

*Milwaukee Public Schools
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Interventions for Behavior Problems: Effective Strategies for Groups and Individuals



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Working With Defiant Kids: Communication Tools for Teachers



Teachers cite conflicts with defiant and noncompliant students as being a primary cause of classroom disruption. In many schools, staff believe that student misbehavior is so pervasive that it *seriously interferes with effective instruction*. This article outlines important communication tools that teachers can use to defuse (or even prevent!) confrontations with students.

Why do classroom conflicts between teachers and students seem to occur so frequently?

Conflicts are social power struggles and must always involve at least two parties. As conflicts between *students* and *teachers* appear to be so widespread, it might help to examine what factors tend to push each party into these power struggles.

- *Students* who are prone to conflict often do poorly in school. They may act out in part to mask their embarrassment about their limited academic skills. These students may also lack basic prosocial strategies that would help them to work through everyday school difficulties. For example, students may become confrontational because they do not know how to ask for help on a difficult assignment, lack the ability to sit down with a peer and calmly talk through a problem, or are unable to negotiate politely with a teacher to get an extension on an assignment.

Students can also sometimes adopt defiance toward teachers as a *deliberate* strategy--because, in the past, this confrontational behavior seems to have 'paid off' for them in the form of reduced expectations for schoolwork or improved social standing with peers. The longer that a student has engaged in habitual confrontational behavior, the more time and energy a teacher will probably need to invest in specific strategies to turn that behavior around.

- *Teachers* who get pulled into power struggles with students may not realize that they are often simply *reacting* to student provocation. For each step that the student escalates the conflict (e.g., raising his or her voice, assuming a threatening posture), the teacher matches the step (e.g., speaking more loudly, moving into the student's personal space). In other words, a teacher allows the *student* to control the interaction.

Furthermore, if an instructor has already decided that a student is generally defiant, the teacher may be overly quick to jump to conclusions, interpreting *any* ambiguous behavior on the part of the student (e.g., muttering in frustration during a test) as intended to be deliberately confrontational (Fisher et al., 1991). The instructor may then reprimand or criticize the student, triggering a confrontation.

What is the most important point to keep in mind when working with a defiant or noncompliant student? The cardinal rule to keep in mind in managing conflicts with students is *to stay outwardly calm and to maintain a professional perspective*. For example, it is certainly OK

to experience anger when a student deliberately attempts to insult or confront you in front of the entire classroom. If you *react* with an angry outburst, though, the student will control the interaction, perhaps escalating the conflict until the student engineers his or her desired outcome. If you instead approach the student in a business-like, neutral manner, and impose consistent, fair consequences for misbehavior, you will model the important lesson that you cannot be pulled into a power struggle at the whim of a student.

Instructors who successfully stay calm in the face of student provocation often see two additional benefits:

1. Over time, students may become less defiant, because they no longer experience the 'reward' of watching you react in anger;
2. Because you now deal with student misbehavior impartially, efficiently and quickly, you will have more instructional time available that used to be consumed in epic power struggles.

How do I deliver a teacher command in a way that will minimize the chance of a power struggle? You can increase the odds that a student will follow a teacher command by:

- approaching the student privately and using a quiet voice
- establishing eye contact and calling the student by name *before* giving the command
- stating the command as a positive (*do*) statement, rather than a negative (*don't*) statement.
- phrasing the command in clear and descriptive terms (using simple language that is easily understood) so the student knows exactly what he or she is expected to do (Walker & Walker, 1991).

There are several ways that you might use to deliver a teacher command. The table below presents two sequences for teacher commands, one brief and one extended (Thompson, 1993; Walker & Walker, 1991). Your choice of which to use will depend on your own personal preference and your judgment about how a particular student will respond to each:

