

Interventions for Misbehavior

Dr. K. A. Korb
University of Jos

Advantages of Beating

Theme	Description	Percentage ¹
Stop	Students will stop bad behavior	40%
Other Advantage	An advantage that does not fit in another category	25%
Learn Bad Behavior	Students learn what behaviors are bad	15%
None	No advantages of beating	15%
Fear Other Beating	Student not repeat behavior for fear of another beating	10%
Other Student Learn	Other students learn from the punishment	5%

Korb, K. A., & Danga, L. A. (2013). Beating of children in schools: To beat or not to beat? In O. U. Onete & N. Obikeze (Eds.), *Discipline and Nigerian educational system* (pp. 45-56). Owerri, Nigeria: Fasmen Communications.

Disadvantages of Beating

Theme	Description	Percentage
Stubbornness	Hardens the student and/or student continues to misbehave	50%
Injury	Beating could injure the student	40%
Fear	Student begins to fear the teacher, school, and/or the class	35%
Negative Mood	The student is put into a negative mood and/or cannot focus	25%
Other Disadvantage	A disadvantage that does not fit in another category	20%
Not Learn	Student not learn what they are being beaten for	10%

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Managing Misbehavior

- Focus on teaching
 - Give the child information needed to learn and practice correct behavior
- IEC Communication
 - **Information** about the nature of the misbehavior
 - **Effect** of the misbehavior
 - What harm did the misbehavior cause?
 - **Change:** How can the child change his/her behavior in the future?

Continuum of Managing Misbehavior

- Ignore the misbehavior
- Give a nonverbal cue
 - Eye contact
 - Move close to the pupil
 - Put a hand on the pupil's shoulder
- Redirect the child to a more positive behavior
- Encourage positive behavior by a child close to the misbehaving child

Continuum of Managing Misbehavior

- Remind the child of the rules
- Ask a misbehaving child to state the correct rule
- Give a choice between changing to the correct behavior or the consequences for continued misbehavior
- Apply punishment
 - Natural consequences

Other Strategies for Managing Misbehavior

- Listen to the child's perspective
- Refer to the Conflict Resolution Model

Restorative Discipline

- **Restorative Discipline:** Process that restores a wayward pupil back to the classroom community
- Key Principles
 - Misbehavior is ultimately a break in relationship
 - Misbehavior requires corrective discipline to educate the pupil about appropriate behaviors
 - Pupils need to understand what they did wrong, why their misbehavior was harmful, and to develop empathy towards the individuals who were hurt by the misbehavior
 - Takes a long-term perspective with the goal of helping pupils become responsible, caring citizens
 - *Appropriate consequences* encourage accountability for pupils' misbehavior

Restorative Discipline Approach

- After a misbehavior, ask six questions:
 1. Who has been hurt?
 2. What are the needs of the person who has been hurt?
 3. Who is responsible for meeting the hurt person's needs?
 4. What was the reason for the misbehavior?
 5. Who has a stake in correcting the misbehavior?
 6. What is the appropriate process to involve stakeholders in an effort to put things right?

Procedure for Restorative Discipline

- Classroom rules are well explained at the beginning of the term
- Pupils who break a rule are gently made aware of their misbehavior and asked if they plan to change their behavior
 - Pupils who change their behavior are encouraged
- Pupils who do not change their behavior after a few reminders have a teacher/pupil meeting
 - The pupil and the teacher each describe the problem separately, considering the six questions
 - After one party speaks, the other listens and summarizes what has been said
 - The teacher and pupil collaborate to develop a written agreement that includes the restitution necessary to fix the problem and a plan to prevent the misbehavior in the future

Procedure for Restorative Discipline

- A follow-up meeting is held after a few weeks to ensure that the agreement is being followed
 - Pupils who follow the agreement are encouraged
 - If the pupil does not hold to the agreement, then a family conference is held with the teacher, parents, pupil, and other stakeholders
 - The meeting procedures are similar to the teacher/pupil meeting
 - A written agreement is drawn up and signed by all parties

Strengths of Restorative Discipline

- Makes pupils consider their behavior
 - Why what they did that was wrong
 - How their misbehavior affected others
 - How they can correct their misbehavior
- Pupils are more likely to take responsibility for their actions
- Pupils are more likely to develop empathy toward the people they have wronged
- More likely to develop sustainable change in pupils' long-term behavior

Functional Behavior Assessment

- **Functional Behavior Assessment:** Identify the purpose (function) of misbehavior with the goal of behavioral change
- Key Principles
 - All behavior is purposeful to help meet a child's need
 - To get something perceived as positive OR
 - Escape something perceived as negative
 - Behavioral change requires two things:
 - Teaching positive behavior
 - Changing elements of the environment that elicit misbehavior

Functional Behavior Assessment

- Step 1 is to conduct an ABC Assessment
- **ABC Assessment:** Antecedent-Behavior-Consequence
 - Clarifies the nature and purpose of a child's behavior in reference to events in the environment
 - Information can be collected by parents, teachers, and/or other professionals

ABC Assessment

- **A**ntecedent ("go before"): what occurs before the misbehavior or what triggers the misbehavior
- **B**ehavior: Details of the child's misbehavior, including when, who, where, how, how often
 - Frequency (how often) is most important
- **C**onsequence: What usually happens after the misbehavior
 - This does *not* refer to the punishment
 - This is what a child gets or avoids having to do as the result of the misbehavior
 - This step identifies the function of the misbehavior

Sample ABC Assessment Form

S/No	Date/Time	Antecedent: What happened before?	Behavior: What did the child do?	Consequence: What happened after?	Comments/Function of Behavior
1	20 Nov, 10am	CD refused to give AB a pencil	AB hit CD	CD cried and AB ran away	
2	20 Nov, 11am	EF had AB's notebook	AB hit EF	EF hit AB back	
3	20 Nov, 1pm	AB was getting his bag but GH was in the way	AB hit GH	GH told the teacher	
4	21 Nov, 10am	IJ was eating a doughnut during break time. AB had no snack	AB hit IJ	IJ shouted at AB	

Develop a Behavioral Change Plan

- **Behavioral Change Plan:** Describes 3 things:
 - 1) Behavior to be changed
 - 2) Strategies used to prevent misbehavior
 - 3) Strategies for teaching more positive behavior
- Include the parents if possible
- Follow-up
 - Implement the Behavioral Change Plan
 - Monitor the child's progress
 - Repeat the cycle if necessary

Functional Behavioral Assessment

