessment that involves a team of professionals.

In this section staff members will learn strategies that should be avoided when working with Oppositional Defiant Disorder students and strategies that can help these students improve and control their behaviors. It is important to remember that many of the strategies reviewed in this section will not only help to improve the behaviors of students with Oppositional Defiant Disorder but also many of the other students in the classroom who have difficulties controlling their behaviors.

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ODD Test

Directions: Answer true or false to each of the following questions:

1. Approximately 30% of children with ODD also have ADHD: __

2. ODD is more common in boys than girls: ___

3. Parents should be blamed if their child develops ODD: ___

4. Twenty per cent of school age children have ODD: ___

5. Most children with ODD will grow out of the behavior: ___

6. The exact cause of ODD is unknown: ___

7. If a parent has ODD there is an increased likelihood their children will have ODD: ___

8. Employing a great deal of emotion and expressive body language when giving students with ODD a directive will increase the likelihood of compliance: ___

9. Under IDEA (Individuals with Disabilities Educational Act) students with severe ODD issues that adversely affect their educational performance may qualify for services under the mental retardation disability category (one of thirteen categories): __

10. In the 2000-2001 school year 745,213 children and youth were receiving special education and related services under the emotional disturbance disability category: ___
11. There are a number of medications that have been proven to have a positive impact on students with ODD: __

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ODD Test Answers

1. Approximately 30% of children with ODD also have ADHD: True and false
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “About 30% of the children with ODD behaviors also have ADHD.”
   • Ashley, S. (2005). The ADD and ADHD Answer Book. “The most common coexisting disorder is ODD with approximately one third of those with ADHD having this disruptive disorder.”
   • Rief, Sandra. (2005). How to Reach and Teach Children with ADD/ADHD “Approximately 30 to 65 per cent of students with ADHD also have ODD disabilities”

2. ODD is more common in boys than girls: True
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “Boys are four times more likely to have ODD.”

3. Parents should be blamed if their child develops ODD: False
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “Blaming the parent for the child’s behavior (ODD) also ignores the fact that most of these parents have raised other children who behave normally….Don’t blame the parent for the child’s behavior.”

4. Twenty percent of school age children have ODD: False
   • Web MD Medical Reference. (2005). “Estimates suggest two to sixteen percent of children have ODD.”
   • Ashley, S. (2005). The ADD and ADHD Answer Book. “Two to sixteen percent of children have ODD”
   • Psychology Information Online “This problem (ODD) is fairly common, occurring in between two and sixteen percent of children and adolescents”
5. Most children with ODD grow out of the behavior: False
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “But won’t children grow out of the aggressive behavior? Unfortunately, in many cases the answer is no. Second only to intelligence the propensity toward aggressive behavior is a child’s single most stable trait….Key concept: Early well established patterns of aggression often become a lifelong disorder.”

6. The exact cause of ODD is unknown: True and False
   • Web MD Medical Reference. (2005). “The exact causes of ODD are unknown …..biological and environmental factors may have a role.”
   • Boyles and Contadino. (1997). The Learning Differences Resource Book. “The research is somewhat inconclusive about what may cause these ODD and C. It appears there is a strong genetic basis for both, but environmental factors may influence their severity.”
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “Three factors put a child at risk for developing a pattern of ODD behaviors. The factors are (1) an inherently difficult temperament, (2) parents with marginal skills at disciplining and nurturing, (3) parents under excessive stress.”

7. If a parent has ODD there is a increased likelihood that their children will have ODD: True
   • Boyles and Contadino. (1997). The Learning Differences Resource Book. “Research has substantiated children with ODD and conduct disorder usually have a parent, often the father, with the same disorder.”
8. Employing a great deal of emotion and expressive body language when giving students with ODD a directive will increase the likelihood of compliance: False
   • Frank, T. and Paget, M. and Wilde, J. (2005). Defying the Defiance. “What is not needed is too much emotion. ODD kids especially pick up on the moods and body language of adults….the two most common errors made are too much talk and too much emotion.”

9. Under IDEA (Individuals with Disabilities Educational Act) students with severe ODD issues that adversely affect their educational performance may qualify for services under the mental retardation disability category (one of thirteen categories): False
   • Hall and Hall. (2003). Educating Oppositional and Defiant Children. “One of the categories is for children who have serious emotional disturbances (SED)…..The key for qualifying children with serious conduct problems for services under the SED label is whether their behavior adversely affects their educational performance.”

10. In the 2000-2001 school year 745,213 children and youth were receiving special education and related services under the emotional disturbance disability category: False
    • Twenty-fourth Annual Report to Congress, U.S. Department of Education. (2002). “In the 2000-2001 school year, 473,663 children and youth with an emotional disturbance were provided special education and related services in public school.”
ODD Test Answers (continued)

11. There are a number of medications that have been proven to have a positive impact on students with ODD: False

     “….there isn’t a drug that will negate the behaviors associated with ODD….children diagnosed with ADHD may take stimulant medications to improve their focus. There's no such drug with ODD.”

     “I do not suggest that parents get their hopes up soon for a drug used specifically to treat oppositional behavior. It's unlikely drug companies will put any real effort into developing such medications because oppositional behavior is not thought of as a disease, and many insurance companies do not view it as a medical disorder.”

     “While behavioral therapy may provide short-term results, in time it will all fall apart without appropriate medication.”

