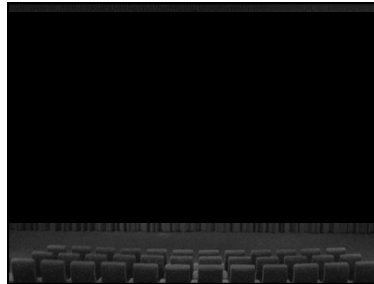



Don't Lose Your Cool


How to Deal With Difficult Students
Presented by Bonnie L. Duckworth, LP





+ Welcome Educators

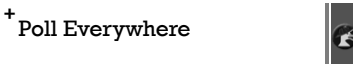
- As with every class please take out and get ready to use your cellphone.
- Prepare to text to the number 22333.
- Or browse the web at
■ www.PollEV.com/duck/
- Standard rates and fees apply.
- Stand By...







+ Who's YOUR Student?





+ Poll Everywhere



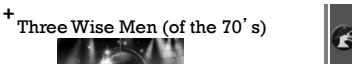


+ How to Deal With Difficult Students

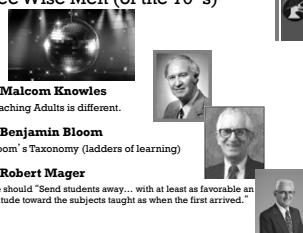
■ **Get Rid Of Them!**
Rom Says...

- There are no Difficult Students.
- There are no Difficult Behaviors.
- Even GOOD Students have Difficult Behaviors!


Thank You! Good Night!



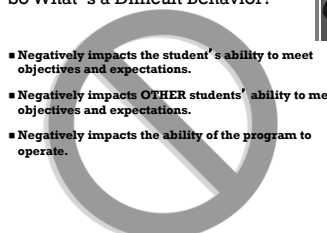
+ Three Wise Men (of the 70' s)



- **Dr. Malcom Knowles**
 - Teaching Adults is different.
- **Dr. Benjamin Bloom**
 - Bloom's Taxonomy (ladders of learning)
- **Dr. Robert Mager**
 - We should "Send students away... with at least as favorable an attitude toward the subjects taught as when the first arrived."



+ So What's a Difficult Behavior?



- Negatively impacts the student's ability to meet objectives and expectations.
- Negatively impacts OTHER students' ability to meet objectives and expectations.
- Negatively impacts the ability of the program to operate.




+ Sources of Difficult Behavior

-  **Fear / Worry**
• Maslow
-  **Discomfort**
• Maslow
-  **Boredom / Disinterest**
• Us
-  **WTFM?**
• Them?


+ Difficult Student Behaviors

- **Not Paying Attention**
 - Drifting / Sleeping
 - Side Conversations
 - Texting / SM'ing
- **Know It All**
- **Rambling**
- **Heckling**
- **Unprepared for Class**
- **Tardiness**
 - (I don't FEEL tardy)
- **Poor Attendance**
- **Plagiarism / Cheating**
- **Shy / Nonparticipatory**
- **Flirtatious**
- **Workaholic**
- **Threatening / Intimidating**
- **Poor Hygiene**
 - The Smelly Kid




+ Stage Zero: Policies and Practices

- **How many of you write your own policies?**
 - How many of you have input, flexibility or discretion?
- **How many of you set practices?**
 - **E.S.P.**
- **Rom's Policies**
 - Inflexibly Flexible
 - Red Hot Stove Rule
 - +25%
 - Have a Plan B




+ Stage One: Classroom Discipline
The Show Must Go On!

- **LEAST**
 - Leave It
 - Eye Contact
 - Action
 - Stop Class
 - Terminate!




+ Stage Two: Program Discipline
Focus Your Resources!

- **CCMP**
 - Coaching
 - Counseling
 - Mentoring
 - Peer Assistance



+ Stage Three: Student Discipline
Ok, what have you got?




+ Now Do It!

- Think, Pair, Share
- Scenarios / Simulations
- Flow Charts
- Concept (Mind) Maps
- Contrast (Mind) Maps
- Analogical Thinking
- Summary
- Small Groups / Short Sessions
- Live Surveys


Students who are actively engaged in the learning process will be more likely to achieve success (Dewar 1995; Hartman 1995, Leadership Project 1995).

Idle Hands...




+ Do Your PREPS

- **Prepared**
 - Are YOU ready?
 - Are THEY ready?
- **Relevant**
 - WIFM
- **Enthusiastic**
 - Invest Yourself
- **Positive Reinforcement**
 - From Q&A to 1:1 give them mental GPS
- **Simulation / Scenarios**
 - Where the rubber meets the road



+ Poll Everywhere



+ A Great Educator Will...

- **Set or Identify Objectives**
- **Establish Positive Policies / Practices**
 - Everybody Sets Practice
 - Inflexibly Flexible
- **Target Difficult Behaviors / Not Students**
- **Manage and Lead**
 - LEAST
 - CCMP
- **A Great Educator P.R.E.P.S. for Class**
 - Preparation
 - Relevance
 - Enthusiasm
 - Positive reinforcement
 - Simulation / scenarios

