Hostile / Aggressive & Defiant Behaviour
what really happened, we can figure out what to do about this situation and perhaps I can help you not let this happen again.” Encourage students to be honest about their feelings, and use a calm problem-solving approach to help students address a problem that caused them to lie in the first place.

5. Stealing. Stealing involves taking something that belongs to somebody else without the owner’s permission. Students in early grades may still be learning the difference between sharing and taking what doesn’t belong to them. Students may impulsively steal because they want something, or they may take something from another student because they are angry with the other person.

If an incident of stealing takes place and you know the culprit, you can have a private conversation with the student about what happened. Describe what you saw and have the student return the item, replace it, or make restitution. Help the student figure out options other than stealing. You may need to respond more forcefully, depending on the value of the property and the frequency of stealing. In such cases, you may need to contact the principal and the family. Because of legal implications, it is wise to discuss an incident with the principal before conducting a search of backpacks, lockers, or a student’s clothing.

6. Profanity. Profanity occurs when students use abusive, vulgar, or irreverent language. Age plays a role in the use of profanity. Young children may simply be restating language they heard on television, by family, or by friends with little or no understanding of the meaning. An instructional response is appropriate here, rather than a disciplinary one (e.g., “We don’t use words like that in school”). For older students, such language may have become a regular part of their vocabulary, or they may use profanity when they are angry with another person. In such cases, students need to see what is acceptable and unacceptable in school. Stress that using language to hurt others will not be permitted and that there are other acceptable ways to express anger.

7. Rudeness toward the teacher. Students may be rude to the teacher by using disagreeable or discourteous words or actions that are outside acceptable standards. Rudeness may be expressed in talking back, arguing, making crude remarks, or showing inappropriate gestures. It is best to avoid overreacting, arguing, or getting into a power struggle. A low-key, respectful response is more suitable. When rude behavior is first evident, you should inform the student that the behavior is inappropriate, and you might refer to a classroom rule that relates to respectful behaviors. If the actions continue, you should meet with the student privately to identify the reason for the behavior and possibly to deliver consequences. If the rude behavior continues, you may need to consult with the principal or counselors about additional responses.

8. Defiance or hostility toward the teacher. Defiance occurs when a student refuses to obey or conform to teacher directions. These actions may be open, bold, or even hostile, and defiance may be in the form of a confrontation with the teacher during a class session.

What Would You Decide? | Addressing Cheating in Your Classroom

On three successive quizzes in your class, you notice that four students have always received the same score. You are suspicious that this is more than a coincidence.

1. Under what circumstances would you talk with these four students about their scores?

2. What could you do about the questions and the formatting of the quiz to minimize cheating?

3. What could you do about room arrangement and your monitoring of students during a quiz to minimize cheating?
The best way to deal with defiance is to try to defuse it by keeping it in private and handing it individually with the student. Put the student off by saying that you will discuss the situation in a few minutes when you have time. Avoid a power struggle and remain objective. Listen to the student's point of view but don't engage in an argument. State the consequence clearly and implement it.

Here are some guidelines when students become defiant. First, stay in control of yourself. Direct the rest of the class to work on something while you speak to the student in a private area away from the rest of the students. Stand a few feet away from the defiant student (i.e., don't get in his face). Acknowledge the student's feeling by saying something like, "I can see that you are really angry." Avoid a power struggle in the conversation (e.g., "I am the boss here, and I am telling you what to do"). As a means to defuse the situation, offer the student a choice of actions for what the student needs to do next (Weinstein, Romano, & Mignano, 2011).

9. Failure to do work in class or homework. You may have some students who regularly do not complete seatwork or homework. You should first examine how you hold students academically accountable in your class (see Chapter 10) and make any needed adjustments to ensure accountability. Next, you should plan to maintain accurate records of the seatwork and respond early when you recognize students who are regularly not completing their class work.

You also should examine the nature of the assignments and homework. Is the material too difficult to be completed independently? Is it too boring? Is it too long? Could the material be mastered with a shorter assignment? Was there sufficient preparation in class before students were to do the seatwork or homework? Are there other ways to provide practice and to assess student progress without having seatwork and homework everyday? Your reflection on these questions may lead to your adjustment of the assignments and expectations.

When selecting seatwork and homework, it often is helpful to break it up into parts whenever possible. Work on the first few questions in class as a group before asking the students to complete the rest on their own. Monitor students closely to see that they are able to handle the work independently. Be sure to review, collect, and grade all assignments. Many teachers have homework planners where they list the assignments and due dates somewhere in the classroom.

10. Inappropriate use of electronic devices. Millions of students of all ages carry their cell phones and other electronic devices (e.g., iPods, MP3 players) to school each day. Student use of these devices during school hours has the potential for creating problems, so many schools have adopted schoolwide policies for their use.

Cell phones can create distractions that disrupt the class. Students may misuse their phones by texting, bullying other students (i.e., cyberbullying), or taking unflattering photographs or recordings of teachers. Phones are attractive targets for thieves, and they also can be used to cheat on tests and other assignments (J.G. Thompson, 2011). Students also may use headphones to listen to music rather than participate in academic activities.

Teachers should take a common-sense approach when dealing with these electronic devices. First, follow the guidelines in your schoolwide policy for these devices. Second, make sure all students are aware of the policy, understand when they can and cannot use these devices, and are aware of the consequences for not following the school policy. Third, be consistent in your enforcement, and students should be self-disciplined about the use of these devices.

If there is no school policy, it is useful to establish a policy for your classroom. For example, you may have a clear and consistent expectation that phones will be silenced during class and stored in a backpack, unless they are being used in classwork. To