



# Managing Behavior Problems 3: Arrogance and Disrespect

Category: Student Behavior

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Student Behavior

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Identify the attitudes and actions of common problem behaviors that are associated with arrogance and disrespect.
- Learn the negative effects of these behaviors on themselves and their classrooms.
- Learn how to address and eradicate these behaviors.
- Realize common mistakes when dealing with these behaviors.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts
  - Handout 1: Four Causes of Misbehavior
  - Handout 2: Other Student Types Associated with Arrogance and Disrespect
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

### Main Topics:

1. Steps for Changing Student Behavior
2. The Arrogant
3. The Disrespectful
4. The Smart Aleck
5. The Know-It-All
6. The Smartmouth

### Subtopics:

#### 1. Steps for Changing Student Behavior

- a. Five Steps for Changing Student Behavior

#### 2. The Arrogant

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

#### 3. The Disrespectful

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

#### 4. The Smart Aleck

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

#### 5. The Know-It-All

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

#### 6. The Smartmouth

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	<b>15</b>
<b>Discussion Point</b> – Why is it important to address student behavior problems?		
	2	(5)
<b>Topic 1 – Steps for Changing Student Behavior</b>		
	3-7	<b>35</b>
<b>Activity</b> – Home Behavior vs. Student Behavior		
	7	(20)
<b>Topic 2 – Student Types</b>		
	8-20	<b>40</b>
Break		
<b>Topic 2 – Student Types (Continued)</b>		
	21-40	<b>85</b>
<b>Discussion Point</b> – Have you had a smart aleck student before?		
	21	(5)
<b>Activity</b> – Match the Student to the Type		
	40	(15)
Closing Remarks	41	<b>5</b>
Total of 3 hours (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**

Slide 7

**PDXPERT** STEPS FOR CHANGING STUDENT BEHAVIOR

With the members of your group, think of specific behaviors that may reveal a behavior problem associated with the student type assigned to your group.

Think of two behaviors that the student would display at home and two behaviors that he or she would display at school.

**ACTIVITY: Home Behavior vs. School Behavior**

The MASTER Teacher  
Dedicated Support Team

**Activity: Home Behavior vs. School Behavior**

Allow 20 minutes for this activity.

Divide the participants into 5 groups. Assign each group one of the following student types.

- The Arrogant
- The Disrespectful
- The Smart Aleck
- The Know-It-All
- The Smartmouth

Then, have participants work with the members of their group to brainstorm two behaviors this student may display at home and two behaviors this student may display at school.

After 10 minutes, have one member from each group share their group's list.

Lead participants in a discussion of how problem behaviors at home (for example, whining, hitting siblings, refusing to do chores) manifest at school as different, but similar, behaviors. Ask participants how they can work with a student's parents to address behavior problems that occur inside and outside of the classroom.

---

---

---

---

---

---

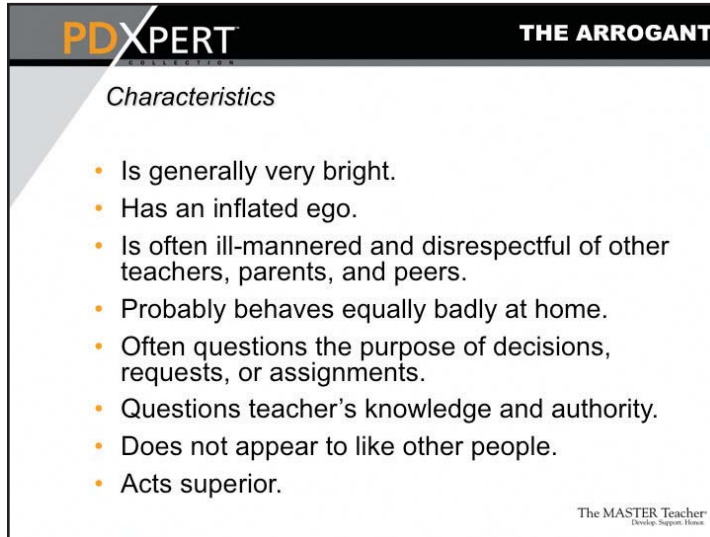
---

---

---

---

## Slide 10



**PDXPERT** THE ARROGANT

Characteristics

- Is generally very bright.
- Has an inflated ego.
- Is often ill-mannered and disrespectful of other teachers, parents, and peers.
- Probably behaves equally badly at home.
- Often questions the purpose of decisions, requests, or assignments.
- Questions teacher's knowledge and authority.
- Does not appear to like other people.
- Acts superior.

The MASTER Teacher  
Dedicated. Support. Inspire.

*These are the characteristics of a student who is arrogant. If a student in your classroom is displaying these traits, you may need to intervene to change the student's behavior.*

**Note:** As you give this presentation, review and discuss bullet points on the slides with participants. Try to take any opportunity you can to relate what is being learned to the attendees' specific circumstances. Additional presenter support is provided on bullets that may be less self-explanatory in nature.

**Is generally very bright.** *May excel in one area, such as athletics, and be arrogant as a result.*

**Has an inflated ego.**

**Is often ill-mannered and disrespectful of other teachers, parents, and peers.**

**Probably behaves equally badly at home.**

**Often questions the purpose of decisions, requests, or assignments.** *Often fails to complete routine chores or comply with basic rules and regulations. Always seems to be asking "Why?" in a belittling manner. Will speak out and say things like, "This is dumb," or indicate that others don't measure up in some way.*

**Questions teacher's knowledge and authority.** *Will often present facts and ideas in the hope of contradicting the teacher or showing that the teacher's knowledge, performance, or thinking is inadequate. May do this with parents, too.*

**Does not appear to like other people.**

**Acts superior.** *However, the key to this behavior is that the student hopes to make himself or herself look superior by making others look inferior.*



## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. What methods or techniques can you use in the classroom to help students recognize how to treat each other with respect and value each other’s opinions?

---

---

---

---

2. Students show disrespect verbally with ugly words and arguing. What nonverbal cues signal that a student is behaving disrespectfully? How should you address these nonverbal actions?

---

---

---

---

3. Consider situations outside of the classroom where you could apply the methods you have learned. How are these situations similar to and different than situations in the classroom?

---

---

---

---