

Disruption, Defiance, Disrespect... OH MY!

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Stand up if...

I can't wait to watch my next scary movie

Winter is the best season

I've been in education for...

- less than five years
 - 5-10 years
 - 11-15 years
 - 16-25 years
- 26 years or more

Cilantro...yuck!

Total dog person

Cats rule

Wordle is more important than working out

I need strategies for students in my room

I need strategies for students in the gen ed setting

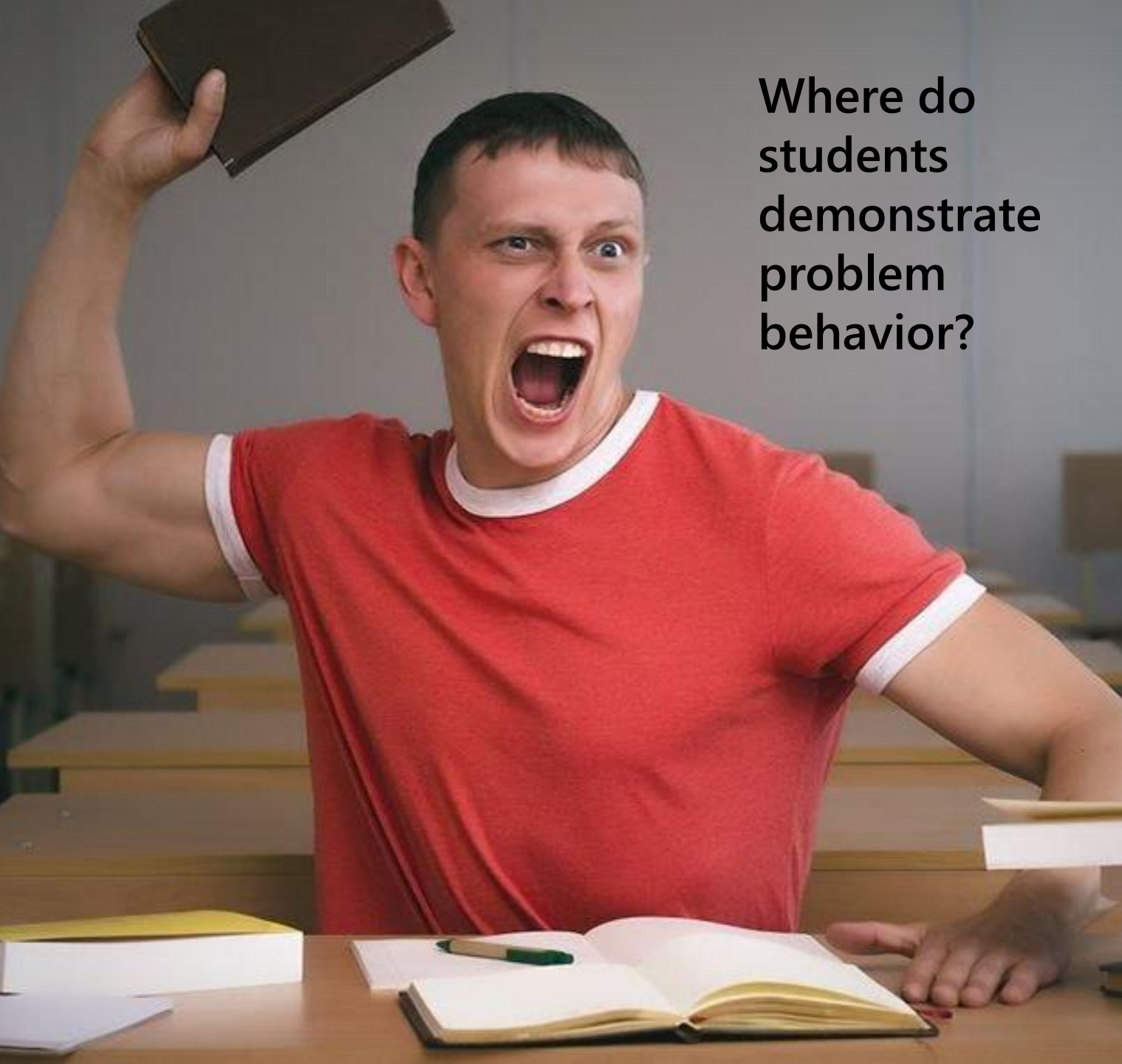
I make a difference for students!



