How to manage the unmanageable students

Presentors:
Aaron Massey- Behavior Teacher for CHHS & Sped DLL
Emily Perry- LSSP HMS & HES
Sarah Allison- Behavior Interventionist Secondary, CAN & HES
“Your goal is to help implement an effective, positive, and practical intervention plan to increase success of a student through academic learning, the decrease of challenging behaviors, and the increase of desirable social and life behaviors.”
#Teacherlife

- TEKS
- PBIS
- STAAR
- RTI
- Meetings
- Lesson Plans
- Grades
- TTESS
- PLCs
- Parent Conferences
- STAAR
Portrait of a graduate

Global Citizens
Collaborative Workers
Effective Communicators
Skilled Problem Solvers
Self-Regulated Learners
Think about your students

Temperament and Personalities
Leaders and Feeders
Internalizers and Externalizers
Attention-seekers and Avoiders
Ask Yourself...

1. What is the developmental expectation?
2. Where are they functioning?
3. What is going on inside?

The kids who need the most love will ask for it in the most unloving ways.

Under the Surface
It is our job to understand each student’s unique perspective and experience. Ask questions and show interest.
Ask about what you see

“I noticed that you... and perhaps you did this because...”

“I wonder if you are feeling... because...”
In their synthesis of the research, Edmund Emmer, Julie Sanford, Barbara Clements, and Jeanne Martin (1982) note that at all public school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place ... In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment.
1. “Withitness”- involves a keen awareness of disruptive behavior or potentially disruptive behavior and immediate attention to that behavior; of the four dimensions, it is the one that most consistently separates the excellent classroom managers from the average or below-average classroom managers.
2. Smoothness and momentum during lesson presentations
3. Letting students know what behavior is expected of them at any given point in time
4. Variety and challenge in the seatwork assigned to students
5. Established early in the school year
6. Employ different types of strategies with different types of students
How do you implement this in your classrooms?
Questions to ask yourself....

● “What will I say when I want my students to listen?”
● “How will I get them to do what I want?”
● “What should I do when {gasp} they DON’T behave or listen to me?!”

Perhaps you’ve also had these thoughts...

● “What should I do when they are misbehaving?”
● “How can I teach my students to be good classroom citizens?”
● “How do I positively reinforce?”
Process to follow

1. Define what it is you want in your classroom
   a. What and where are the boundaries?
2. Identify your targets and its influencers
3. Examine triggers, signals, and patterns
   a. A-B-C’s of behavior/Functions
4. Develop a plan of action
   a. Student buy-in
5. Stick to the plan

Hint: Look at records...RTI, 504, IEP, BIP
**Function-Based Intervention**

The behavior should not drive the intervention, the function should drive the intervention.

Behavior occurs:

- To allow us to escape an activity or situation
- As a means to get attention
- So that we can get tangible items
- For self-stimulation/sensory

Positive Reinforcement
Handout

Behavioral Momentum
Scheduled Exercise
Help Card/Break Card
Cueing/Distractor
Check-in/out

PBIS  Intervention Central
What is a 504 Behavior plan/BIP??
What to look for

- Strategies
- Behaviors
- Triggers
- Reward systems
- Action plan

What can you do if the BIP doesn’t “fit” your classroom or describe what you see?
Emergency plan

It can’t always go as we would hope. Set up an emergency plan for support when it is needed. Always be prepared for the worse case scenario.
Important to never forget...

Behavior may get worse before it gets better.

So don’t get discouraged.
Tips for Redirection

- Be empathic
- Clarify what you are saying
  - Precision Commands
- Ignore challenging questions
- Keep your nonverbal cues nonthreatening
  - Respect personal space
  - Be aware of your body position
- Permit verbal venting when possible
- Set and enforce reasonable limits
- Avoid overreacting
How do I react when behaviors occur?

- Stay calm (on the outside)
- Keep a neutral facial expression
- Lower tone of voice
- Clear and simple directions/ instructions
  - Talk less—allow time to process
- Give space
- Maintain expectations
- Don’t try to teach in the middle of an episode
  - Wait until everyone is calm
- Always communicate with respect NO MATTER what the person may have done or be doing.
- QTIP= Quit taking it personally
WAYS TO AVOID POWER STRUGGLES

- Provide 2–3 acceptable choices
- Pick your battles—How important is it really?
- Give the student more time
- Offer help
- Change staff
Debriefing after a situation

- Are you ok now?
- What were the triggers for this incident?
- What made you mad or upset?
- What did you do?
- How did staff and others respond?
- How did this affect you?
- Can the triggers we identified be avoided in the future?
- How could you respond differently next time?

Questions to ask your student:
Debriefing cont...

- This is a discussion NOT a lecture
- Encourage active participation
- Provide frequent specific praise
- Debriefing should be adapted to what works best for the student
- If the person is unlikely to benefit from the conversation then it may not be appropriate
- Debriefing can we used to mediate a conflict between peers
Why do we fall short?

- Didn’t involve the right people
- Didn’t ask the right questions
- Didn’t get to know the student
- Didn’t check back in regularly
- Over-reliance on shaming (aka clip charts)
Don’t be afraid to ask!!!

- If you need to brainstorm ideas to help a struggling student, reach out to your team members or Admin.
- If you have questions or need assistance with the BIP contact the case manager, campus LSSP, or the behavior interventionist.
- NEVER forget, we are ALL a team and here to support each other. Always keep the students best interest at heart.
QUESTIONS??????
Don’t forget to give your feedback in Sched for this session!

Have a great rest of your day!