



Managing Behavior Problems 2: Lies and Excuses

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 lies and excuses.
- 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 Lies and Excuses
 - 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
2. The Alibier
3. The Crier (Who Cries Foul)
4. The Liar
5. "I Can't"
6. "Not My Fault"

Subtopics:

1. Student Behavior

- a. Five Steps for Changing Behavior
- b. Functional Behavior Assessment

2. The Alibier

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

3. The Crier (Who Cries Foul)

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

4. The Liar

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

5. "I Can't"

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

6. "Not My Fault"

- 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.

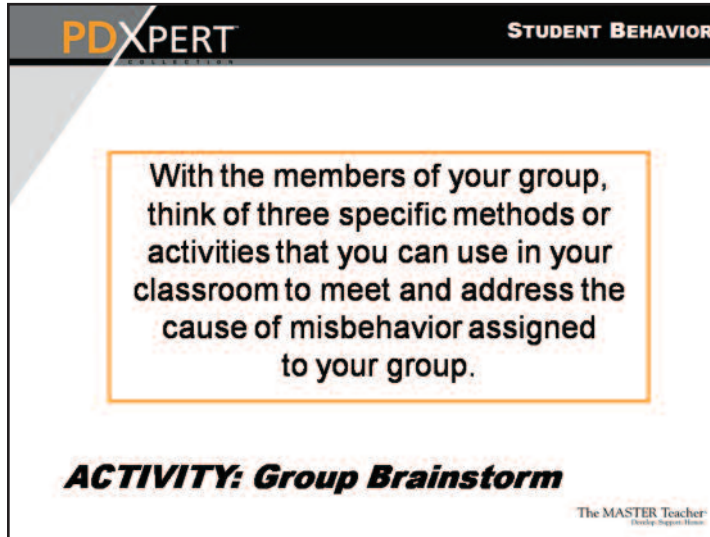
Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Student Behavior		
	3-9	35
Discussion Point – Why it is important to address students who lie and make excuses?		
	3	(5)
Activity – Group Brainstorm		
	8	(20)
Topic 2* – Student Types (“The Alibier” and “The Crier”)		
	9-21	45
Break		
Topic 2* – Student Types (Continued) (“The Liar,” “I Can’t” and “Not My Fault”)		
	22-41	85
Activity – Critique the Response		
	41	(20)
Closing Thoughts		
	42	5
Total of 3 hours (not including break)		

* **Note: For simplicity and ease of use, Topic 2 on this lesson plan includes all of the student types represented as Main Topics in the Presentation Outline.**

Helpful tip!

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

Slide 8



PDXPERT STUDENT BEHAVIOR

With the members of your group, think of three specific methods or activities that you can use in your classroom to meet and address the cause of misbehavior assigned to your group.

ACTIVITY: Group Brainstorm

The MASTER Teacher
Teacher Support System

Activity: Group Brainstorm

Allow 20 minutes for this activity.

Instructions:

Divide the participants into 4 groups or 8 groups. Assign each group one of the following causes of misbehavior. If you choose to break the participants into 8 groups, assign each cause to 2 of the groups. The causes are:

- Attention.
- Power.
- Revenge.
- Self-Confidence.

Then, have participants work with the members of their group to brainstorm 3 specific methods or activities that they can implement in the classroom to address these causes of misbehavior.

For example: If a student has a lack of self-confidence, the teacher may build self-confidence by 1) allowing the student to make a choice about his or her schoolwork, 2) encouraging the student to join a club or sport that highlights his or her strengths, or 3) offering positive feedback to the student when he or she does something that requires confidence, such as reading aloud in class.

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

Tell participants that these are some of the causes of misbehavior associated with lying and making excuses. Once they have recognized these needs, teachers can begin to find more constructive and positive ways for students to have these needs met in the classroom.

Slide 11

PDXPERT THE ALIBIER

Characteristics

- Doesn't fulfill responsibilities.
- Makes excuses.
- Rallies others.
- Feels like a failure.
- Feels mistreated.

The MASTER Teacher
Teaching. Inspiring. Transforming.

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

Doesn't fulfill responsibilities. *May fall behind in schoolwork.*

Makes excuses. *Always offers an excuse about why he or she didn't do something. Feels that everything is someone else's fault. Often presents highly creative excuses; can offer a spontaneous excuse that may even seem very probable.*

Rallies others. *Tries to get support from friends, other students, and parents.*

Feels like a failure. *Approaches every task as a certain failure before making any attempt.*

Feels mistreated. *Tends to feel he or she is treated unfairly by adults at home and at school. Usually finds faults in teachers and parents quickly.*

“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. Circle the methods in the list below that you have used in your classroom.

- Setting deadlines.
- Making a plan.
- The “Deviation” technique.
- The “Repetition” technique.
- Look for help.
- The “Assumption” technique.
- The “Choice” technique.
- The “Minor Point” technique.
- The “Physical Action” technique.
- The “Tiny Consequences and Fast Chances” technique.
- Looking inward.

How effective was the method or methods that you used? Would you use it again? Why or why not?

2. Are there any student types or behavior problems associated with telling lies and making excuses that the presentation did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

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?
