

When students have difficulty.....

SHOWING RESPECT

- Model respect for students by:
 - Saying “please” and “thank you”
 - Correcting students in private, not in front of peers
 - Using a calm, polite voice tone at all times
 - Making eye contact & keeping a respectful distance
 - Allowing them to be a part of the decision-making process (class rules)
- Have a class discussion about what respect means. Post a list of student descriptions.
- Use a quote as a springboard for class discussion on respect. “No one can make you feel inferior without your consent.” E. Roosevelt
- Use the following prompt to generate a discussion on “respect.” (The teacher of your favorite class begins each day with a discussion. You enjoy participating because you always have so much to share. Sometimes people do not agree with you and you get angry. When this happens, you roll your eyes at the class and no longer participate. What is a better way to handle this situation and why?)
- Catch students showing respect for others
- At the end of the day/week, have students reflect about the ways other students/teachers have shown respect.
- Post the “Showing Respect “ skill poster. Teach lessons about the skill using windowpaning, role-playing, illustrations, etc.

GETTING ALONG WITH OTHERS

- Discuss the following questions with students:
 - What might prevent you from getting along with others?
 - Why is it important to get along with others?
 - How can you get along with others?
- Display the “Getting Along with Others” skill poster. Discuss the steps and have the students draw icons for each step.
- Use a quote to stimulate a discussion on “getting along.” “The shoe that fits one person pinches another; there is no recipe for living that suits all cases.” C.G.Jung
- Use questions as springboards discussion. (Should you be expected to get along with everyone? What are some strategies you can use to get along with everyone?)
- Discuss a time when you might have had a difficult time getting along with someone and how you handled the situation.
- Have “You’ve been caught” coupons and give them to individuals or groups when they get along with each other.
- Start a “We Get Along” paper chain that can grow around the classroom as links are added. When groups get along in the classroom or on the playground, a link is added to the chain.
- Start a “Random Acts of Kindness” recognition system. Students can write about random acts of kindness on die-cut shapes and post around the room.

WHEN STUDENTS HAVE DIFFICULTY

CONTROLLING ANGER

- Ask students as a class to discuss what makes them angry. List their responses and ask them to they handle their anger. Shape their responses if inappropriate.
- Invite the school counselor to speak to your class about anger control strategies.
 - Positive ways to let anger out:
 - Squeeze something like a ball of wadded up paper, clay or a soft ball.
 - Press your hands tightly together.
 - Say to yourself over and over, “I can be calm.”
 - Take two slow deep breaths.
 - Count to ten before doing anything
 - Walk away and think about something good you can do.
 - Talk with someone about what made you so mad.
- Use a quote to generate discussion about anger and ways to control anger, “To rule one’s anger is well; to prevent is still better.” by T. Edwards and “Anger is never without a reason, but seldom a good one.” by Benjamin Franklin.
- Be diagnostic in looking for signs that a student might explode.
 - Notice body language, verbal remarks, facial expressions
 - Look for patterns in behavior (time of day, prior events, specific classes)
 - Use defusing strategies before the student reaches the boiling point whenever possible.
 - Empathy
 - Coupling statements
 - Change the subject
 - Humor
 - Plan a signal with the student that you can give when you notice he/she seems angry.
- Help students with transitions between activities and/or classes. Review the expectations for behavior.
- Display the Anger Control skill poster. Discuss the steps and teach the Anger Control lessons. Discuss what negative things happen when people do not handle anger well.
- Model anger control for your students. If you feel yourself getting upset, tell the students and model appropriate strategies. If you lose control, apologize when you’ve calmed down.
- Equate handling anger well with maturity/growing up. Notice when students handle anger well. Say, “You’re really showing maturity by not hitting/yelling/crying.”
- Model good anger control.

WHEN STUDENTS HAVE DIFFICULTY

TALKING EXCESSIVELY

- This is more a social problem than a discipline problem. This is often a compulsive behavior.
- Never assume the student knows he/she is talking. The student may or may not know.
- Remember, your relationship with one student affects your relationship with all students. How you handle this student can damage your relationship with other students. Don't show a side of you that you don't want other students to see.
- React consistently and never punish irrationally. Don't get on the talker one day, and ignore him/her the next.
- Look for the reason for the talking.
- Create a plan with the student to change the behavior.
- The talker has a strong activity need. Give this student small tasks and responsibilities daily to fulfill this need.
- Tell the student you will call on him/her during class discussion. You may even tell the student the question you will be asking.
- Seat the talker near quiet and serious students.
- Station yourself next to this student during presentations.
- Develop a set of hand signals to remind the student when he/she is talking. Don't stop class and reprimand, however.
- Capture and hold attention by calling on the talker often.
- Reinforce positive behavior.
- Try incentive programs to encourage attention and preparation.

BLURTING OUT

- Accept one important fact: This student is more disturbing to the teacher than to classmates. With this acceptance, a teacher is more likely to respond in a professional way. Without it, a teacher may create a total disturbance in the classroom.
- The behavior of the blurter is either overanxious or attention-seeking.
- Acknowledge the student whenever this behavior occurs with eye contact or hand movements, but no verbal comment.
- Give the student opportunities to participate at a planned time. Tell him/her before class the question you will ask.
- Use the student's name before you ask a question, and tell him/her this is what you are going to do to help solve the problem.
- Speak softly and calmly, and never reprimand him/her in the presence of other students. Have a student/teacher conference to discuss why blurting out is not appropriate behavior in the classroom. Go over a plan of action with student input.
- Stand close to this student during class discussions.
- Give attention in positive ways when the blurter is not being disruptive – rather than allowing him/her to be recognized only negatively.

