

# 3 C's of Behavior Management

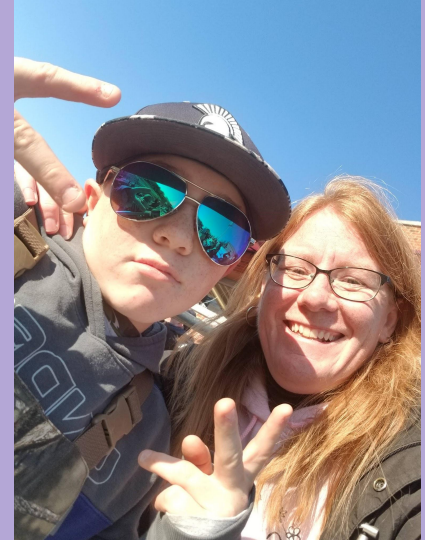
## Consistent, Caring, Consequences

Presenter: Shelley Kenow

Session 1

8:00-9:00 AM

Savannah AB



# Over 27 years full and part time experience in education

1991-1993 Carlyle Grade School, Carlyle, IL Title 1 Teacher's Aide

1994-2005 Aide/Substitute Teacher for Department of Defense Dependent Schools, Earith Day School, Earith England, St. Louis Christian Academy, St. Louis, MO, O'fallon, Illinois Schools, District 118 Belleville, Illinois and Clinton County Illinois Schools (Trained in Behavior Strategies from Behavior Experts-didn't have BCBA back then)

2005-2006 K-8 Special Educator Albers, IL (Trained in CPI)

2006-2016 K-5 Resource and K-8 Moderate-Severe Special Educator, Aviston, IL (Trained in ABA and CPI) *Developed 3 C's Of Behavior Management Implemented with whole classes, small groups, and individuals. Success in all settings.*

2016-2017 4th Grade Special Education Teacher Wesclin District *(Continued using 3 C's)*

2017-present Business Owner, Substitute Teacher, Tutor, and Speaker

👉 May 2020-Published Author of Those That "Can't"...Teach

# 1. Consistent

Rules are made for valid reasons-Examples

(Have you explained the reasons for your rules to your students?)

Blind obedience is dangerous.

Break a rule and there is a negative consequence...why?

Follow a rule and there is NO consequence...why?



# 1. Consistent

## Intrinsic vs Extrinsic

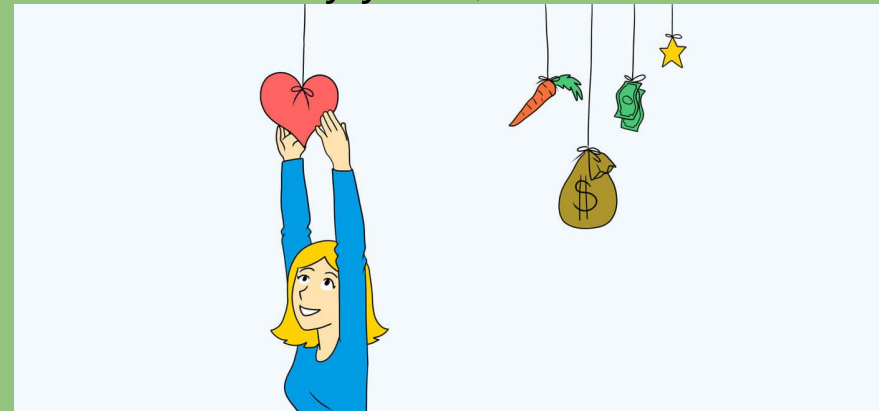
We want our students and adults to be intrinsically motivated, but many behaviors are extrinsically motivated. (Would you go to work if you didn't get a paycheck?)

We can start with outward rewards and then move away at a gradual pace to intrinsic rewards.

Just as we teach an academic skill several times over many years, we must teach repeatedly, not tell, the behaviors you want and praise when wanted behaviors are displayed.

(be specific)

When we reach a person's heart they are



## 2. Caring



## 2. Caring

All behaviors are communications.

What is the reason for the behavior?

**Behaviors are symptoms of something else...  
anxiety, sickness, fear,  
hunger, tired,  
embarrassment, lack of self-awareness, etc**

Is it personal?



