

Classroom Management with At-Risk, Resistant, or Defiant Students

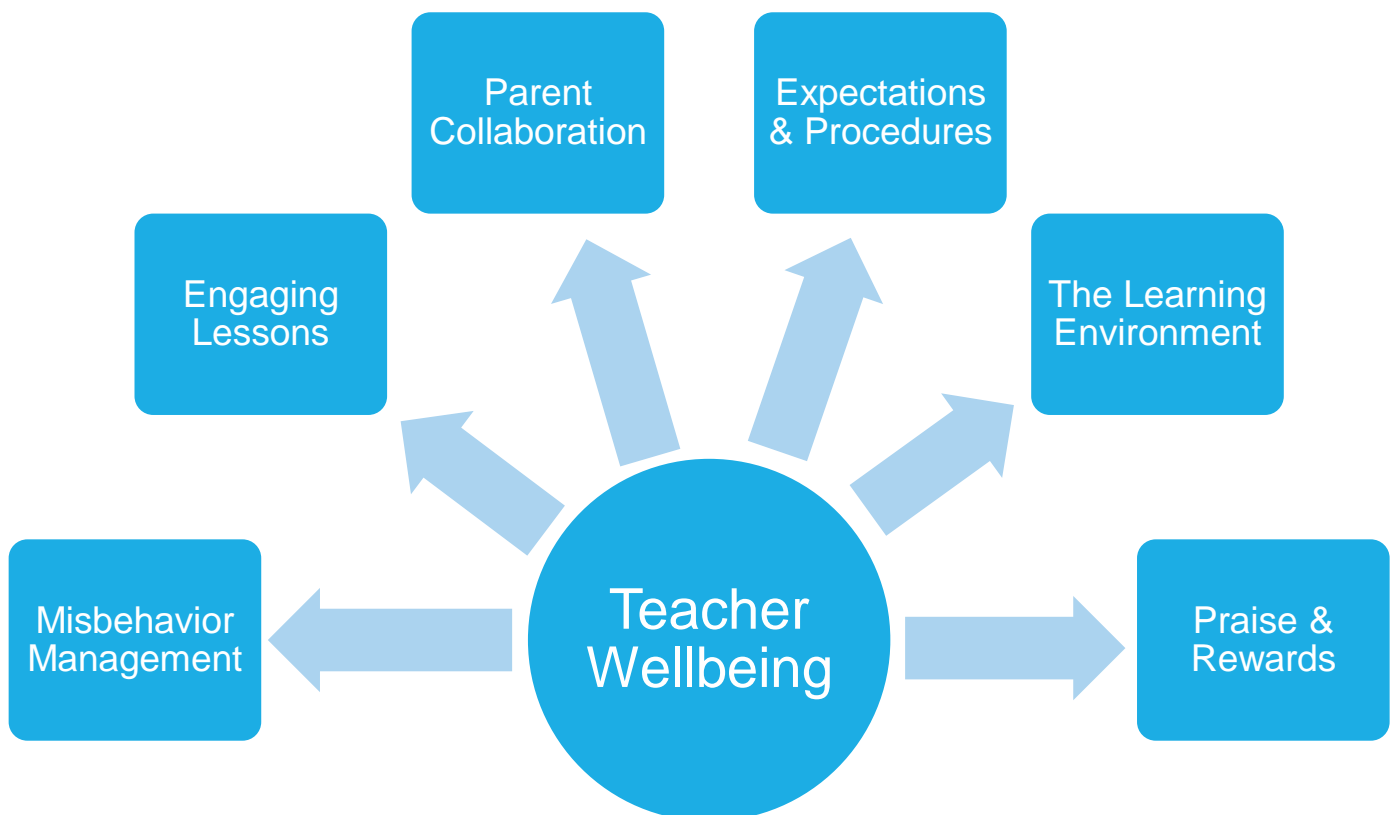
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Why Invest in Classroom Management Training?

After analyzing 228 variables affecting student achievement, classroom management had the largest effect.¹ In addition to student impact, teacher stress and burnout are strongly correlated to classroom discipline issues.²

What is your #1 classroom management strategy?