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Four Approaches that can "Detonate" ODD Students

1. Sharply worded directives to stop doing something
2. Sharply worded directives to do something
3. Having idle time
4. Any emotional gesture, facial grimace or body language that conveys disapproval

Four Factors that Increase the Likelihood or Severity of ODD

Factor #1: Family stress factors
Factor #2: Poor parenting skills
Factor #3: Genetic factors (twin studies etc.)
Factor #4: Impact of watching numerous acts of violence and crime on television

Eight Misconceptions about Interacting with ODD Students

Misconception #1: Harsh punishments improve ODD students’ behaviors
Misconception #2: Ignoring ODD students’ inappropriate behaviors will extinguish the behavior
Misconception #3: ODD students will willingly modify their behaviors so as to attain long term rewards and goals
Misconception #4: Idle time helps ODD students improve their behaviors
Misconception #5: Surprises and sudden changes inspire and motivate ODD students
Misconception #6: Threats of severe punishment will intimidate ODD students
Misconception #7: Stimulating and exciting classrooms inspire ODD students
Misconception #8: Strongly worded and emotional praise is a powerful motivator for ODD students

Notes:
Table Discussion

Working with ODD students

When attempting to motivate or change an ODD student’s behavior have you tried any of the following approaches? What were the results?

1. Excessive use of praise
2. Providing idle time
3. Threats of consequences
4. Giving severe consequences
5. Ignoring inappropriate behavior
6. Rewarding for accomplishments
7. Stimulating classroom environment
8. Surprises and unplanned schedule changes
Nine Approaches that can help ODD Students Improve their Classroom Behaviors

- **Approach #1: Use redirection when attempting to change an undesired behavior.** When correcting ODD students, attempt to redirect their behavior rather than using direct correction procedures. Rather than directly stating, “Sit down now!” when a ODD student is out of their seat a redirection approach would be to ask the student to look at their schedule and find what they should be doing next.

- **Approach #2: Ask questions that provide acceptable alternatives when attempting to encourage ODD students to change a certain behavior.** When attempting to encourage ODD students to change a certain behavior it is often effective to ask questions that provide alternative acceptable behaviors. (“Johnny, which would you rather work on at this time, your math or your social studies?”).

- **Approach #3: Help with time management:** Since ODD students often become frustrated and rebel when they run out of time with academic assignments or other activities it is helpful to provide them with numerous and varied reminders regarding deadlines and how much time they have left (i.e., reminders on the board, quiet verbal reminders from the teachers). A timer that is placed on the student's desk which clearly indicates the amount of time left can be very helpful. Time timers use a color display to indicate the amount of time a student has left to complete a task (also great for students with ADHD).

- **Approach #4: Avoid surprises and sudden unexpected changes:** ODD students often react angrily and rebel when faced with unexpected and sudden changes. The reaction becomes more severe when the change results in the delay of an activity or event that they have been looking forward to.

- **Approach #5: Watch for initial signs that the ODD student is becoming perturbed or upset.** Usually there are initial indications that an ODD student is becoming upset or irritated. Watching for these signs and proactively touching base with the student can sometimes head off a disruption (“Billy, how are you doing? Would you like a timeout?”).
Nine Approaches that can help ODD Students Improve their Classroom Behaviors (continued)

- **Approach #6: Build relationships with ODD students that are based on trust and respect:** Often ODD students have few if any positive adult relationships. Welcoming the student each morning, showing a personal interest, caring for their needs and communicating that they are liked are powerful ways to build relationships which can result in a willingness by the ODD student to please the teacher.

- **Approach #7: Adjust the ODD student’s academic schedule when it is obvious they are having a difficult day or are about to “explode”:** Like all students, ODD students have certain subjects they enjoy working on. When it is obvious that the ODD student is having a difficult day the teacher should consider allowing them to work on a subject they enjoy and are successful with. This approach often helps the ODD student get through the day without a severe disruption.

- **Approach #8: Adjust academic challenges to meet the ability level of ODD students:** Many ODD students struggle with academic challenges that their peers can handle with ease. When ODD students are given assignments that are beyond their ability level there is an increased chance they will become frustrated and disruptive. It is critical for the ODD student’s teacher to not only understand the student's academic ability levels and to adjust their assignments accordingly.

- **Approach #9: Have pre-established and well communicated procedures for removing the ODD student from the classroom:** With most ODD students it is inevitable that at some time they will need to be removed from the classroom because of disruptive behaviors. It is therefore important for staff members who works with ODD students and the building support team to participate in a process to determine what behaviors will warrant classroom removal and how the process will be followed. The teacher should review with the student which behaviors will result in them being removed from the class.

