



Managing Behavior Problems 5: Irresponsibility and Tardiness

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 associated with common problem behaviors.
- Learn the effects of common problem behaviors on the students and their classrooms.
- Apply strategies in dealing with common problem behaviors.
- Identify common mistakes when dealing with problem 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: Other Student Types Associated with Irresponsibility and Tardiness, Part 1
 - Handout 2: Other Student Types Associated with Irresponsibility and Tardiness, Part 2
 - 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. Student Behavior Problems
2. Behaves Irresponsibly
3. Daydreams
4. Influences Others Negatively
5. Is Tardy

Subtopics:

1. Student Behavior Problems

- a. Steps for Changing Student Behavior
- b. Four Causes of Misbehavior
- c. Primary Needs
- d. Secondary Needs
- e. Best Practices for Addressing Inappropriate Behavior
- f. Types of Behavior Problems

2. Behaves Irresponsibly

- a. Characteristics
- b. Effects on Others
- c. Factors to Consider
- d. Methods of Action
- e. Mistakes to Avoid

3. Daydreams

- a. Characteristics
- b. Effects on Others
- c. Factors to Consider
- d. Methods of Action
- e. Mistakes to Avoid

4. Influences Others Negatively

- a. Characteristics
- b. Effects on Others
- c. Factors to Consider
- d. Methods of Action
- e. Mistakes to Avoid
- f. Class-Wide Procedures

5. Is Tardy

- a. Characteristics
- b. Effects on Others
- c. Factors to Consider
- 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)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Student Behavior Problems	3-10	20
Topic 2 – Behaves Irresponsibly	11-18	40
Activity – Planning Session	17	(15)
Topic 3 – Daydreams	19-25	25
Break		
Topic 4 – Influences Others Negatively	26-33	25
Topic 5 – Is Tardy	34-40	55
Discussion Point – Effect of Students’ Tardiness on Others	36	(5)
Activity – Group Presentation	41	(30)
Closing Thoughts	42	5
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 6

PDXPERT
STUDENT BEHAVIOR PROBLEMS

Four Causes of Misbehavior

1. Lack of Attention.
2. Lack of Power.
3. Desire for Revenge.
4. Lack of Self-Confidence.

The MASTER Teacher
Unleash Super Heroes

The vast majority of misbehavior arises from four causes: lack of attention, lack of power, desire for revenge, and lack of self-confidence.

Lack of Attention. *Most students gain attention in school or at home in normal, positive ways. However, some students feel that misbehaving is the best way to get attention. These students are the ones who constantly speak out without permission. Some students will even tell us about all the bad things they have done that day. They are misbehaving in an attempt to gain attention.*

Lack of Power. *The need for power also causes misbehavior. Students with this need argue a lot and refuse to follow rules. Remember, these students usually feel defeated if they do as they are told. They think they are losing if they do what their teachers want them to do. Most commonly, we know these students as the defiant ones, the rule-breakers, and the bullies. They truly feel that lack of power lies behind all their troubles and that more power would be the answer to all their problems. If they had more power, they believe, they would be telling teachers what to do rather than vice versa, and they'd be happier that way.*

Desire for Revenge. *Some students find their places by being hated. Failure has made them give up trying for attention and power. Unfortunately, they find personal satisfaction in being mean, vicious, and violent. They will seek revenge against teachers and other students in any way they can. They are the students who write on desks in school, beat up students, threaten younger students, and vandalize. They are out to get even.*

Lack of Self-Confidence. *Students who lack self-confidence honestly expect failure. They don't feel they have the ability to function in the classroom—but may feel completely adequate outside school or when they're supposed to be doing something connected with school.*

Slide 17

PDXPERT BEHAVES IRRESPONSIBLY

- Form two groups.
- Recall the strategies discussed.
- Create a strategic plan.
- Share your plan.
 - **Group A:** Create contracts; create concrete learning situations
 - **Group B:** Praise the student; create short-term goals
 - **Group C:** Create extra jobs or responsibilities for the student; look for improvement

ACTIVITY: Planning Session

The MASTER Teacher
Develop. Support. Inspire.

Activity: Planning Session

Allow 15 minutes for this activity.

Objective: This activity aims to help educators make a strategic plan that they can implement in the classroom when handling a student who behaves irresponsibly.

Instructions: Ask the participants to form three groups. Then assign each group a set of strategies, as discussed in the previous slides, to help a student who behaves irresponsibly. These are the three sets of strategies:

Group A

- Create contracts.
- Create concrete learning situations.

Group B

- Praise the student.
- Create short-term goals.

Group C

- Create extra jobs or responsibilities for the student.
- Look for improvement.

Ask one group to create a strategic plan using the strategies indicated in set A. Then, ask another group to work on set B. For instance, if a group is working on set A, the members will create a contract that indicates specific actions that will help the student develop more responsible behavior. They will also make a strategic plan for praising the student by making a list of words or statements praising a student who is exerting efforts to change his or her misbehavior. The plan must be concrete or specific so that they can employ it in the classroom.

Finally, ask each group to choose a representative that will share the group's plan with the rest of the participants.

Future Use: The participants can keep the plans they made and use them in the classroom.



“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. List at least three misbehaviors discussed in the workshop that you think exist in your class. Then list the strategies that will help you change those misbehaviors.

2. Are there any aspects of the topic that the workshop did not cover? What are they, and how do you propose handling these aspects?

3. Why do you think it is important for educators to understand students who misbehave in the classroom? Why do you think some students continue to misbehave despite the efforts that educators make to help them?
