



Managing Behavior Problems 4: Handling Showing-Off and Acting Out

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.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional 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
 - Activity Sheet: Windows
 - Handout: Other Student Types Associated with Showing-Off and Acting Out
 - 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. Demands Attention
3. Pushes Authority
4. Shows Off
5. Acts Lewd

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

2. Demands Attention

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

3. Pushes Authority

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

4. Shows Off

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

5. Acts Lewd

- 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		
	3-11	45
Activity – Yin and Yang		
	10	(15)
Topic 2 – Demands Attention		
	12-17	25
Break		
Topic 3 – Pushes Authority		
	18-23	25
Topic 4 – Shows Off		
	24-29	25
Topic 5 – Acts Lewd		
	30-35	45
Activity – Windows		
	37	(20)
Closing Thoughts		
	38	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 10

PDXPERT STUDENT BEHAVIOR PROBLEMS

Think of a positive situation and a negative situation where these neutral qualities were demonstrated:

- Desires to be recognized.
- Frank curiosity or inquisitiveness.
- Exercises free speech.
- Thrives in leadership roles.

Activity: Yin and Yang

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Activity: Yin and Yang

Allow 15 minutes for this activity.

Objective: To increase awareness among participants that desired qualities in students have both positive and negative aspects.

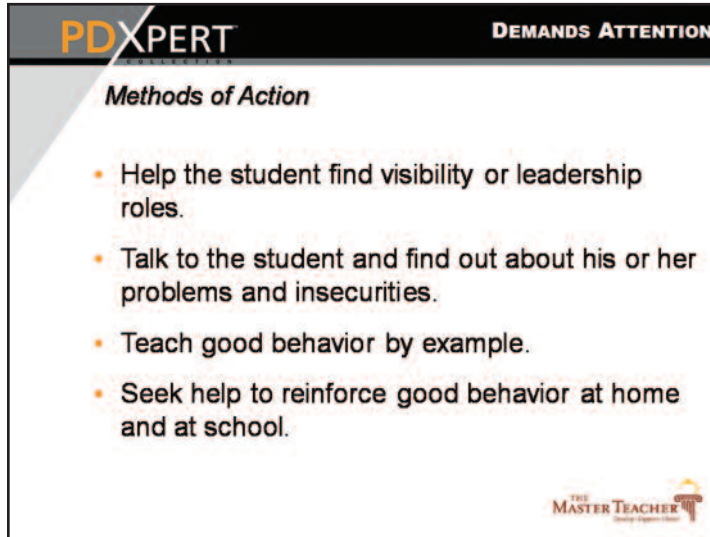
Instructions: Ask the participants to pair up. Each pair will have an all-positive or “optimistic” half and an all-negative or “pessimistic” half. The optimistic half has to give a positive situation for each of the four neutral qualities presented on the slide. The pessimistic half will give negative situations for the same neutral qualities.

Debrief: The last five minutes of this activity should be an open discussion with the participants (still paired up) about their experiences with thinking of positive or negative situations. The point of the activity is not to focus on identifying positive and negative aspects of neutral qualities but to observe how participants place themselves in such situations—for example, are they naturally optimistic about an eager achiever? Or are they doubtful about the merits of those who have this neutral quality?

Here are some questions to prompt the discussion:

1. Are you naturally optimistic or pessimistic about neutral qualities?
2. Which neutral quality did you find it most difficult to think of a positive situation?
How about for a negative situation?

Slide 16



PDXPERT DEMANDS ATTENTION

Methods of Action

- Help the student find visibility or leadership roles.
- Talk to the student and find out about his or her problems and insecurities.
- Teach good behavior by example.
- Seek help to reinforce good behavior at home and at school.

THE MASTER TEACHER

These are things that you can do to help the student behave better in the classroom.

Help the student find visibility or leadership roles. *Give the student additional responsibilities. Bolster the student's confidence at every opportunity—in a quiet way. You must find a constructive way for him or her to meet his or her need for attention.*

Above all, attention cannot be denied or he or she will go to extremes to get it. Be constantly aware of the times you give attention to the student, however, and provide it for positive actions—not just for disruptions.

Talk to the student and find out about his or her problems and insecurities.

Take time to talk to your student to discover the real problems and insecurities that he or she may feel. Never exclude your student and avoid making him or her feel anxious or else the misbehavior will get worse.

Teach good behavior by example. *Model the behavior you want. Be kind, calm, and firm at all times. Speak softly and quietly. Reinforce appropriate questions when your student asks them. This will help the student, as well as his or her classmates, to realize which questions are constructive and relevant. Watch for improvement and relate how pleased you are with the positive progress in your student's behavior.*

Seek help to reinforce good behavior at home and at school. *Seek help from psychologists and counselors as well as co-educators and parents to reinforce changes in the student's behavior; not only inside the classroom but also in other environments.*



“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 methods of handling common problem behaviors in student that you have learned prior to this workshop. Which methods were effective and which weren't? How could you improve the methods that didn't work?

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

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