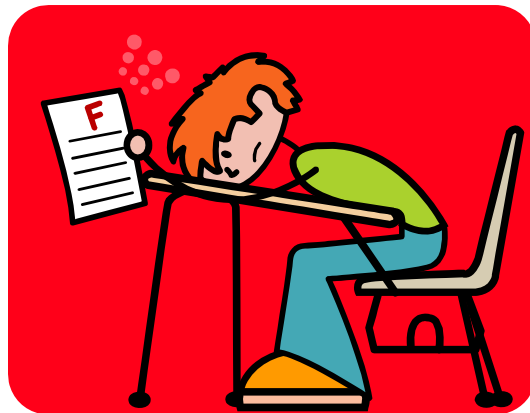


# Student Examples At-Risk Behavior Handouts



# The Escaping Student

## **Your observation:**

Student is always looking for the way out. Wherever he is, he thinks of a reason to be somewhere else.

## **What is really going on:**

The student may be seeking attention by purposely putting himself in the position of having to be noticed or avoiding an unpleasant task.

## **What to do:**

- Impose a pre-determined limit of allowable requests
- Appoint an escort for “trips” out of room
- Talk privately with student to reveal the reasons for frequent “escapes”
- Tell the class your expectations and enforce them consistently

## **What not to do:**

- Do not deny this student all requests
- Do not make a blanket rule for the whole class that is just intended for one student

# The Over-Active Student

## Your observation:

Student has a short attention span and is fidgety.  
Student cannot sit still, bothers other students and is out of her seat constantly.

## What is really going on:

The over-active student may not be “misbehaving” at all. She may have “attention” needs or have large amounts of stress at home or school

## What to do:

- Give short-term goals only
- Use contingencies (e.g., If you can sit still for the next 10 minutes, then...)
- Give her jobs that involve movement
- Designate an area rather than a seat
- Allow student to do some type of physical activity (jumping jacks) if the issue is severe enough

## What not to do:

- Do not assume the child can sit still but chooses not to (this might not simply be a performance deficit)
- Do not make the student sit for long periods of time.
- Do not unfairly punish student

# The Excuse Maker

## **Your observation:**

The student doesn't complete assignments or homework. He doesn't ever seem to have the materials he needs, he borrows things but doesn't return them

## **What is really going on:**

Student may lack self confidence, may just be forgetful or may be exerting power and control

## **What to do:**

- It is important to hypothesize the underlying reason for the behavior
- **Lack of confidence**-Give easily attainable goals or allow them to gain your approval for a non academic task
- **Power and Control**-Give the student power before they ask for it

## **What not to do:**

- **Lacks self confidence**-Don't not take away privileges, instead ask how you can help them to be better prepared or make the task more do-able
- **Power and control**-Do not refuse to give materials, this will make you the reason for the excuse

# Constant Interruptions

## **Your observation:**

Student has a comment for everything. She will make certain the class is interrupted by her blurting out, asking questions, or making irrelevant remarks

## **What is really going on:**

Student is either trying to gain attention with her interruptions or cover feelings of inadequacy, academically or socially

## **What to do:**

- Reinforce desired behavior and use planned ignoring for misbehavior
- If behavior can't be ignored, rather than acknowledge student, refer to classroom expectations about staying on task
- Privately tell the student you value what she has to say when it is relevant

## **What not to do:**

- Do not give the student the attention they are demanding by interrupting
- Keep in mind that negative attention is still attention
- By acknowledging the student, even with a "look", you are giving attention and reinforcing the behavior.

# Confrontational Student

## **Your observation:**

Student is continually getting into scraps with other students. He is also plotting how to get even with others. He is defensive and reacts to things even if something is unintentional.

## **What is really going on:**

Students who are confrontational perceive themselves as vulnerable, either physically, emotionally or both. He will feel compelled to protect himself

## **What not to do:**

- Do not assume this student started an altercation
- Be willing to listen objectively to the student
- Don't expect a "quick" fix
- Don't assume this is a performance deficit, it may be a skill deficit

# Hostile Student

## **Your Observation:**

Student seems angry most of the time. She does not need to be provoked to lash out, anger can burst out at any time.