The Seven Pillars of Student Engagement & Classroom Management



Keys for At-risk, Resistant, or Defiant Students

STEP #1 Know Your Students

Respond appropriately according to the 504, IEP, Health Care Plan, Relevant Personal Situations, or Trauma.

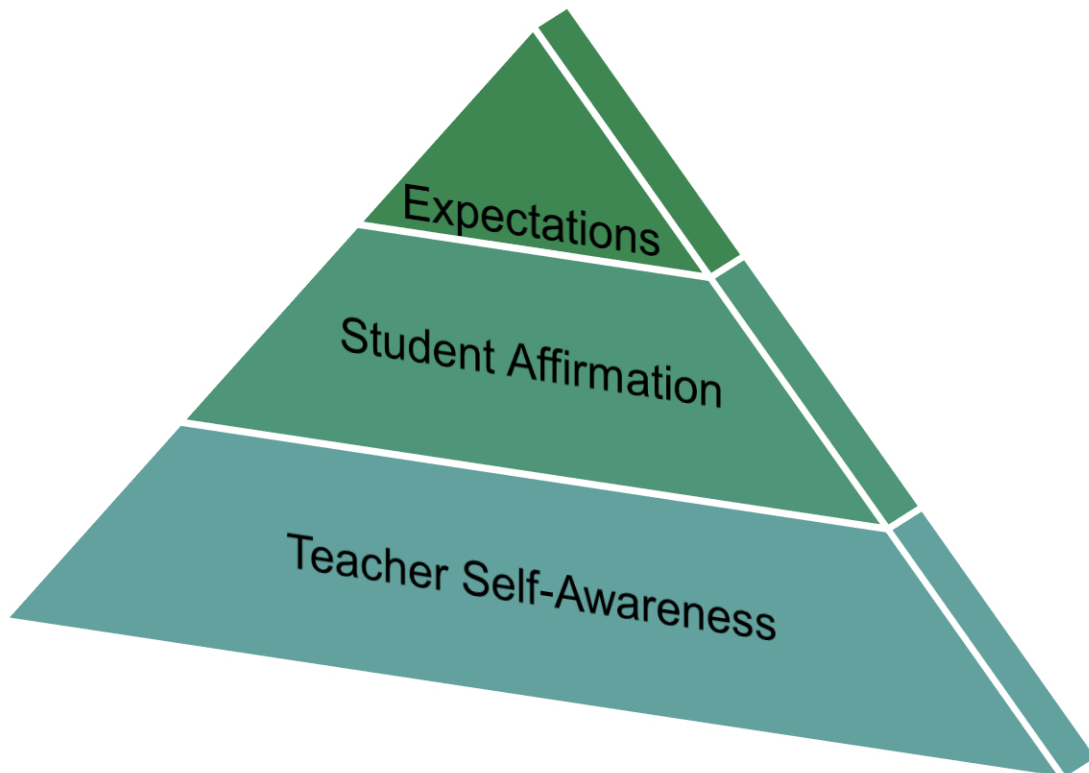
Relevant Personal Situations: after school work, family transitions, medication changes, insomnia, health issues, homelessness, family crisis, etc.

STEP #2 Practice Equity (Empathy & Grace)

