Working With Difficult Students and Building Relationships With Parents: Part 1

UEA CONVENTION
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Goals for Today

• Increase skill level and practice
• Reduce stress
• Help students have more success
• Have fun
Hands on STRATEGIES

Part 1: How to deal with difficult students

Part 2: How to build relationships with parents of difficult students

The sessions will take about an hour, with time for questions in each session
Which are You?

Wise = learn from your mistakes

Wiser = learn from mistakes of others

Wisest = learn from successes of others
Seeking Improvement?

Practice Skills

Measure Effectiveness

Are You Perfect?
OMT: One More Thing

Content Knowledge: Utah Core Standards

Pedagogy Skills: Utah Effective Teaching Standards

Relationships: Professional Learning Communities, Classroom Management, and Stakeholder Rapport
I Had to Make ASSUMPTIONS…

- Know the difference between management and discipline
- Know how to set up your classroom
  - Seating charts, learn names, have class rules
- Have student expectations and procedures posted
- Disclosure statement
- Know your content—Utah Core Standards
- Know instructional strategies
- Work in teacher teams
Working With Difficult Students...

What Do Teachers Want?
What do students want?

Students want to know *that teachers*:

- Understand their needs
- Are the leaders in the classroom
- Will help them learn
- Can pass the test
- Are consistent
- Care
- Have procedures and routines to keep order
If Students Want These Things, Why Are They Difficult?

Good Question! Focus learning today into three sections:

1. How to redirect attention
2. Strategies for getting students on task and gain influence
3. Understand why students misbehave and some techniques to change their behaviors
Ever Had a Student Misbehave in Class?  
Ever Had a Difficult Student in Class?

What are some typical misbehaviors or disruptions that make students difficult?

• Example: Student comes in late…
• Example: Student slouches in the seat…
• Others?
Definition of “Difficult”

A difficult student disrupts the class so learning can’t or isn’t taking place OR a difficult student is continually off-task

• Provide consequences for disruptive or continually off-task behaviors and learn how to handle them

HINT:
• Difficult students are usually what we call disrespectful (not insubordinate)
• Difficult students are not dangerous and do not engage in severe misbehavior
Things Teachers Must be Able to Do to Work With Difficult Students…

Teachers must
• plan ahead on how you will deal with the student
• know how to give instructions and directions
• give positive reinforcements and recognitions

Teachers must
• *use redirecting techniques for non-disruptive (off-task behavior)*
“REDIRECTING TECHNIQUES” for Off Task Behaviors

- Give them the “look”
- Proximity praise
- Scanning
- Names in the sentence while teaching
Increase “Your Influence” in the Classroom

Freeze Body

• Stand still in front of the group in authority position
• Point toes ahead with weight on both feet
• Give brief oral directions
• Move with frozen hand gestures
Increase “Your Influence” in the Classroom

De-escalation

- I understand
- I see
- Uh huh
- Silence
- Don’t ask why
- Don’t describe behavior while it is happening
- Walk away and tell them you will talk later
Use the “RIGHT” Approach

**Power Approach**
- Approach from the front
- Make eye contact
- Hold breath
- Stand or sit close

**Influence Approach**
- Approach from the side
- Focus on 3\textsuperscript{rd} object
- Breath normally
- Leave student some personal space
Why do Individual Students Misbehave?

Three major needs of students that make them act difficult:
1. Need extra attention
2. Need firmer limits
3. Need extra motivation

When students are difficult they are attempting to fulfill one (or more) of these needs.

They engage you and misbehave because they get something out of it. They misbehave (are disruptive) or they are off task (not doing their work) to fulfill their need(s).

**HOW?**
### Student Needs and Teacher Responses

**Why Misbehave and How They Act**

1. Need extra attention
2. Need firmer limits
3. Need extra motivation

**Teacher Does the Following**

1. Plan how to give it to them
2. Make a contract or work chart
3. Reinforce positive and ignore negative behavior
Seeking Improvement?

- Practice Skills
- Measure Effectiveness
- Are You Perfect?
Other Techniques for Working With Difficult Students…

- Orchestrate with assistant principal
- Document behaviors and interventions (be specific)
- Develop individual plans for really difficult students
- Plan for having a substitute
- Practice routines (i.e. walking to auditorium, lining up for lunch, passing papers in or to the front)
- Communicate with parents… Why?

   To Build Relationships
Perfect Transition to Part 2: Building Relationships With Parents

Rules for Proper Parent-Teacher Communication
References:


Marzano, R.J. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.


Questions?

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Thank you.