## **What is really going on:**

This student probably lacks self-esteem and is resentful of everything and everybody

## **What to do:**

- Always remain calm
- Speak quietly and slowly even if child is ranting
- If possible, let child vent
- When student is calm, express empathy, offer to listen

## **What not to do:**

- Do not respond to the hostile student with hostility
- Don't assume the student is just mean
- Do not threaten student
- Avoid seeing student as "bad"

# Defiant Student

## **Your observation:**

Student openly challenges authority, including teachers and parents. He often shrugs off directions and is quick to talk back.

## **What is really going on:**

Defiant students often lack self-esteem. He may think he will fail, over time, he will fulfill his own prophecy. Often times the student says, "who cares", but he is very likely saying someone care.

## **What to do:**

- Try depersonalizing the defiance. Say, "Bart, you seem upset about the assignment" instead of, "how dare you speak to me that way."
- Accept the student for who he is
- Create a contract with the student privately
- Tell him you will respect his thoughts and opinions as long as he agrees to do the same for you

## **What not to do:**

- Do not argue with the student
- Do not raise your voice-this gives the student more power and you less power
- Make every effort to respond rather than react to what the student says or does
- **DO NOT THREATEN** defiant students with failure.

# Disrespectful Student

## **Your observation:**

Student does not just lack courtesy, he openly expresses disdain for authority. He may comply eventually, but only after a display of rudeness.

## **What is really going on:**

Students use talking back as a way to “show” their power by being able to stand up to adults. They regard rules as adults trying to control them.

## **What to do:**

- If a student makes a personal comment say, “that seems unnecessary. What is the real problem.”
- Give students a way to express themselves appropriately
- Re-teach expectations for how you expect students and adults to behave in your classroom

## **What not to do:**

- Do not get into a power struggle-this will reinforce the behavior
- Don’t get angry or lose control
- Do not get into a public debate
- Address comments with a short, matter-of-fact statement or tell student you will be glad to address his concerns at a later time

# Noncompliant Student

## **Your Observation:**

Student will often start a task, but not finish. When faced with a new task she will not do it. If asked to do something she may refuse to comply

## **What is really going on:**

The student most likely either has a skill deficit or a performance deficit

## **What to do:**

- Determine the function of the students noncompliance
- If the problem is academic-modify assignments
- If the problem is following rules-show student you respect them and expect the same from them
- Try making connection between assignment/request and the benefits for the student specifically

## **What not to do:**

- Do not label the student lazy or difficult
- Avoid accepting excuses. Do not assume that this student's noncompliance is defiance of you personally

# Distracting Students

## **Your Observation:**

Student talks almost all the time. She talks to other students, at inappropriate times and purposefully gives ridiculous answers in class.

## **What is really going on:**

This student seeks attention by any means possible. The reasons may come from something serious like neglect or the student may just be used to being the center of attention

## **What to do:**

- Use proximity control to redirect student
- Create a separate work area for student to go to as needed
- Call on student immediately when she is seeking attention appropriately
- Develop silent cuing system to redirect student

## **What not to do:**

- Do not leave this student unattended for long
- If you are not directly engaged with the student, look directly at her often
- Have student check in with you every few minutes to show progress made

# Class Clown

## **Your Observation:**

Student is fanatical about being in the spotlight. He will do or say just about anything to get an audience. He is “on” even when it is completely inappropriate.

## **What is really going on:**

The student is seeking constant attention. Often he just enjoys making others laugh or being in the spotlight. However, he may do this due to a lack of self-esteem

## **What to do:**

- Enjoy the humor when appropriate
- Compliment the students cleverness and wit, then explain to the class that you enjoy the humor as much as they do, but there is a time and place for it
- Develop a silent cue that means “it is time to get serious”
- If possible, set up a time for the student to “perform” for the class

## **What not to do:**

### **Guidelines for student**

- No making fun of individual people
- No comments about races, cultures, handicaps, etc.
- No vulgar material