-

WHEN STUDENTS HAVE DIFFICULTY

- Develop a relationship. This student has few, if any, meaningful relationships with adults. With teacher concern, caring, and attention, you can count on one important factor: This student will try.

ARGUING

- Respond consistently to the inappropriate behavior. Whenever the student begins to argue, gently correct him/her. Let him/her know that this is an example of arguing and inform him/her what to do next. (Bob you are arguing, please be quiet. You need to sit down and start your assignment.) OR give him/her another way to say what he/she needs to say. (Bob, you can tell me your opinion, but you need to use a quiet and respectful voice.)
- If the student complies, praise him/her for being cooperative and following directions. If the student does not comply, implement a consequence such as time owed.
- Establish procedures that allow the student to express complaints and concerns at a prearranged time. This will help him/her learn that while you respect his/her feelings and thoughts, you are not willing to participate in arguments during class.
- Use reinforcement to encourage appropriate behavior. Give the student increased praise when he/she is being cooperative.
- Maintain a 4:1 ratio of positive to negative attention.

RESOLVING CONFLICTS

- Discuss conflicts that arise in life. Ask for student input on how to resolve problems.
- Use a quote to generate discussion about conflict and ways to resolve conflict. “The problem is not that there are problems. The problem is expecting otherwise and thinking having problems is a problem.” Theodore Rubin
- Teach the SODAS method of conflict resolution. This can be done with 2 students or the whole class.
 - S = Situation (Identify the problem.)
 - O = Options (List what can be done.)
 - D = Disadvantages (List the disadvantages of the options.)
 - A = Advantages (List the advantages of the options.)
 - S = Selection (Select an option to try.)
- Teach Kelso (elem.) strategies. Ask your counselor for a poster. Invite your counselor to teach a lesson on the difference between big and small problems.

WHEN STUDENTS HAVE DIFFICULTY

REFUSING TO DO WORK

- Make your expectations very clear. State the choices that are available to the student now or later. Show him/her the ramifications of the “I won’t do it” attitude. Say, “That’s fine, but this is what I must do if you don’t try.”
- Be sure that you and the student are clear regarding what the specific results will be.
- Help the student to realize that your expectations are fair and reasonable. Then, follow through with the stated consequences.
- Set reasonable goals for this student. Don’t expect the student to alter his/her behavior all at once.
- Remain calm. Don’t react personally. Stay professional.
- Be consistent in the way you deal with this student. Don’t show favoritism one way or the other from day to day.
- When correcting the student, preface a negative comment with positive comments. For instance, say, “This behavior isn’t typical of you; what happened?” or “You usually get along with everyone. What made you fight today?” It is easier for this student to accept teacher guidance when it’s clear that you see his/her good points as well as his/her faults. Regard every correction situation as an opportunity to build relationships with the student – not to destroy them.
- Notify parents early. Do not allow this behavior to reach an excessive level before scheduling a conference. This may be a problem at home too, and parents may be most willing to assist in working with the student.
- Look for small improvements in the behavior of the student. Your ability to see the small positive changes will affect how you work with the student.

FOCUSING ATTENTION ON WORK

- Do not force this student to sit for a long time. He/she can’t.
- Arrange for him/her to move at intervals planned by you.
- Create short-term goals for the student so he/she can realize more successes, and find activities that will absorb the need for active learning.
- Students may act on impulse. Treat such acts as a temporary lack of self-control – which is normal. Remember, at times students will act impulsively without thinking. Correct such acts, but don’t make this behavior into something it isn’t.
- Give positive reinforcement whenever the student is quiet or completing assignments appropriately.
- Make improvement your goal. Have the student keep a chart of how many times you have corrected. In the process, develop a set of hand and eye signals that will let you correct without disturbing class.
- Give task assignments that involve activity, such as passing out papers – as long as work is being done. This will motivate him/her to work more quickly.
- Schedule a parent conference early.

- Always use verbal and nonverbal communication in a slow, quiet patient way. Any other strategic action only increases the student's anxiety and makes the behavior worse.

WHEN STUDENTS HAVE DIFFICULTY

GETTING APPROPRIATE ATTENTION

- Understand that this student is doing everything possible to let the teacher, parents, and peers know he/she exists.
- Frequent praise and attention is the core of any plan you make for this student. The student must see that he receives more frequent and more satisfying attention when he behaves cooperatively than when he is disruptive.
- Ensure a 3:1 ratio of positive to negative attention.
- Create a visibility or leadership role for this student.
- Be kind, polite, and firm at all times.
- Model the behavior you want. Speak softly and quietly.
- Increase non-contingent attention (interact with the student at neutral times about things the student is interested in).
- Give a preplanned signal to remind about behavior.
- Be constantly aware of the times you give attention to the attention demander. Be aware of this student's strong need for attention and provide it for positive actions – not just for disruptions.
- Respond consistently to the disruptive behavior.
 - Because it is important for the student to learn that he will not be able to prompt people to nag and pay attention to him with this behavior, you need to ignore most of it. While ignoring, do not look at the student or talk to him. Do not act disgusted or impatient with his behavior. Simply interact in positive ways with students who are behaving appropriately and meeting classroom expectations. As soon as the target student is no longer being disruptive, pay attention to him, but make no reference to his inappropriate behavior.
 - The only time you shouldn't ignore the disruptive behavior is when it affects other students (poking, loud comments). On these occasions, you may need to use a consequence, such as time owed off of recess or in school detention.
 - If other students give the target student attention when he is disruptive, gently correct them.