Notes:
Table Discussion

*Working with ODD students*

Discuss how you might use each of the following approaches with your ODD students

1. **Behavior management:**
   - using redirection rather than correction to change behavior
   - asking questions that offer alternatives to misbehavior
   - watching for initial signs that the student is becoming upset

2. **Academic support:**
   - modifying academic schedule when student is upset or struggling
   - adjusting academic expectations to match ability level
   - assisting with time management

3. **Other approaches:**
   - preplanned classroom removal procedures
   - always attempting to build positive student/teacher relations
   - avoiding sudden changes and surprises
Working with Challenging Students

Attention Deficit Hyperactive Disorder

Students who have been diagnosed with Attention Deficit Hyperactive Disorder (ADHD) can pose extreme challenges to teachers and the overall building staff. Nearly every teacher has at least one student with Attention Deficit Hyperactive Disorder in their classroom. It is important for teachers to be knowledgeable about and understand the nature of this disorder. Teachers also need to know approaches that can help meet the social, emotional and academic needs of students with Attention Deficit Hyperactive Disorder. Some of the behavior patterns these students display include shortened levels of attention, excessive motion, restlessness, over activity and impulsivity. At times these students can become highly emotional and lose control. Students with Attention Deficit Hyperactive Disorder often have difficulty with common classroom routines such as standing in line, raising their hand, staying seated and not interrupting others. As is the case with students who have been diagnosed with Oppositional Defiant Disorder there are many strategies and approaches that can help teachers work effectively with students with Attention Deficit Hyperactive Disorder. This section reviews a number of such approaches. Many of the approaches reviewed in this section are discussed in detail in Sandra Rief’s book, How to Reach and Teach Children with ADD/ADHD.

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Working with challenging students (continued)

**ADHD Definition:**
The ADD/ADHD Checklist: Sandra Rief
"ADHD is a developmental disorder characterized by inappropriate degrees of inattention, over activity and impulsiveness."

**Primary ADHD and ADD Symptoms**
- The primary symptoms of ADHD are **distractibility**, **hyperactivity** and **impulsivity**.
- The primary symptoms of ADD are **distractibility**, and **impulsivity**. The ADD student does not display the hyperactivity symptom.

**Girls with ADD**
How to Reach and Teach Children with ADD/ADHD: Sandra Rief
"Many girls have gone undiagnosed (or misdiagnosed) for years because they frequently do not have the typical hyperactive symptoms seen in boys that signal a problem and drew attention. In the past few years much more attention has been given to girls with the disorder……most girls have the predominately inattentive type of the disorder and are often labeled or written off as being "space cadets", ditzy or scattered."

**Strengths Often Displayed by ADHD**
- ADHD students often display numerous strengths and skills
- It is not untypical for students with ADHD to have high IQ's, excellent musical kills, strong verbal skills, outstanding athletic ability and have a great sense of humor

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ADHD Test

Answer true or false to each of the following questions:

1. Approximately 7-10% of students have ADHD: ___

2. ADHD is more common in boys than girls: ___

3. Parenting is a major cause of ADHD: ___

4. Parents can make ADHD worse: ___

5. One of the problems with Ritalin is that it does not effectively treat the symptoms of ADHD (hyperactivity etc.): ___

6. A major cause of ADHD is sugar: ___

7. There is no known cure for ADHD: ___

8. The typical child grows out of ADHD: ___

9. Approximately 45% of U.S. children with ADHD have been medicated: ___

10. Medication can have a long term positive impact on students with ADHD: ___

11. Statistics and studies show that children who receive stimulant medications such as Ritalin have an increased likelihood of abusing drugs in the future: ___

12. ADHD students can’t concentrate on anything: ___

13. Most students with ADHD may qualify for special education services under the specific learning disability category of IDEA (Individuals with Disabilities Education ACT): ___
ADHD Test Answers

1. Approximately 7-10% of students have ADHD: False and True
   • National Dissemination Center for Children with Disabilities: “As many as 5 of every 100 children may have ADHD.”
   • Rief, S. (1998). The ADD/ADHD Checklist. “It’s estimated approximately 3-5% of students have ADHD.”

2. ADHD is more common in boys than girls: True
   • Rief, S. (1998). The ADD/ADHD Checklist. “ADHD is diagnosed between 3 to 9 times more frequently in boys than girls.”
   • Armstrong, T. (1999). ADD/ADHD Alternatives in the Classroom. “One of the most consistent findings in the field of ADD/ADHD is the preponderance of boys over girls among diagnoses made. ADHD diagnoses occur at a ratio of anywhere from 4:1 to 9:1.”

3. Parenting is a major cause of ADHD: False
   • Ashley, S. (2005). The ADD & ADHD Answer Book. “One of the first questions asked after finding out their child has ADHD is, ‘Did I do something to cause this?’ The answer is ‘No.’ Poor parenting cannot cause ADHD. Nothing a parent does or fails to do can cause ADHD. You can breathe a sigh of relief knowing the research undeniably shows that parents do not cause ADHD.”
   • Rief, S. (1998). The ADD/ADHD Checklist. “We know that ADHD is not a myth, not a result of poor parenting, and not a lack of caring, effort, and discipline.”

4. Parenting can make ADHD worse: True
   • Ashley, S. (2005). The ADD & ADHD Answer Book. “While poor parenting does not cause these disorders, it is important that parents know that poor parenting can make it much worse”
5. One of the biggest problems with Ritalin is it does not effectively treat symptoms of ADHD (hyperactivity, etc.): False
     “One of the biggest problems with Ritalin is that it works so effectively. Because it quells a child’s hyperactivity, impulsivity, or distractibility, parents, teachers, and professionals may be lulled into a feeling that the problem has been solved. This may keep them from attempting to use non-medical approaches that might actually go much more deeply into the core of a child’s behavioral or attention difficulties.”

6. A major cause of ADHD is sugar: False
     “Sugar is perhaps the most accused food of causing hyperactivity. Research repeatedly shows sugar does not cause ADHD.”
     “There is little research to substantiate the theory that factors such as sugar, diet or ineffective parenting will cause ADHD.”

