

## CLASSROOM BEHAVIORAL ISSUES

### ***MISBEHAVIOR***

Cognitive Style: Impulsive

Severity: Trivial

Frequency: Extremely high

Three most common impulsive misbehaviors:

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Malleability: Very resistant to consequences

Four strategies for reducing frequency:

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### ***BAD BEHAVIOR***

Cognitive Style: Deliberate and attention-seeking

Severity: Moderate to quite serious, depending on the child and the situation

Frequency: Rare to nearly continuous, depending on the child and the situation

A Model for Understanding the Severity and Frequency of Bad Behavior:

Malleability: Easily corrected if the environment is sufficiently and appropriately controlled

Two principles for reducing frequency and severity:

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***REALLY BAD BEHAVIOR***

Cognitive Style: Oppositional and aggressive

Two variations of really bad behavior:

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Severity: Often highly disruptive to teaching and destructive to rapport

Frequency: Rare to almost daily, depending on adult response

Malleability: Often worsened by tangible consequences, but adaptive to emotional ones.

Two rules for working with Really Badly Behaved kids:

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