To the person exhibiting the behavior, but not toward the person receiving the behavior.

## 2. Caring

What we sometimes see as  
a failure to **BEHAVE**  
properly,

is actually a failure to

**COMMUNICATE**  
properly.

[www.notjustcute.com](http://www.notjustcute.com)





# 2. Caring

Body language is a behavior.

What does yours say?

What does your student's say?

Are you certain?

When Kids don't feel welcome or accepted they don't perform as well.

While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

# **2. Caring**

**We are always communicating something.**

**Are we communicating what we think we are communicating?**

**Are our students communicating what they want to be communicating?**

# 2. Caring

**Unintentional messages**-Explain to your students that being on their phone, talking while someone else is talking communicates whatever you have to say is more important than what the person sitting or standing right in front of you is trying to communicate. Other examples?

I have yet to find a teacher who loves being graded/assessed on things they can't control...like standardized testing results, yet we do it all the time to students-

**Examples:** kid can't stay awake at school but couldn't sleep the night before because of..., kid can't concentrate at school because he/she doesn't know where they are going to sleep tonight, kid is fidgety because their brain is wired differently, concept isn't understood because their brain is wired differently, etc

[https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/a-day-in-the-life-of-a-kid-with-adhd?cm\\_ven=ExactTarget&cm\\_cat=01082019\\_EnglishNewsletter&cm\\_pla=All+Subscribers&cm\\_ite=https%3A%2F%2Fwww.understood.org%2Fen%2Flearning-attention-issues%2Fchild-learning-disabilities%2Fadd-adhd%2Fa-day-in-the-life-of-a-kid-with-adhd&cm\\_lm=cthompson%40missouriparentsact.org&cm\\_ainfo&utm\\_campaign=newsletter&utm\\_source=generalnews&utm\\_medium=email&utm\\_content=01082019\\_EnglishNewsletter&fbclid=IwAR3simiDjbgzfvzevNDriAUilHOzztHNnUSnPFvI0QedBrMtFUjvCto2Dw](https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/a-day-in-the-life-of-a-kid-with-adhd?cm_ven=ExactTarget&cm_cat=01082019_EnglishNewsletter&cm_pla=All+Subscribers&cm_ite=https%3A%2F%2Fwww.understood.org%2Fen%2Flearning-attention-issues%2Fchild-learning-disabilities%2Fadd-adhd%2Fa-day-in-the-life-of-a-kid-with-adhd&cm_lm=cthompson%40missouriparentsact.org&cm_ainfo&utm_campaign=newsletter&utm_source=generalnews&utm_medium=email&utm_content=01082019_EnglishNewsletter&fbclid=IwAR3simiDjbgzfvzevNDriAUilHOzztHNnUSnPFvI0QedBrMtFUjvCto2Dw)

[https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/information-processing-issues/a-day-in-the-life-of-a-child-with-slow-processing-speed?utm\\_source=facebook&utm\\_medium=social&utm\\_campaign=understoodorg&fbclid=IwAR2g25ZuYPmwTdQk8BLuyeXHBvXvS6ttxt-4WKwueBs8uklyp6S5rH6oQQ](https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/information-processing-issues/a-day-in-the-life-of-a-child-with-slow-processing-speed?utm_source=facebook&utm_medium=social&utm_campaign=understoodorg&fbclid=IwAR2g25ZuYPmwTdQk8BLuyeXHBvXvS6ttxt-4WKwueBs8uklyp6S5rH6oQQ)

# 2. Caring

Have to stop saying “Well they should know by now”

Have to stop assuming parents are teaching certain things

Can't just say get over it, it's in the past, it's no big deal, don't be nervous/anxious-Trauma informed Care, Tina flying

Tell them expectations, don't assume they know

Remind them of expectations, just as you would remind students of formulas, grammar rules, tips and strategies to solve equations, etc

# 2. Caring

Every kid is special and unique, just like you, make them feel that way.  
Acknowledge that difference in a positive way. Treat each kid differently

It takes more energy to be negative than to be positive.

Nothing positive to say about a child? Change your mind!  
Change your perspective.

We catch the “bad” kids instead of trying to catch the “good” kids

We have to catch ourselves in what we say and how we respond

“

Every time you think of calling a kid 'attention-seeking' this year, consider changing it to 'connection-seeking' and see how your perspective changes.