<i>Teacher Command Sequence (Brief)</i>	<i>Teacher Command Sequence (Extended)</i>
<p>1. Make the request. Use simple, clear language that the student understands. If possible, phrase the request as a positive (<i>do</i>) statement, rather than a negative (<i>don't</i>) statement. (E.g., "<i>John, please start your math assignment now.</i>") Wait a reasonable time for the student to comply (e.g., 5-20 seconds)</p>	<p>1. Make the request. Use simple, clear language that the student understands. If possible, phrase the request as a positive (<i>do</i>) statement, rather than a negative (<i>don't</i>) statement. (E.g., "<i>John, please start your math assignment now.</i>") Wait a reasonable time for the student to comply (e.g., 5-20 seconds)</p>
<p>2. [If the student fails to comply] Repeat the request. Say to the student, "You need to..." and restate the request. (E.g., "<i>John, you need to start your math assignment now.</i>")</p> <p>Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)</p>	<p>2. [If the student fails to comply] Repeat the request as a 2-part choice. Give the student two clear choices with clear consequences.</p> <p>Order the choices so that the student hears a pre-selected negative consequence as the first choice and the <i>teacher request</i> as the second choice. (E.g., "<i>John, you can refuse to participate in the math assignment and receive</i></p>

	<p><i>a referral to the principal's office, or you can start the math assignment now and not be written up. It's your choice.</i>^)</p> <p>Take no other action. Wait a reasonable time for the student to comply (e.g., 5-20 seconds)</p>
<p>3. [If the student fails to comply] <i>Impose a pre-selected negative consequence.</i> As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.</p>	<p>3. [Optional-If the student fails to comply] <i>Offer a face-saving out.</i> Say to the student, "<i>Is there anything that I can say or do at this time to earn your cooperation?</i>" (Thompson, 1993).</p>
	<p>4. [If the student fails to comply] <i>Impose the pre-selected negative consequence.</i> As you impose the consequence, ignore student questions or complaints that appear intended to entangle you in a power struggle.</p>

Are there other effective communication strategies that I can use with defiant students?

There are a number of supportive techniques that teachers can use to establish rapport and convey their behavioral expectations clearly to students, including:

- **Active listening.** Active listening, or paraphrasing, is the act of summarizing another person's ideas, opinions, or point of view in your own words. Students who are chronically hostile and confrontational often believe that nobody truly listens to them. When upset, they frequently interrupt the teacher because they believe that the instructor does not understand their point of view.

Active listening is powerful because it demonstrates beyond a doubt that you have not only *heard* the student's comments but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Note, though, that active listening does not imply that you necessarily *agree* with the student's point of view. Rather, it shows that you fully *comprehend* that viewpoint. Students tend to view teachers who practice active listening as being empathic, respectful, and caring individuals.

Here are some statements you can use when paraphrasing student comments:

- "Let me be sure that I understand you correctly..."
- "I want to summarize the points that you made, so that I know that I heard you right..."
- "So from your point of view, the situation looks like this..."

Once you have finished summarizing the student's point of view, give that student the opportunity to let you know how accurately he or she thinks you paraphrased those views: "*Does what I just said sound like your point of view?*" And don't be surprised if the student clarifies his or her position at this point. ("Well, teacher, I don't think that you really *meant* to pick on me when I walked into class late, but when you called me by name and drew attention to me, I got really embarrassed!") Though a simple communication technique, active listening can transform a potential classroom conflict into a productive student/teacher *conversation*.

One final tip about active listening: when a student is quite upset and talking very quickly, you can safely interrupt him or her, take control of the conversation, and still seem supportive by using an active listening phrase (Thompson, 1993). For example, you might interrupt a student by saying, “Whoa, just a minute! You’ve covered a lot of ground. Let me just try to sum up what you said so that I know that I am understanding you!”

- *I-centered statements.* When we tell oppositional students that they are engaging in inappropriate behaviors, we run the risk of having them challenge the truth of our statements or of taking offense at being criticized for their conduct. An instructor’s use of *I-centered statements* can reduce the potential that teacher criticism will lead to student confrontation. Because *I-centered statements* reflect only the instructor’s *opinions* and *viewpoints*, they are less incendiary and open to challenge than more global statements that pin blame for misbehavior on the student.

For example, rather than telling a student, “You are *always* disrupting class with your jokes and fooling around!,” you may say, “Zeke, I find it difficult to keep everybody’s attention when there are other conversations going on in the classroom. That’s why I need you to open your book and focus on today’s lesson.”

- *Pairing of criticism with praise* (Thompson, 1993). Sometimes you have no choice but to let a student know directly and bluntly that his or her classroom behaviors are not acceptable. Many oppositional students, though, have experienced a painful history of rejection in personal relationships and lack close ties with adults.