7. There is no known cure for ADHD: True
     “There is no ‘cure’ for ADHD”
     “Unfortunately there is no known cure for ADHD. Research suggests there will be no cure in the near future.”

8. The typical child grows out of ADHD: False
     “ADHD is not outgrown.”
     “ADHD is a lifelong disorder. It generally continues into adolescence, and up to 70% continue to exhibit symptoms into adulthood.”
9. In the United States approximately 45% of children with ADHD have been medicated: False
     “60-80% of kids diagnosed with ADHD have been treated at some point with medication.”
     “In the year 2000, 1 to 1.5% of all two to four year olds were receiving stimulants, antidepressants, or antipsychotic medications.”

10. Medication can have a long term positive impact on children with ADHD: False
      “Medications will not make your child a different person. It does not change personality, intelligence or temperament. To achieve the greatest benefit from medication your child must live in a highly structured environment…… Symptoms improved by medication are done so only temporarily.”

11. Statistics and studies show that children who receive stimulant medications such as Ritalin have an increased likelihood of abusing drugs in the future: False
    • Rief, Sandra. (2005). How to Reach and Teach Children with ADD/ADHD
      "Many people have concerns about stimulant medications possibly leading to increased rates of drug use in adolescence or adulthood. The research shows the opposite to be true. Fifty years of research has shown that therapeutic use of stimulants doesn't cause drug addiction."

12. ADHD students can't concentrate on anything: False
      “Many people assume the child with ADHD has a problem paying attention. This assumption makes little sense when the child is sitting in front of a video game so engrossed that he is not aware of anything else around him.”
    • Ashley, Susan. (2005). The ADD & ADHD Answer Book
      “In essence, when a child enjoys the task he finds it easy (concentrating)…..The difference is the average person is able to exert the mental effort despite how boring the material is, whereas the ADHD child is not.”
13. Most students with ADHD may qualify for special education services under the specific learning disability category of IDEA (Individuals with Disabilities Education ACT): False

- The National Dissemination Center for Children with Disabilities
  "Some students (with ADHD) may be eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA). Under the newest amendments to IDEA, passed in 1997, ADHD is specifically mentioned under the category of “Other Health Impairment.”

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Factors that Increase the Likelihood of ADHD

- **Factor #1**: Heredity
- **Factor #2**: Illnesses and medical issues (fetal exposure to alcohol and tobacco, etc.)
- **Factor #3**: Chemical deficiencies in the brain
- **Factor #4**: Poor parenting skills (increase severity but not cause ADHD)

Approaches for Students with ADHD

- **Approach #1**: Selectively ignore minor movements: It is important for teachers of ADHD students to “select their battles”. If teachers do not determine which behaviors are significant enough to warrant interventions and which can be ignored they may find themselves constantly disciplining ADHD students for minor inappropriate behaviors that are often beyond the student’s control. The teacher might consider ignoring a student’s actions if it is not significantly impacting the classroom environment (i.e.: rocking back in chair, fidgeting, etc.).

- **Approach #2**: Redirect the ADHD student with pre-arranged signals and non-verbal gestures: Some ADHD students respond well to non-verbal gestures and reminders that are given in a non-threatening manner. It is often effective to privately meet with the ADHD student to remind them that certain signals will be used to redirect their behaviors. This approach often prevents the need to call negative attention to the student. A red card placed on a student’s desk reminding them to raise their hand before answering a question or a light tapping on the desk are examples of this approach.

- **Approach #3**: Avoid classroom “down time”: ADHD students often struggle with breaks in the day or when they believe they have nothing to do. A strategy that can help ADHD students remain on task is to avoid down time. An example of this approach would be for the teacher to provide various directives and activities for the ADHD student as they enter the classroom (i.e., assignment on desk or board, etc.).

- **Approach #4**: Provide movement opportunities when the ADHD student appears upset: Providing the ADHD student with an alternative activity or task when they appear to be getting upset or restless often helps them to relax and be successful. An example of this approach would be to ask the ADHD student to erase the board, pass out papers, help the teacher in some way or take a note to the office.
Working with challenging students (continued)

**Teaching Strategies for Students with ADHD (continued)**

- **Approach #5: Display desired behaviors on charts and graphs:** Often ADHD students respond well to graphs and charts that identify behaviors that have been identified as a goal. The chart not only reminds the student of the desired behavior but also acts as an incentive for attainment. When the student displays the desired behavior a check is put on the chart. It’s important to remember that the desired behavior must be within the student’s ability level. Also, self monitoring techniques where the student is taught to monitor their own behavior on a graph can be very effective (upon receiving a prearranged signal the student marks how they're doing).

- **Approach #6: Teach the ADHD student step by step behavioral expectations:** While all students benefit from being taught the classroom rules of conduct and discipline it is extremely critical for the ADHD students to be taught each and every classroom rule and behavioral expectation. There is a strong likelihood that these rules and policies will need to be taught to the ADHD student on a repeated basis.

- **Approach #7: Schedule breaks and activities between long periods of academic study:** Many ADHD students become restless and disruptive after being seated and working on academics for a significant time period. It is advisable to schedule PE classes, library, computer lessons or group discussions between academics. Also, providing periodic stretch opportunities can be helpful.