Agenda

- 
- 
- 5 Strategies for classroom management.
 - Reflection
 - Disruption
 - Defiance
 - Disrespect

| EXPECTATION | BEHAVIOR |
|----------------|--|
| Be Responsible | <ul style="list-style-type: none"> Make yourself comfortable Take care of your needs (water, food, restroom, etc.) Share your questions with the group |
| Be Respectful | <ul style="list-style-type: none"> Turn cell phones off or to “vibrate” Listen to others attentively by staying quiet while they are speaking Follow up, and complete assigned tasks |
| Be Engaged | <ul style="list-style-type: none"> Ask what you need to know to understand and contribute Contribute to the team by sharing relevant information and ideas |



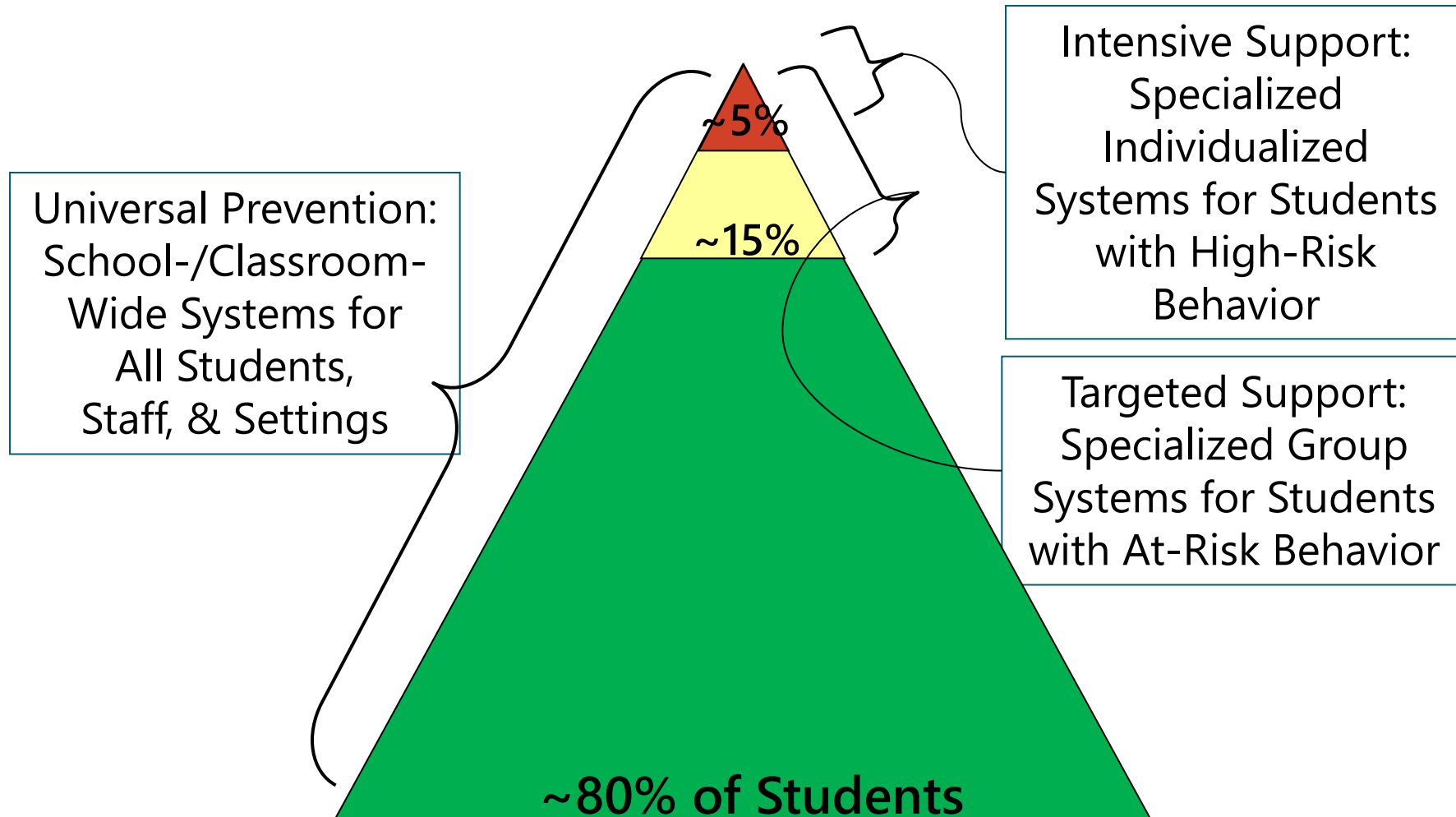
Where do students demonstrate problem behavior?

Anywhere. Students who are served in both the general education and special education settings can display problematic behavior in both places.

This is not just a special education issue. It is an education issue and students need support in all settings.

We need to learn more about the 5 critical features of evidence-based classroom management to be able to help students better manage their behavior.