No matter how supportively you present behavioral criticism to these students, they may assume that you are in fact rejecting them as individuals and react strongly to this perceived rejection. One strategy to reassure the student that you continue to value him or her as a person is to (a) describe the problem behavior that you would like to see changed, (b) clearly outline appropriate behavioral alternatives (b) praise the student about some other aspect of his or her behavior or accomplishments, and finally (c) state that you value having the student as a part of the classroom community.

Here is a demonstration of this communication strategy:

1. *Description of problem behavior:* “Trina, you said disrespectful things about other students during our class meeting this morning. You continued to do so even after I asked you to stop.”
2. *Appropriate behavioral alternative(s):* “It’s OK to disagree with another person’s ideas. But you need to make sure that your comments do not insult or hurt the feelings of others.”
3. *Specific praise:* “I am talking to you about this behavior because know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well.”
4. *Affirmation statement:* “You are an important member of this class!”

What are some conflict ‘pitfalls’ that I should watch out for? Communication is never easy, especially when you work with students who can be defiant. You can maximize your chances for successful communication, though, if you:

- *Avoid a mismatch between your words and nonverbal signals.* Students are quick to sense when a speaker's body language and tone of voice convey a different message than his or her words. If the student reads your nonverbal signals as being disrespectful or confrontational, conflict may result. If a teacher speaks politely to a student, for example, but has his fists clenched and uses a sarcastic tone, that student is likely to discount the instructor's words and focus instead on his *nonverbal* signals. Be sure that you convey sincerity by matching your verbal message with your nonverbal cues.
- *Take time to plan your response before reacting to provocative student behavior or remarks.* It is easy to react without thinking when a student makes comments or engages in behavior that offends or upsets you. If you let anger take over, however, and blurt out the first thing that comes to mind, you may end up making "the greatest speech that you'll ever live to regret" (Thompson, 1993, p. 32). A teacher's angry response can escalate student misbehavior, resulting in a power struggle that spirals out of control. When provoked, take several seconds to collect your thoughts and to think through an appropriate, professional response before you take action.
- *Do not become entangled in a discussion or argument with a confrontational student (Walker & Walker, 1991).* Some students are very skilled at dragging teachers into discussions or arguments that turn into power struggles. When you must deliver a command to, confront, or discipline a student who is defiant or confrontational, be careful not to get 'hooked' into a discussion or argument with that student. If you find yourself being drawn into an exchange with the student (e.g., raising your voice, reprimanding the student), immediately use strategies to disengage yourself (e.g., by moving away from the student, repeating your request in a business-like tone of voice, imposing a pre-determined consequence for noncompliance).
- *Do not try to coerce or force the student to comply.* It is a mistake to use social pressure (e.g., reprimands, attempting to stare down students, standing watch over them) or physical force to make a confrontational student comply with a request (Walker & Walker, 1991). The student will usually resist and a power struggle will result. In particular, adults should *not* lay hands on a student to force compliance--as the student will almost certainly view this act as a serious physical threat and respond in kind.

What are proactive steps that I can take to head off or minimize conflict with students?

The best way to handle a student conflict is to prevent it from occurring altogether: Some ideas to accomplish this are to:

- *Offer the student face-saving exit strategies.* According to Fisher, et al. (1993), "face-saving reflects a person's need to reconcile the stand he takes in a negotiation or agreement with his principles and with his past words and deeds" (p. 29). When a potential confrontation looms, you can give a student a face-saving way out by phrasing your request in a way that lets the student preserve his or her self-image even as the student complies.

A teacher, for example, who says to a student, "Rashid, take out your book now and pay attention--or I will send you to the office!" backs the student into a corner. The student

cannot comply without appearing to have done so merely to avoid the threatened disciplinary consequence (that is, prompt compliance would probably result in Rashid's losing face with his peers). The teacher might instead use this face-saving alternative: "Rashid, please take out your book now and pay attention. We need to make sure that you do well on the upcoming test so that you continue to be eligible to play on the lacrosse team. They need your talent!"