- **Approach #8: Select a buddy to help the ADHD student with transitions:** Often ADHD students become confused and frustrated with transitions that require them to follow a series of steps and procedures. Assigning a friend who will quietly remind the ADHD student of each required step will provide them the assistance they need to be successful.

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Teaching Strategies for students with ADHD (continued)

➤ **Approach #9: Select a classroom seating location for the ADHD student that will limit the negative impact of visual distractions:** Remember that many students with ADHD and ADD issues are often distracted by the numerous visual stimuli in the classroom. They have a great deal of difficulty factoring out irrelevant visual stimuli which limits their ability to concentrate on what is important at the time. A fly on the wall, a student getting a drink and the cars in the parking lot are just some of the visual distracters that are common in the classroom. To counteract this problem, teachers should consider letting the student sit in a location that has the fewest visual distracters. Also, letting the student wear a hat with a visor or use a study carrel can help.

➤ **Approach #10: Ask the ADHD student to repeat directions:** Many ADHD students struggle with directions when preparing for an activity, assignment or transition. Quietly asking them to repeat the directions to the teacher or a “buddy” student helps them remember each step.

➤ **Approach #11: Allow the ADHD student to hold something in their hand during teacher led instruction:** Some ADHD students find themselves better able to focus and stay on task when they are allowed to hold something in their hand such as a small squeeze ball during teacher led discussions. Other approaches are to allow the student to hold a polished stone or foam ear plugs.

➤ **Approach #12: Set clearly defined and marked classroom boundaries to help the ADHD student remember where they should be:** Some ADHD students have an extremely difficult time staying in one location and not going to areas of the room that are off limits. Placing tape around the student’s desk that delineates the boundaries can help them remember to stay in a certain location (secure parental agreement; consider the student’s age and the issues of embarrassment).

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Table Discussion

Working with ADHD students

Discuss how you might use each of the following approaches with your ADHD students

1. **Behavior management:**
   - selectively ignore minor movements
   - list desired behaviors on desk charts
   - provide alternative activities when student is upset
   - proactively provide movement opportunities
   - redirect with nonverbal gestures and prearranged signals

2. **Academic support:**
   - avoid classroom down time
   - assign a buddy to help with transitions
   - schedule stretch breaks and movement opportunities between long periods of academics

3. **Other:**
   - let student hold something during instruction
   - ask the ADHD/ADD student to quietly repeat directions
   - set clearly marked boundaries
   - teach step by step behavioral expectations
   - select classroom seating location that limits visual distractions
Working with challenging students (continued)

➢ Approach #13: Encourage ADHD students to participate in extracurricular activities: For many ADHD students school is not a fun place to be. It's important to remember that many of these students not only enjoy but excel in athletics and other extracurricular activities (crafts, debate, art, music, etc.). Extracurricular activities provide ADHD students with a great deal of enjoyment which can help to develop their self esteem. It is therefore critically important for teachers to assist and encourage ADHD students to become involved in these activities. Reminding ADHD students of turnout deadlines, talking to coaches about their skills and reinforcing them for their involvement in the activities is advisable.

➢ Approach #14: Adjust homework expectations: Most students with ADHD struggle with homework. Homework can create severe challenges and frustrations for parents as they attempt to help their ADHD student. Staff members should remember homework that might take an average student twenty minutes to complete often takes the ADHD student three to four times as long to complete. It is advisable to assign homework that is at the student’s ability level and will not take them their entire evening to complete. Also, making certain the homework is review rather than new learning is critical.

➢ Approach #15: Use auditory and visual cues to help ADHD students focus their attention and emphasize critical points: When conducting teacher directed instruction it often helps ADHD students to focus on critical concepts when the teacher varies their approach. Using colored chalk, varying the voice level, emphasizing critical points with laser lights and using illustrations (no matter how poorly drawn) often helps ADHD students (and other students) grasp and remember critical concepts.

➢ Approach #16: Employ strategies that help the ADHD student block out auditory distractions: Remember that many students with ADHD have auditory distractibility issues which means the sounds that other students have no problem ignoring can become very distracting. Consider letting the students block out these sounds with headphones or possibly soft earplugs (check with the parents and speech therapist first).

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Approach #17: Teach the ADHD student appropriate “help needed” strategies that decrease the likelihood of frustration, out of seat behavior or talkouts when needing assistance: While most students become frustrated during confusing seatwork activities, this concern is often more serious for ADHD students. Teachers should teach their students acceptable ways to indicate they need help. Setting up a “help needed” flag on the corner of the desk is often an effective way for ADHD students to signal they need help. When the flag is displayed every effort should be made to provide the needed assistance as quickly as possible.

Approach #18: Provide specific step by step directives: ADHD students often struggle with general nonspecific directives during transition periods. Directives such as, “Prepare for language arts” can leave ADHD students lost and confused. Specific step by step directives such as, “I want everyone to take out their language arts books, turn to page 44, take out one pencil, one paper and then clear everything else off their desks”, are much easier for ADHD students to follow.

Approach #19: Select academic assignments that are at the correct level of difficulty: A DHD students often become frustrated and upset when their academic assignments are at a level that is much higher than their ability level. While this can be a problem for all students the likelihood of it happening with ADHD students is higher than other students because they typically struggle with work that the average student can handle. Teachers should participate in IEP meetings, stay in close communication with special education teachers and monitor achievement patterns closely so as to maintain a clear understanding of their ADHD students’ academic ability. Teachers should not hesitate to modify assignments to meet the students’ needs.

