Understanding the Implications and Addressing Defiance in the Classroom

Devon Busbia  
*Illinois Wesleyan University*

Leah Nillas, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: https://digitalcommons.iwu.edu/jwprc

Part of the Education Commons

Busbia, Devon and Nillas, Faculty Advisor, Leah, "Understanding the Implications and Addressing Defiance in the Classroom" (2016). *John Wesley Powell Student Research Conference*. 1.  
https://digitalcommons.iwu.edu/jwprc/2016/ESposters2/1

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.
Understanding the Implications and Addressing Defiance in the Classroom

Devon Busbia and Leah Nillas*

Educational Studies, Illinois Wesleyan University

Research Question

What are the effects of defiance and how can strategies be used to address these behaviors in the elementary setting?

Literature Review

- There is not adequate preparation for classroom management in preservice teacher education programs (O’Neil & Stephenson, 2013; Smart & Igo, 2010).
- Defiance from students causes major stress and is a factor in high teacher burn out rates and poor job satisfaction (O’Neil & Stephenson, 2013; Pisacreta, Tincani, Connell, & Axelrod, 2011; Pullen, 2004).
- Teachers with more positive attitudes toward their students are less likely to experience defiance. When behavioral issues do occur, punishments are found to be more fair when there is a positive teacher-student relationship (Bratter, 2006; Glass, 2012; Way, 2011).
- When used correctly, Check-in/Check-Out, a Positive Behavioral Interventions and Supports (PBIS) program, has been found to be effective at all grade levels with appropriate adjustments to behavioral needs (Miller, Dunfrene, Sterling, Olmi, & Bachmayer, 2015).

Methodology

- Participants included twenty-six second grade students in a self-contained classroom from a suburban, K-5 school in the fall of 2015.
- Events that occurred over a sixteen week period were documented for this self-study.
- Data from field notes and observations, anecdotal notes, observation write-ups, and school behavioral policies were evaluated and analyzed along with relevant literature.
- Themes were identified using the techniques of repetitions as well as similarities and differences (Ryan & Bernard, 2003).

Results and Data Analysis

- Respect must be earned not assumed.
- Family involvement as well as supporting faculty foster improved behavior.
- Check-In/Check-Out was found to be an effective behavior intervention at the second grade level to address defiance in the classroom when adjusted to individual needs.
- Best practices methods must be determined based on individual behavioral needs.
- Building strong relationships with students positively affects classroom behavior and student acceptance of management techniques.
- Preservice teacher education and professional development on defiance are beneficial.

Conclusions

- Further education is needed in classroom management for preservice teachers in order to find success and confidence managing the classroom.
- Forming positive relationships with students is effective in preventing defiance.
- Best practices still need further investigation, this will lead to stronger preservice education and greater confidence in classroom management.