Continuum of School-Wide Instructional and Positive Behavior Support





5 Strategies for Effective Classroom Management

- 1. Maximize structure in your classroom.**
- 2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.**
- 3. Actively engage students in observable ways.**
- 4. Establish a continuum of strategies to acknowledge appropriate behavior.**
- 5. Establish a continuum of strategies to respond to inappropriate behavior.**

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, in press)

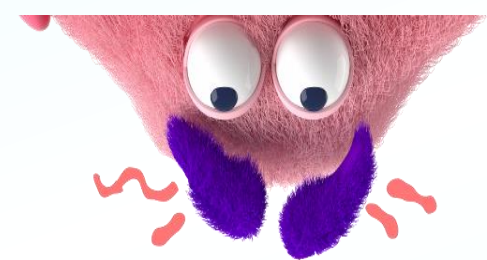
1. Maximize structure in the classroom.

- Develop **Predictable Routines:**

- **Teacher routines:** volunteers, communications, movement, planning, grading, etc.
- **Student routines:** personal needs, transitions, working in groups, independent work, instruction, getting materials, homework, arriving late, etc.

- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:

- Arrange **furniture** to allow easy traffic flow.
- Ensure adequate **supervision** of all areas.
- Designate staff & student **areas**.
- **Seating** arrangements (groups, partners, etc.)



Think About & then:
Share with an elbow partner one
predictable routine and how you taught it

| | |
|---|--------|
| 1) I maximize structure and predictability in my classroom. | |
| a) I explicitly teach and follow predictable <i>routines</i> . | Yes No |
| a) I arrange my room to <i>minimize crowding and distraction</i> . | Yes No |

2. Post, Teach, Review, Monitor, and Reinforce a small number of positively stated expectations.

- a) **Establish** behavioral expectations/rules.
- b) **Teach** rules in context of routines.
- c) **Prompt** or remind students of rule prior to entering natural context.

- d) **Monitor** students' behavior in natural context & provide specific feedback.
- e) **Evaluate** effect of instruction - review data, make decisions, & follow up.

a) *Establish* behavioral expectations/rules

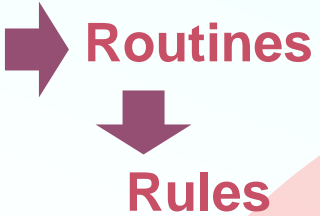
1. 3-5

2. Positively stated

3. What you want them to do

4. Posted in obvious locations





| | Entering Classroom | Seat Work | Small Group Activity | Leaving Classroom |
|----------------|--------------------|-----------|----------------------|-------------------|
| Respect | | | | |
| Responsibility | | | | |
| Safe | | | | |
| Kind | | | | |

Rules within Routines Matrix

a) *Establish* behavioral expectations/rules

b) *Teach* rules in the Context of Routines

- Teach expectations directly.
 - Define rule in operational terms:
tell students what the rule looks like within routine.
 - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson:
game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Expectations & behavioral skills are taught & recognized in natural context



c) *Prompt* or remind students of the rule

Provide students with **visual prompts** (e.g., posters, illustrations, etc).

Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

d) *Monitor* student's behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
 - **Move** around
 - Look around (**Scan**)
 - **Interact** with students
- Provide **reinforcement** and specific praise to students who are following rules.
- Catch errors early and provide specific, **corrective feedback** to students who are not following rules. (*Think about how you would correct an academic error.*)



e) *Evaluate* effect of instruction: review data, make decisions, & follow up.



- *Correct behavior errors quickly, privately, consistently and calmly.*
- **Collect data**
 - Are rules being followed?
 - If there are errors,
 - who is making them?
 - where are the errors occurring?
 - what kind of errors are being made?
- **Summarize data (look for patterns)**
- **Use data to make decisions**

Think about...

What do you do well?

What's one step you could get better at?

2) I post, teach, review, monitor, and reinforce a small number of **positively stated expectations**.

a) I operationally define and **post** a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.

Yes No

b) I explicitly **teach** and **review** these expectations in the context of routines.

Yes No

c) I **prompt** or **pre-correct** students to increase the likelihood that they will follow the expectations.

Yes No

d) I **actively supervise** my students.

Yes No

3. Actively engage students in observable ways.

- Provide high rates of **opportunities to respond**
 - Vary individual v. group responding
 - Increase participatory instruction (enthusiasm, laughter)
- Consider various observable ways to engage students
 - Written responses
 - Writing on individual white boards
 - Choral responding
 - Gestures
 - Other: _____
- Link engagement with outcome objectives



What Opportunities to Respond (OTRs) do you use?