Notes:
Working with challenging students (continued)

- **Approach #20: Utilize time management tools:** The lack of time perception or awareness is a very common problem for students with ADHD. They are often forgetful and careless when it comes to deadlines or estimating how much time they have to complete a task or assignment. Consider allowing these students to wear a sports watch with a countdown timer that will provide a reminder of how much time they have left. Also, verbal reminders from the teacher, writing the amount of time left on the board and allowing the student to have an individual timer on their desk can help.

- **Approach #21: Allow the ADHD student to move during instruction:** Studies indicate that some ADHD students tend to learn more quickly when they are allowed to move during instruction rather than sit perfectly still. Allowing the student to stand and write their work on an easel, rock in a chair, participate in some type of minimal activity (erase the board, water plants, etc.) during instruction can help them focus on the concepts being taught.

- **Approach #22: Take advantage of incidental learning abilities:** Studies indicate that many ADHD students tend to concentrate intently on items that are placed on the wall or located around the classroom rather than on what the teacher is instructing. Teachers should consider taking advantage of this ability by placing information on the walls and bulletin boards that they would like the students to learn (i.e.: spelling works, math facts, etc.).

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Table Discussion

Working ADHD Students

Discuss how you might use each of the following approaches with your ADHD students.

1. **Behavior management approaches:**
   - moving the desk away from distractions
   - providing headphones to block out distractions
   - giving specific, step by step directions during transitions

2. **Academic support:**
   - adjusting homework expectations
   - matching academic expectations with ability
   - teaching appropriate help needed strategies
   - taking advantage of incidental learning capabilities
   - providing movement opportunities during instruction
   - varying the voice and using visual cues to highlight critical points

3. **Other approaches:**
   - encouraging participation in extra-curricular activities
Bullying has been prevalent in the schools since the beginning of formalized education. The vast majority of staff members realize that bullying can have a devastatingly negative impact on student comfort levels, and the building atmosphere. Bullying also has a very negative impact on student learning. Studies indicate that massive numbers of students are impacted by bullying issues at all levels and that hundreds of thousands of students skip school each day because of bullying related issues. Studies also indicate that students who are identified as being bullies have a very high likelihood of being involved in criminal activities by the time they are twenty-one. Many states are now requiring schools to have clearly defined anti-bullying policies in place.

**Critical Concepts**

- Bullying seriously disrupts student learning and comfort levels.
- Staff members must deal with bullying issues.
- There are many strategies staffs members can use to help the victims of bullying.
- Classroom and building-wide discipline systems have a direct impact on frequency and severity of bullying that takes place in the schools.

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Staff Members Must

- Understand the impact bullying has on students and learning
- Develop a commitment to deal with bullying issues
- Understand and implement anti-bullying strategies
- Understand the impact that classroom and building-wide discipline system have on the frequency of bullying

Definition of Bullying

The Bully Prevention Handbook: Hoover and Oliver

“Bullying is the physical or psychological harassment of persons less able to defend themselves than the tormentor”

- Harassment refers to the infliction of injury or humiliation.
- The harassment can be physical, verbal, sexual or social ostracism.
- The victim is usually weaker than the person inflicting the injury.

What are the Causes of Bullying?

- **Home factors:** Studies indicate that children who come from homes where there is a lack of parent involvement, a high degree of violence, little supervision, excessive freedom, a lack of accountability and/or a lack of parental affection tend to have a higher likelihood of turning to bullying patterns.
- **School factors:** Studies indicate that students who attend schools where there are low levels of staff visibility, weak classroom and school-wide discipline systems, poor student-staff relations, negative expectations and a lack of interventions designed to help students deal with bullying issues have a higher likelihood of turning to bullying patterns.
Which Students are Most Likely to be Bullied?

➢ Many factors: There are numerous factors that tend to impact the likelihood of students becoming a victim of bullying.

➢ Characteristics of girls who are most likely to be bullied: Studies indicate that some of the factors that tend to increase the likelihood of girls being bullied are:
  - not fitting in
  - facial appearance
  - crying/emotional
  - overweight
  - good grades
  - unattractive
  - attractive
  - well developed
  - homosexual rumors

➢ Characteristics of boys who are most likely to be bullied: Studies indicate that some of the factors that tend to increase the likelihood of boys being bullied are:
  - not fitting in
  - physically weak
  - short tempered
  - peer relations
  - clothing
  - being “artsy”
  - lacking a “macho” image
  - homosexual rumors
  - nonathletic

Notes:
Working with challenging students (continued)

<table>
<thead>
<tr>
<th>Staff Attitudes</th>
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<tbody>
<tr>
<td><strong>Staff members must:</strong> Understand the rationale for and importance of dealing with bullying issues.</td>
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<tr>
<td><strong>Staff discussions:</strong> One procedure that can help the staff put bullying into perspective is to discuss the following statements:</td>
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<tr>
<td>A. “Bullying is not a problem in my classroom or school.”</td>
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<tr>
<td>B. “Bullying is normal and kids can handle it.”</td>
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<tr>
<td>C. “I was bullied in school and I survived. These kids will too.”</td>
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<tr>
<td>D. “Why should I be concerned about bullying? I’ve got to concentrate on teaching?”</td>
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Table Discussion

*Staff attitudes regarding bullying*

Share your reactions to each of the following statements about bullying in your classroom and school. Do you agree with the statements?