- *Act in positive ways that are inconsistent with the student's expectations (Fisher, et al., 1991).* Because they have experienced so many disappointments in school, confrontational students may believe that teachers do not take a personal interest in them or value their classroom contributions. You can surprise these students and begin to forge more positive relationships by showing through your actions that you do indeed value them. You might, for example, occasionally bring in articles from popular magazines on topics that you know will interest the student, set aside time for weekly individual conferences to be sure that the student understands and is making progress on all assignments, or take a couple of minutes each day to engage the student in social conversation. Each such small 'random act of kindness' will probably not instantly change a teacher-student relationship. Over time, however, such acts will demonstrate your empathy and caring--and are likely to have a cumulative, powerful, and positive impact on the student.
- *Select fair behavioral consequences in advance (Walker & Walker, 1991).* When you are face-to-face with a confrontational student, it can be a challenge to remain impartial and fair in choosing appropriate consequences for misbehavior. Instead, take time *in advance* to set up a classwide menu of positive consequences for good behaviors and negative consequences for misbehavior. Be sure that all students understand what those consequences are. Then be consistent in applying those consequences to individual cases of student misbehavior.
- *Avoid making task demands of students when they are upset.* Students will be much more likely to become confrontational if you approach them with a task demand at a time when they are already frustrated or upset. When possible, give agitated students a little breathing room to collect themselves and calm down before giving them commands (Walker & Walker, 1993).

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Strategies for Working With Emotionally Unpredictable Students



Stage 1: Frustration

Warning Signs: The student may...

- bite nails or lips
- grimace
- mutter or grumble
- appear flushed or tense
- seem 'stuck' on a topic or issue



Strategies to prevent or reduce the intensity of student frustration:

- Antiseptic bounce: Send the student from the room on an errand or task.
- Permit student to go to quiet spot within or outside of classroom on 'respite break' (brief cool-down period).
- Teach the student appropriate ways to seek help when stuck on academic assignment.
- Spend 5 minutes talking through issue with student (or send student to another caring adult)
- Give student an 'IOU' to meet with adult to talk over issue at more convenient time.
- Teach student to recognize signs of emotional upset and to use 'self-calming' strategies.
- Teach the student how to negotiate with instructors about assignments or work expectations.
- Use motivation strategies to make learning more inviting (see *Finding the Spark* handout)

Stage 2: Defensiveness

Warning Signs: The student may...

- lash out verbally at others.
- withdraw (emotionally or physically).
- challenge the authority of the instructor or other adult.
- refuse to comply with adult requests or to follow classroom routines.
- project blame onto others.



Strategies to prevent or reduce the intensity of student defensiveness:

- Avoid discussions of "who is right" or "who is in control".
- Approach the student privately, make eye contact, address the student in a quiet voice about his or her behavior.
- Use humor to 'defuse' conflict situation.
- Consider an apology if you have inadvertently wronged or offended the student.
- Impose appropriate consequences on peers if they are provoking the student through teasing, taunts, verbal challenges, or physical horseplay.
- Help the student to identify appropriate range of responses for the situation and to select one.
- Permit student some 'leeway' on assignment or classroom expectations (as an acknowledgement of the life- or situational stress that they might be experiencing).
- Teach the student non-stigmatizing ways to get academic help, support in the classroom.
- Direct the student to write down the main points of his or her concerns. Promise that you will read through the student's account and meet individually to discuss the problem.

- Use effective 'teacher commands' to direct the student: (1) keep each command brief, (2) state command directly rather than in "Could you please..." format, (3) use businesslike tone, avoiding anger and sarcasm, (4) avoid lengthy explanations for *why* you are making the request, (4) repeat command once if student fails to comply, then follow up with pre-determined consequences.
- Use planned ignoring (NOTE: This strategy works best when the student *lacks an audience*).

Stage 3: Aggression

Warning Signs: The student may...

- make verbal threats
- use abusive language
- assume threatening posture (e.g., with fists raised)
- physically strike out at peers or adults



Strategies to react to, prepare for or respond to student verbal or physical aggression:

