

Addressing Defiant and Hostile Behaviors in Class

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Defiant and Hostile Behaviors

- Student Tahmius displays defiant and hostile behaviors towards adults and authority figures
- Often uses such behaviors as a means of task/ work avoidance
- Behaviors include
 - inappropriate language in general and directed at staff, especially towards para in the room
 - Refusal to do work, participate in activities, take quizzes
 - Distracting and disruptive behaviors
 - Exiting himself from class without permission, roaming hallways unattended, causing disturbances in hallways and other classes in progress
 - Screaming/yelling profanities, slamming desk, other hostile behaviors

Data Collection

The following are sets of data collected comparing the behaviors of Tahmius to another male student in the class

Time/Activity	7:30-7:40 Introduction/giving directions	7:40-8:10 Individual modeling, but working through mitosis model as a class	8:10-8:24 Small group work reading/answering comprehension questions about activity
Target Student	7	2	4
Comparison Peer	0	0	1

# Of Target Behaviors			
Time/Activity	7:30 Introduction/giving directions	7:35-8:00 Small group work (groups of 4) creating a poster	8:00-8:24 Group presentations of poster
Target Student	4	8	Refused to present with group
Comparison Peer	0	0	0

Data Collection Ctn.

# Of Target Behaviors		
Time/Activity	7:30-7:40 Introduction to Cancer Research Project	7:40-8:24 Class time for students to work on Cancer Research Project
Target Student	3	4
Comparison Peer	0	5

# Of Target Behaviors				
Time/Activity	(7:35-7:43) Amoeba Sisters Meiosis Video viewing	Whole class video viewing again (with time paused for answering questions on worksheet)	Independent research on genetically linked diseases	Class discussion about Klinefelter's and Turner's Syndrome
Target Student	5 (off task)	3 (off task/ disruptive)	6 (off task)	0
Comparison Peer	4 (off task)	0	4 (off task)	0

Analysis

- Tahmius is most often off task when
 - He is in small group activities; he struggles to fight off the urges and distractions of working with others
 - When he is tardy to class, and has not had an opportunity to settle in
 - When the activity is not engaging to him
 - When the activity/ assignment involves reading and writing
- When an activity or assignment is not desirable to Tahmius, he will engage in negative behaviors in order to avoid the task at hand, often resulting in him being removed from the classroom.

Behavioral Strategy Plan

- Components of my behavioral intervention plan include
 - A student-parent conference in which strategies are discussed on how to ensure he is in class on time, with a reward system put in place
 - Provide support and scaffolding to Tahmius when he feels inadequate to complete assignments
 - Provide opportunities for kinesthetic learning activities and labs
 - Find ways to create inherent interest in school/biology
 - Discussion of consequences (with student and parents) for when inappropriate behaviors are displayed
 - Remaining firm but flexible with this student (when appropriate)
 - A home-note system to stay in constant contact with parents, and update them about progress

Strategy Evaluation

# Of Target Behaviors		
Time/Activity	7:30-7:45 YouTube Video on how to perform DNA extraction from Strawberry, review of the procedure and collection of materials/lab set -up	7:45-8:24 Extraction of DNA, lab clean up
Target Student	1	1
Comparison Peer	0	0

# Of Target Behaviors		
Time/Activity	7:30-7:40 Directions, material collection	7:40-8:24 Building of DNA model
Target Student	1	2
Comparison Peer	0	0

The tables are data collected during the process of the intervention. Specifically, these two tables show data from classes designed around laboratory/ kinesthetically involved lessons. The number of undesired behaviors has been drastically reduced from the previous data set.

Strategy Evaluation/ Complications

- Overall, I was pleased with the results of my intervention. Although behaviors were not perfect all the time, I did notice a significant reduction in the frequency as well as the volatility of the undesirable behaviors
- The only part of my intervention plan I was not able to follow through with was the parent meeting/communication with parents through home-notes. The parents never got back to me about scheduling a meeting, and reaching them at all is difficult.
- I would recommend the strategies that I employed, and I believe they are useful and relevant strategies to any teacher in any subject with any age group

Professional Stance

- I have evolved from dreading/ hating period one, praying that Tahmius would not show up to class, feeling overwhelmed, anxious etc., to feeling more positive, collected and in control of my classroom.
- My greatest suggestion, and that I have to still remind myself to abide by, is to not engage in a power struggle with this type of student. Instead, try to figure out what is causing the student's behaviors (in this case it is almost always the desire to avoid challenging work) and instead provide firm but supportive measures to help the student.