1. “Bullying is not a problem in my classroom or school.”

2. “Bullying is normal. Kids can handle it.”

3. “I was bullied in school and I survived. These kids will too.”

4. “Why should I be concerned about bullying? I’ve got to concentrate on teaching.”
Working with challenging students (continued)

Classroom Awareness Discussions

- **Classroom discussions:** The purpose of classroom bullying awareness discussions is to help students understand what actions constitute bullying, how their peers feel about bullying, why bullying hurts a student’s popularity, if there is help available and many of the concerns and worries they have about bullying are shared by their friends.

- **Discussion topic:** A good way to begin a classroom bullying discussion is with the following statement: “Class, today we are going to discuss a topic that is probably very important to each of you. That topic is bullying. Please give me your reactions to each of the following questions.”

- **Specific questions:** Students should be asked to respond to the following questions:
  
  A. “What is bullying? Why do some kids bully?”
  B. “Have you been bullied? How did it feel?”
  C. “Are kids who bully others popular? Why?”
  D. “How do you feel when you see kids being bullied?”
  E. “Would you like to help the victims of bullies?”
  F. “Do you know what the bullying myths are?”

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Six Bullying Myths

➤ **Bullying is only hitting:** Bullying is much more than just hitting. It can be intimidation, harassment, social ostracism, etc.

➤ **Some kids deserve to be bullied:** Bullying is cruel and mean. No student deserves this type of treatment.

➤ **Only babies complain about bullying:** Students are not babies if they complain about bullying. Bullying is cruel and unjustified. Students need to understand that it is okay to speak up against bullying.

➤ **Fighting is the best way to stop bullying:** Fighting is not the best way to stop bullying. Resorting to violence when dealing with bullying propagates violence and creates an environment where “Might makes right”. Also, when students turn to violence to deal with bullying it is not always the student who was being bullied that is the last person standing. We must teach our students that there are ways to deal with bullying other than violence.

➤ **Bullying teaches kids to be tough:** Bullying does not have a “silver lining”. The truth is bullying does not teach students to be tough. It teaches them to fear school, be nervous and insecure.

➤ **Telling on a bully is “ratting”:** The truth is telling on a bully is not ratting. Telling on a bully is reporting. The difference between reporting and ratting is:
- **Ratting:** Telling on somebody to get them in trouble
- **Reporting:** Telling on somebody to help somebody

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### Classroom Discussion: Strategies Students can use when they are being Bullied

- **Students who are being bullied need our help:** Many students who are being bullied do not know who to turn to for help or how to deal with the bullying. Staff members should be prepared to conduct classroom discussions which let students know there are many things they can do when they are bullied.

- **Goals of bullying discussions:** The messages that should be communicated to students as a result of bullying discussions are:
  - A. There are many ways of dealing with bullying
  - B. Some of the strategies are not difficult
  - C. Students need to pick and practice the strategy that will work best for them

- **Discussion topic:** A good way to begin a classroom discussion about strategies students can use when they are bullied is to state the following: “Class, you have probably all been bullied at one time or another. Did you know there are many things you can do when this happens? Let’s review the following strategies.”

- **Strategies to be reviewed:**
  - A. Relax and consider the options
  - B. Say “Stop!” and walk away
  - C. Stand by an adult
  - D. Bore the bully; use humor; act like you don’t notice the bullying
  - E. Agree with everything the bully says and walk away
  - F. Tell a teacher

- **Another approach:** Another discussion approach is to ask the students what strategies have worked for them

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Classroom Discussion: Strategies for Students who see others being Bullied

➤ **Students who witness acts of bullying:** Bullying does not just hurt the students who are being bullied. Bullying also hurts the students who see the bullying take place. Students who witness acts of bullying are often very uncomfortable and wish they could help. These students should know there are many ways they can help.

➤ **Conducting classroom discussions:** It is appropriate for the teacher to conduct classroom discussions that are designed to help students who witness acts of bullying. The discussion might start with the following statement: “You’ve probably all seen students bully other students. In our earlier discussions you indicated this bothered you and made you want to help the student who was being bullied. Let’s review some strategies you can use when you see this happening.”

➤ **Strategies to be discussed:**
   A. Don’t join in
   B. Don’t watch
   C. Ask the bully to stop
   D. Be nice to victim
   E. Ask the victim to leave with you
   F. Get adult help
   G. What approaches have you used?

➤ **Goals of discussion:** The goals of the discussions are to help students understand:
   A. There are strategies available for them to use that will help.
   B. Some of the strategies are not difficult to use.
   C. Students need to pick the best strategy that they can use to help students who are being bullied.
   D. Students should practice the helping strategies.
   E. It’s okay to get help when a student sees another student being bullied.

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Working with challenging students (continued)

Helping Students who are Bullying Others

➤ **Students who bully others need our help too:** Students who bully others usually become very unpopular, have a difficult time at school and struggle in the workplace. Studies also indicate that students who have a history of bullying others often have a criminal record by the time they are young adults. It is therefore critical for staff members to do whatever they can to help these students.

➤ **Staff members must understand why many students become bullies:** Staff members who want to help students who are turning to bullying actions must understand why many students bully their peers. There are numerous home and school factors that tend to increase the likelihood of a student turning to bullying behaviors.