- Remove other students or adults from the immediate vicinity of student (to protect their safety, eliminate an audience)
- Adopt a 'supportive stance': step slightly to the side of the student and orient your body so that you face the student obliquely at a 45- to 90-degree angle.
- Respect the student's 'personal space.' Most people interpret the distance extending outward from their body to a distance of 2-1/2 to 3 feet as a bubble of 'personal space.' To both ensure your physical safety and reduce the student's sense of threat, always stand at least a leg's length away from the student.
- Use supportive 'paraverbal' and non-verbal communication. Children are adept at 'reading' our moods and feelings through non-verbal signals such as facial expressions, and body language. Maintain a calm tone of voice and body posture to project acceptance and support for the student.
- Do not block the door. Unless you have a compelling reason to do so (e.g., with very young children), try not to block the upset child's access to the door as you approach the student. The student may interpret a blocked exit as a threat and attempt to go *around* or even *through* you to escape.
- Deliver a clear statement of choices. Here is a 3-step approach for making requests to upset students:
 1. Give the student two clear choices with clear consequences. Order the choices so that the student hears the *teacher-preferred choice* last e.g., "John, you can refuse to participate in the math assignment and be written up for detention or you can start the math assignment now and not be written up." Make sure above all that you can enforce any consequences that you present to the student.
 2. If the student fails to comply in a reasonable amount of time to Step 1, state clearly and firmly what you want the student to do. Include a time limit for student compliance and specify a location if necessary. For example, a teacher may tell the student, "John, I want you to return to *your desk* [location] *now* [time-frame] and *begin your math assignment* [requested behavior]."

3. If the student still fails to comply with your request, enforce alternative consequences that you have selected in advance.
- Put together a classroom crisis plan. Instructors who *plan* their responses to possible crisis situations are much more able to respond quickly and appropriately if and when such events occur. You can take charge of crisis planning by becoming familiar with your school's crisis plan, talking with staff whose rooms are near yours about how you can mutually help one another out in the event of a crisis, and teaching your students how *they* should respond (e.g., by evacuating the classroom in an orderly fashion) if a crisis situation occurs.

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Assessing Seriousness and Risk of Student Threats: Practical Guidelines for School Administrators



Introduction. School administrators may find themselves responsible for assessing the degree to which a student presents a threat of violence toward others in the school. This handout summarizes an evaluation framework taken from a recent FBI publication, *The School Shooter: A Threat Assessment Perspective* (O'Toole, 2000). According to O'Toole (2000), there is no evidence that profiling students who may have the potential for serious aggression has any measurable impact on preventing violence. (In profiling, schools attempt to identify students who show 'warning signs' for violence and intervene before these students actually harm or attempt to harm others.) Once a student makes a threat in a school setting, however, the building administrator has a responsibility to evaluate the degree of seriousness of that threat.

Create a Shared Definition of 'Threat'. Schools should formulate a shared definition of 'threat' that administrators can consistently use as a yardstick against which to evaluate a student utterance, written statement, look, action, or gesture. A good working definition of *threat* is "*an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic.*" (O'Toole, 2000).

Understand Possible Motivations Behind Threat. Like any behavior, threats can be motivated by a number of possible motivations. The motivation that underlies a threat can provide important clues about how serious and imminent a danger the threatener may pose. The person making the threat, for example, may intend to (1) take revenge; (2) test adult authority; (3) protect him/herself against others; (4) manipulate or coerce others; (5) intimidate, assert power, or gain social control.

Categories of Threat.

Threats are not always blunt or direct. Indeed, sometimes the threat is so subtle that the receiver may not immediately realize that she or he has been threatened. Threats fall into four categories:

- **Direct threat:** The threat is unambiguous, often stated in the first person, and directed at an identifiable person or group. *"I will slash your tires."*
- **Indirect threat:** The threat may be stated in the third person and framed as a hypothetical scenario. *"Anybody with a few brains could figure out a way to really pay back the teachers in this school."*
- **Veiled threat:** The threat uses vague language; the threatened act or event is implied rather than explicitly stated. *"A teacher who does not give out A's shouldn't expect to last long around here."*
- **Conditional threat:** The threat is stated as an "if...then..." formulation. The carrying out of the threat is conditional on the listener's either *performing* or *failing to perform* an act. *"If you don't give me an A, I will make your life miserable, believe me!"*

Defining and Responding to Levels of Threat Risk.

When faced with specific threats, the greatest concern that school officials face is ascertaining the level of risk posed by the threatener.

- **Low Threat Level:** Threats tend to be vague; contain implausible or inconsistent information; lack detail. The school may choose not to involve law enforcement but instead deal with the threatener through the school disciplinary process, parent conference, or other school-based responses.

- **Medium Threat Level:** Threats could conceivably be carried out but strike listeners or readers as “not entirely realistic” (O’Toole, 2000). Law enforcement should be contacted to help the school to clarify the nature of the threat, collect additional information as needed.
- **High Threat Level:** Threats are interpreted as posing “an imminent and serious danger to the safety of others” (O’Toole, 2000). They appear highly plausible, providing details and an outline of specific steps to carry them out. Law enforcement should be contacted immediately.