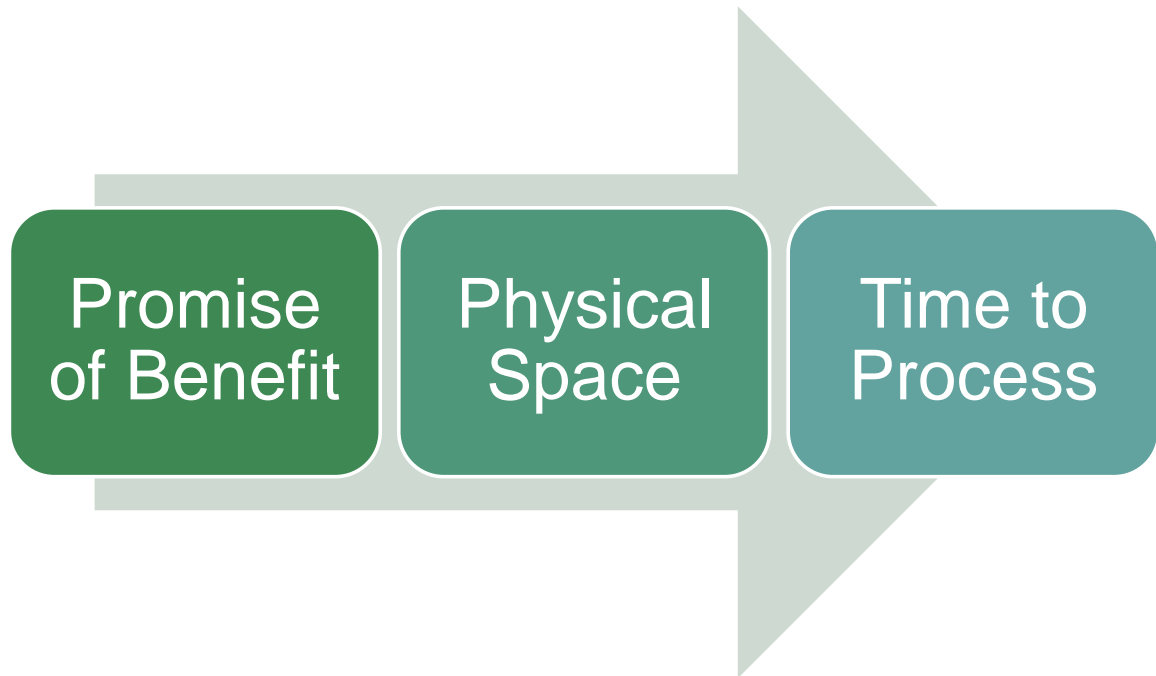
“Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.”³

Pillar #6(b) The Learning Environment – Therapeutic Rapport Model

Teachers develop relationships of mutual respect where students feel safe and know that the teacher, “has their back.”



How to De-escalate Defiant Students



I. Classroom Responses: Misbehavior Management Ladder (Logical Escalating Consequences)

1. Check the class vibe. Is it time for a change (break, different lesson, hands-on activity etc.)?+
2. Promptly acknowledge misbehavior and re-teach expectations.+
3. Teacher proximity.+
4. Assign a peer-teacher.+
5. Point system (Class Dojo or a campus point tracking system).+
6. Student do-over.*
7. Therapeutic time-out.*
8. Re-assign seating.*
9. After class talk, include expectation reminder and personal affirmation.*
10. Hallway-talk during class.*
11. Parent phone call after class with assignments to redo.-
12. Early arrival or after school class detention.-
13. Parent phone call in-class.-
14. Loss of a favorite period to return to your classroom.-
15. **Student hallway talk with dean/administrator.-**
16. Provide alternate assignments temporarily (after conferencing with parent and dean/admin).-
17. Assign seat away from other students temporarily (after conferencing with parent and dean/admin).-

II. Parent Collaboration

Initiate parent contact ASAP! – Get to know the student & establish rapport with the parent. According to the parent, what are the student’s personal goals? What are the parents’ goals for their student? Learn from the parent’s experience and solicit their advice. Follow-up with parent requests or concerns.

III. Campus Resources & Programs

- The student’s advisor (advisory period)
- School guidance counselors
- Social worker
- SPED case manager
- Administrators
- Peer mentorship
- Other teachers (what works for them?)
- Restorative circles
- Athletic coach
- Home visit
- Open house
- Campus security
- Staff collaboration (Early Warning System)

IV. Campus Consequence Systems

- Initial conference with the dean (keep them informed and solicit guidance), Follow-up meeting with the dean, Referral.
- Campus Programs: “No-talking” lunch, Lunch detention, After-school detention, Saturday school, Staff conference with parent.

Notes: _____

References

1. Marzano, Robert J., and Jana S. Marzano. "The key to classroom management." *Educational leadership* 61, no. 1 (2003): 6-13.
2. Oliver, Regina M., Joseph H. Wehby, and Daniel J. Reschly. "Teacher classroom management practices: Effects on disruptive or aggressive student behavior." *Campbell Systematic Reviews* 7, no. 1 (2011): 1-55.
3. Juda, Edyta. "Equity vs. Equality: What’s the Difference?" *GW*, 30 Nov. 2022, onlinepublichealth.gwu.edu/resources/equity-vs-equality/.