➤ **Home factors:** Some of the more significant home factors that appear to increase the likelihood of a student turning to bullying actions are:
  A. Little supervision
  B. Homes where violence is in evidence
  C. Homes where “might makes right”

➤ **School factors:** Some of the more significant school factors that appear to increase the likelihood of a student turning to bullying actions are:
  A. Unclear rules of conduct
  B. Rules that are announced and not taught
  C. Low levels of staff visibility

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**Strategies Staff can use to Help Students Who Bully Others**

- **Maintain a structured environment:** One of the most effective approaches staff members can take is to help students who turn to bullying behaviors is to create and maintain a structured and orderly classroom environment. Students in classrooms with poor discipline systems tend to turn to bullying actions far more frequently than in rooms that have strong discipline systems. Strategies for establishing effective discipline systems were reviewed in earlier portions of this workshop.

- **Provide students who bully others with leadership opportunities:** Many students who bully others have leadership potential but have not been given the opportunity to develop that potential. When teachers provide these students with leadership opportunities there is an increased likelihood they will develop a more positive self image. Leadership opportunities might include:
  A. Leading discussions
  B. Tutoring other students
  C. Being given important classroom responsibilities

- **Develop positive relations with staff members:** Many students who bully others do not have any positive adult role models or relations. One of the most powerful strategies for helping students who bully others is to develop positive relations with these students. Some of the strategies for doing so are:
  A. Greeting the student each morning
  B. Saying hello
  C. Taking a personal interest in the student
  D. Complimenting the student whenever possible
  E. Understanding the students needs and situation

- **Changing the student’s self concept:** Self concepts create identities that drive student behaviors. Students who bully others often see themselves as being good at bullying which is a driver of their identity. The following strategies will help change the student’s identity:
  A. Show off the student’s successes
  B. Provide public and private recognition
  C. Communicate positive expectations
Working with challenging students (continued)

Surveying the Students

➢ It’s important for the staff to know the impact of their bullying intervention strategies: If staff members fail to survey their students they will not know if they are having a positive impact on the bullying patterns throughout their classrooms and schools.

➢ Important feedback: Effective bullying surveys must be designed to provide important information which will indicate if bullying is increasing or decreasing. These surveys should also provide an indication as to how frequently bullying is occurring, when bullying is occurring, where bullying is occurring and who is doing the bullying.

➢ Make the survey simple: It is important for the survey be short, easy to administer and easy to score. Surveys that require the students to answer a few questions by simply responding yes or no are the most effective.

Notes:

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Student Survey

Grade Level: 6, 7, 8

Sex: M F

1. Have you been physically bullied over the last month (hit, kicked, punched, pinched, tripped etc.)?
   A. Not at all   B. Once   C. A few times   D. Many times

2. Have you been bullied over the last month in other ways (teased, intimidated, harassed, humiliated)?
   A. Not at all   B. Once   C. A few times   D. Many times

3. If you were bullied over the last month, do you feel you were able to handle it on your own?
   A. I was not bullied.
   B. Yes, I was bullied and I handled it on my own.
   C. Yes, I was bullied and I was not able to handle it on my.

4. If you were bullied over the last month, did you go to an adult for help?
   A. I was not bullied.
   B. Yes, I was bullied and I did go to an adult for help.
   C. Yes, I was bullied but I did not go to an adult for help.

5. If you were bullied over the last month, who did you receive the bullying from?   A. I was not bullied   B. Mostly boys   C. Mostly girls

6. If you were bullied over the last month, what were the ages of the students who bullied you?
   A. I was not bullied   B. Younger students   C. Older students
   D. Students my own age

7. If you were bullied over the last month where did the bullying occur?:
   A. I was not bullied   B. In my classroom   C. In the halls
   D. In the lunch room   E. At the bus stop   F. On the fields

8. If you were bullied over the last month what time did it happen?:
   A. I was not bullied
   B. I was bullied before school
   C. I was bullied during the school day
   D. I was bullied after school

9. Have you seen other kids being bullied at school? A. Yes B. No

10. Should the teacher talk more to the class about bullying and how kids should handle it?: A. Yes   B. No
Table Discussion

Bullying

1. Are you planning to implement any of the following strategies to help the victims of bullying:
   
   A. Conduct general classroom bullying discussions

   B. Review strategies for students who are being bullied

   C. Review strategies for students who witness bullying

   D. Take steps to help students who bully others

2. Do you think your building should give the bullying survey to its students?:

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Dear teachers:

I am a survivor of a concentration camp. My eyes saw what no person should witness. Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates.

So I am suspicious of education. My request is help your students become human. Your efforts must never produce learned monsters, skilled psychopaths or educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more humane.

The Teacher and Child
Dr. Ginott

Notes:
Bibliography


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Wong, Harry.  The First Days of School: How to be an Effective Teacher.  Harry K. Wong, 

Notes:

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Discipline Workshop Evaluation

Please answer the following questions by using the following scale

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Do not agree</td>
<td>Somewhat agree</td>
<td>Strongly agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This workshop was valuable to me: 1, 2, 3, 4, 5

Comments:

2. I learned some worthwhile strategies during this workshop: 1, 2, 3, 4, 5

Comments:

3. I would recommend this workshop to others: 1, 2, 3, 4, 5

Comments:

4. The part of the workshop that was most valuable to me was:

5. The part of the workshop I would change was:

6. Other comments: