



REFRAMING STUDENT BEHAVIOR

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Objectives

1

Discuss the importance of picking our battles with students

2

Reframe student defiance or aggression

3

Identify effective ways to teach students how to express the need behind their defiance

4

Discuss and review strategies that work in responding to student defiance/aggression

Scenarios

You are a 7th grade teacher.

One of your students, Kaiden, starts to tap his pencil repeatedly on the desk. The students around him don't seem to notice.

Later in the class period, one of your students, Mira, takes her shoes off in class, creating a small scene of 7th grade drama about the smell.

3 Questions if we want to stop a students' behavior

Is this impeding the students' learning or the learning of others?

Is it against a policy that the school/district has?

Is it a safety issue for this student or another student?

3 Questions if we want to start a student behavior

What is the goal of what I am asking the student to do?

Are there other ways for the student to meet that goal?

Is the student in the place in their brain where they are capable of meeting the goal in the moment?

What is defiance?

Academic needs

Regulatory needs

Sense of control

Non-preferred activities

What is aggression?

Can mask another feeling

Self-efficacy

Feeling ignored/invalidated

Interpersonal peer issues

“I WOULD BE ABLE TO HELP
MY STUDENTS IF THEY
WOULD JUST ASK FOR
HELP!”

Supporting Our Students in Communicating Needs

- I am feeling...
- I need...
- It would help me if...

Example Worksheet

I noticed you were... (options to circle)	<ul style="list-style-type: none">• Delaying starting an activity• Sitting with your head down• Moving around the room• Seemingly distracted
How are you feeling?	<ul style="list-style-type: none">• Tired• Frustrated• Bored• Confused• Upset• Anxious
Do you need support?	<ul style="list-style-type: none">• Yes• No• Maybe, but I'm not sure what kind of support
What kind of support would best serve you in the moment?	<ul style="list-style-type: none">• A bathroom break• Support with the classwork• Partnering with another student• A calm corner break• Head down for 5 minutes

- **Prioritize regulation (regulate, relate, reason)**
- **Whole group reminders**
- **Specific praise**
- **Be aware of tone/positioning/power dynamics**
- **Give students processing time AND space**

Responding to Defiance in the Classroom

- **Prioritize regulation (regulate, relate, reason)**
- **Whole group reminders**
- **Specific praise**
- **Be aware of tone/positioning/power dynamics**
- **Give students processing time AND space**

Responding to Defiance in the Classroom

A LOT OF TIMES WE RESPOND TO
DEFIANCE, DISRESPECT, OR
DISRUPTION IN A LESS THAN IDEAL
WAY BECAUSE WE ARE TRIGGERED.

Scenarios

You are a 3rd grade teacher.

You have a student, Elena, in your classroom. She seems off in a daze for most of the class. You ask the class to work together in partners for a turn and talk. She puts her head down and when you ask her to begin the turn and talk, she says no and gets visibly upset.

You are a 10th grade teacher.

You have a student in your classroom who comes in, talks during the entire Do Now, makes jokes through the first half of direct instruction, and does not begin the partner activity when asked to, but takes out her phone instead. When you walk over to address the student, she rolls her eyes at you and tells you she isn't going to do anything today.

Scenarios

Big Picture

Kids do well if they can

If our lens reflects the above, then we switch to a position of support

If a student is being defiant/disrespectful/disruptive, they likely have an unmet need

Our immediate goal is to meet the need

Our long-term goal is to enable the student to communicate the need.

Questions/ Comments

Thanks for having me!

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