— Dr. Jody Carrington  
PSYCHOLOGIST

edutropia

# **2. Caring**

**Unrealistic expectations-can't expect the same from every single person**

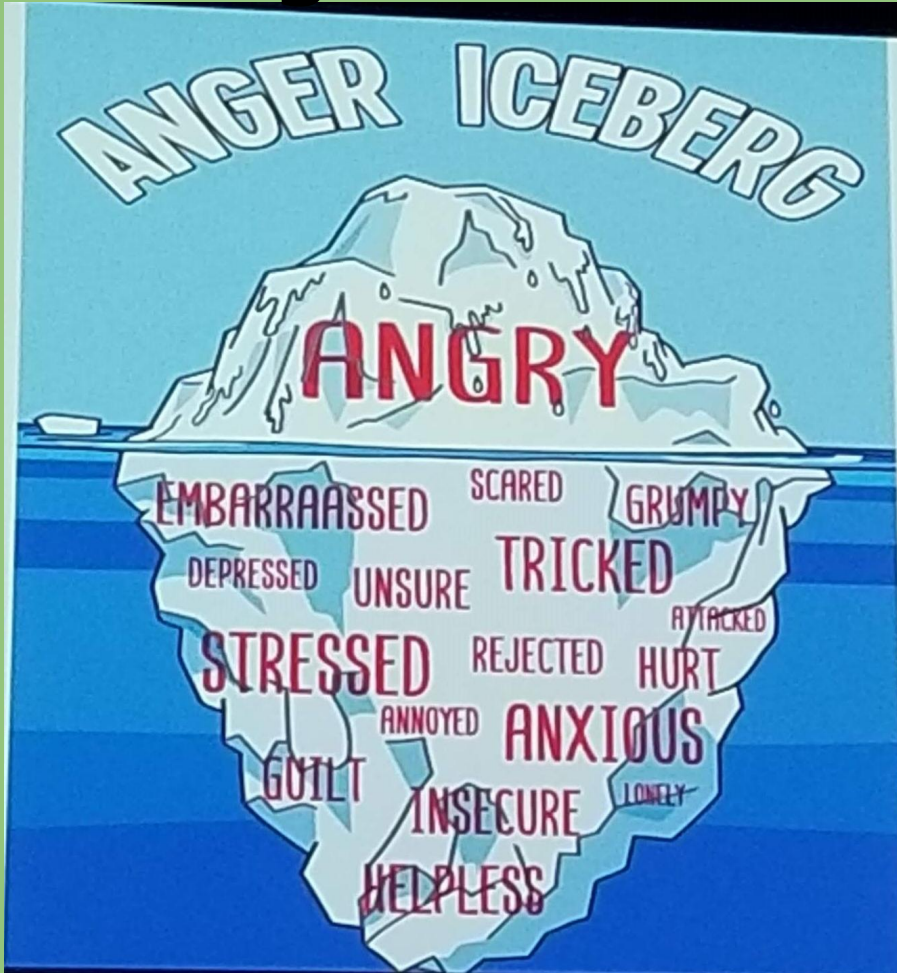
**Treating students as adults -giving consequences to children not being responsible at home when no one is telling them to be (homework, studying for tests, getting ready for school, getting to school on time, etc)**

**Do you make excuses for yourself? Do you allow your students to have excuses?**

**We often judge others by their actions and ourselves by our intentions and we make excuses for ourselves but not for our students**

**Kids aren't malicious why do we treat them as though they are out to get us? Even when a child "hits" us or another student the feeling behind it is usually fear.**

## 2. Caring



Anger is the only feeling we can do something about to get rid of.

# 3. Consequences

Be consistent, with exceptions :)

## Time for Time (handout)

Discipline has to fit the “crime”

Reward may need to be grandiose at first. It should happen **EVERY** time the behavior you want occurs.

Give students the responsibility for their behavior- “I can’t make you do anything, only you can control your emotions, behaviors, movements, etc”





Thank you for joining me today. I hope you learned something about yourself and will be able to take some ideas back to your classroom.

We know who we are, but not who we will be -Shakespeare

Making the world better for all, one IEP at a time.

Shelley Kenow-IEP Consultant

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