- 1) In one minute, write down all the OTRs you use
- 2) Compare your list with your neighbor
- 3) We'll go around the room with each person sharing one idea until we have heard them all



Opportunities to Respond (OTRs)

Oral Responding

- Choral
- Think, pair share
- Partner responses

Unison Responding

- Choral
- White boards
- Response cards

Team Responding

- Numbered heads together
- Jigsaw
- Small group

Written Responses

- Response cards
- White boards
- Think, pair, share
- Pair and write
- Ticket in/out the door
- Computer programs such as Kahoot, Padlet

Action Responses

- Touching, pointing
- Gestures
- Acting out
- Hand signals
- Facial expressions

Think about...

3) I **actively engage** students in observable ways.

a) I provide a high rate of **opportunities to respond** during my instruction.

Yes No

b) I **engage** my students in **observable ways** during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).

Yes No

c) I heard a new idea today I would like to try.

Yes No

4. Establish a continuum of strategies to acknowledge appropriate behavior.



- a) Behavior Specific Praise
- b) Group Contingencies
- c) Daily Point Cards
- d) Behavior Contracts





General Praise vs Behavior Specific Praise

Think about...

4) I use a **continuum of strategies** to acknowledge **appropriate behavior**.

a) I provide **specific and contingent praise** for academic and social behaviors (e.g., following expectations).

Yes No

b) I also use **other systems** to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).

Yes No

5. Establish a continuum of strategies to respond to inappropriate behavior

- Error Corrections
- Signal/Non-Verbal Cue
- Planned Ignoring
- Physical Proximity
- Direct Eye Contact
- Praise the appropriate Behavior in Others
- Redirect
- Reteach
- Specific Error Correction
- Provide Choice



Think about...

5) I use a **continuum of strategies** to respond to **inappropriate behavior**

a) *I provide specific, contingent, and brief **error corrections** for academic and social errors.*

Yes No

b) *In addition, I use the **least restrictive procedure** to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)*

Yes No

Recap: 5 Evidence-based Practices in Classroom Management

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

Talk to an elbow partner...



What were your strength areas?

What area would you like to strengthen?

What is ONE thing you will do differently this year?

Disruption, Defiance, Disrespect

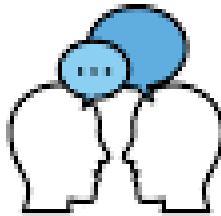
THINK



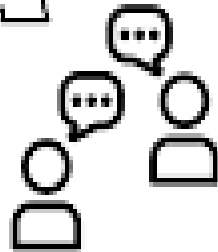
WRITE



PAIR



SHARE



How would you describe disruption, defiance, and disrespect?

Share your list with your elbow partner(s).

Add any to your list you don't have.



Disruption

Definition:

Behaviors that distract the teacher and/or students from the instruction.

Keys to Addressing Disruptive Behavior

1. Recognize and respond quickly to student agitation.

2. Redirect:

- Clearly state the expected task.

3. Communicate concern:

- Present options.
- Allow space; do not hover.
- Assist student to begin work.

4. Attend to other students and prepare for the worst.

5. Acknowledge compliance or institute standard consequence in neutral manner.

Scott, T. M. (2017). *Teaching behavior: Managing classrooms through effective instruction*. Corwin, a SAGE Publishing Company.



Defiance

Definition:

Behaviors that are clearly off task or in defiance of state rules and expectations.

Keys to Addressing Noncompliance and Defiance

1. Teach what student is to do and be clear about what the student is to do:
 - Provide reminders, especially at times where noncompliance is predictable.
2. Have a standard consequence (or sequence) and teach it.
3. Acknowledge the students who are on task/complying.

4. Speak to student quietly rather than in front of entire group.
5. Provide a single specific direction:
 - Stay with the direction-broken record.
6. Acknowledge student cooperation or follow through with consequence.
7. Continue to acknowledge other on-task students.

Scott, T. M. (2017). *Teaching behavior: Managing classrooms through effective instruction*. Corwin, a SAGE Publishing Company.



Disrespect

Definition:

A lack of respect toward others.

Keys to Addressing Disrespectful Behavior

1. Acknowledge on-task students.
2. Indicate follow-up to the disrespectful student:
 - Do not overreact.
 - Do not get angry or frustrated.
 - Do not allow disrespect to distract from lesson.

3. Continue with instruction.
4. If it continues, assign class a task and talk to student individually:
 - Do not allow student to get peer attention by confronting in front of class.
 - Have a standard consequence and follow through in a calm manner.

Scott, T. M. (2017). *Teaching behavior: Managing classrooms through effective instruction*. Corwin, a SAGE Publishing Company.

**Stand up and talk to
someone you haven't
talked to today**



How can teachers increase the chances that their students will behave appropriately?

How can general education teachers increase the chances that their students with behavioral difficulties will behave appropriately?

What conversations need to happen?
What could be included on an IEP?



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