Threat Management in Schools: Key Steps. Administrators can best protect themselves and respond professionally and proactively in threat assessment when they follow a few key guidelines:

- **Know Relevant District Policies and Procedures:** School districts have specific policies and guidelines for responding to student misbehavior, handling sexual harassment, completing assessments of students suspected of having an emotional disturbance, etc. Because a specific threat case may have elements that overlap these and other policy areas, the administrator should be knowledgeable of district policies.
- **Ensure that Students and Parents Understand Threat Policy:** Administrators and teachers should inform students and parents about the district’s policy toward threats—and provide examples of speech, writing, gestures, or symbolic communication that might plausibly be considered a threat. Students should also know that threats will be taken seriously, dealt with swiftly, and may result in significant disciplinary consequences for the threatener.
- **Form a Multidisciplinary Team to Assist with Threat Assessment & Management.** The administrator should approach building people with expertise in counseling, assessment, or other specialty areas (including law enforcement) to serve on a threat-management team. The team can help the administrator to assess the type and degree of risk of a student threat, as well as to formulate an appropriate response. This team can assist the administrator in pulling together risk-assessment information on the person making the threat, using a four-pronged approach that studies (1) personality of student; (2) family dynamics; (3) school dynamics; and (4) student’s social dynamics (O’Toole, 2000).
- **Document All Assessment Activities and Interventions Undertaken in Response to a Threat.** When assessing a specific threat, the administrator should document interviews that he or she conducts with the threatener, victim, bystanders, etc. Documentation should also an account of the district’s response to the threat and a rationale for that response.
- **Have an Updated Building Crisis Response Plan in Place.** Buildings can respond most effectively to unexpected incidents or threats or actual violence if they have a written ‘crisis response plan’ in place for mobilizing in the face of safety threats. Make sure that staff members understand the essential points of the plan, what their emergency role(s) or dutie(s) are, and how to refer for assessment a student who makes a significant threat.

O’Toole, M.E. (2000). *The school shooter: A threat assessment perspective*. Downloaded from the Federal Bureau of Investigation web site on 25 July 2002: <http://www.fbi.gov/publications/school/school2.pdf>

Selected Behavior-Intervention Websites & Internet Resources

(Updated on 29 Jan 03)

Classroom Management: A California Resource Guide

(<http://www.cde.ca.gov/spbranch/safety/resourceguides/classroommgmt.pdf>). Free 133-page teacher manual available for download. Gives great advice on organizing classroom instruction to prevent problem behaviors, using rewards to motivate children, teaching social skills, communicating with parents and more. A must-have resource for teachers! Funded and sponsored by the California Department of Education.

The Behavior Home Page (<http://www.state.ky.us/agencies/behave/homepage.html>). Lists web resources that can help schools create behavioral interventions for all children ('universal'), groups of students who are showing at-risk signs for problems ('selected') and individual treatment of children with serious behavioral problems ('intensive'). Cosponsored by the University of Kentucky and the Kentucky State Department of Education.

Disciplinehelp.com (<http://www.disciplinehelp.com>). Has '117 intervention ideas' categorized according to 'behavior-type.' There are strategies for working with 'the dreamer' 'the do-nothing', 'the cheater', etc. Site also features a 'behavior intervention of the day' and also has a free email newsletter. The site is sponsored by The Master Teacher magazine.

Dr. Mac's AMAZING Behavior Management Advice Site

(http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html). This fun site offers a primer for new teachers on basics of behavior management, provides lots of useful intervention tips, and also gives step-by-step directions for more complicated strategies such as school/home collaboration. The website was created by Dr. Tom McIntyre, a special education professor at Hunter College.

Intervention Central (<http://www.interventioncentral.org>). The site has ideas for academic interventions such as reading fluency and comprehension. It also contains strategies for common behavioral concerns, including tips for working with 'defiant' kids and guidelines for deescalating conflicts with emotionally unpredictable students.

Positive Behavioral Interventions & Supports (<http://www.pbis.org>). Teachers and administrators will find intervention ideas for schoolwide, classwide, and individual students on this site. It also contains forms and other useful resources for teachers. PBIS.org is sponsored by the Technical Assistance Center on Positive Behavioral Interventions and Supports, an organization that is funded through the Office of Special Education, US Department of Education.

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