



Behavior Management: Lessons for a Lifetime



Rules are made for valid reasons-Examples Safety Order Respect

(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?



Intrinsic vs Extrinsic

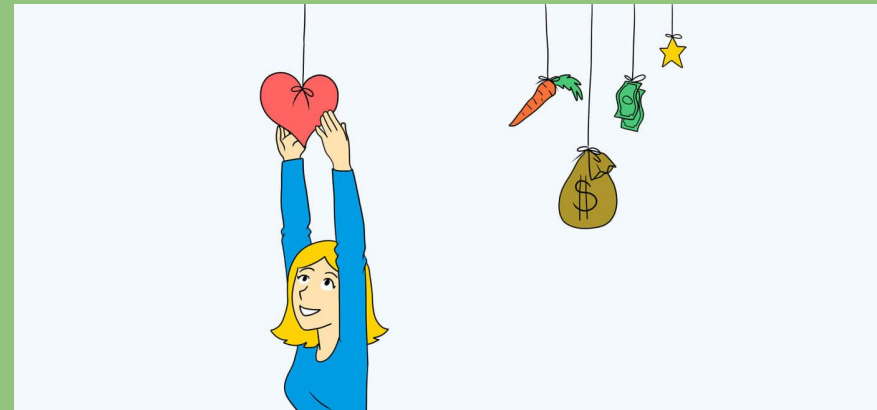
We want our students and adults to be intrinsically motivated, but many behaviors are extrinsically motivated. (Would you go to work if you didn't get a paycheck?)

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 reward the student (specific and honest praise when wanted behaviors are displayed).

(be specific)

When we reach a person's heart they are more likely to change their behavior.





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.

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

is actually a failure to

COMMUNICATE
properly.

www.notjustcute.com

[Gardner's Theory of Multiple Intelligences](#)

<https://www.5lovelanguages.com/>

Body language is a behavior.

What does yours say?

What does your student's/the other person's say?

Are you certain?

When people 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.

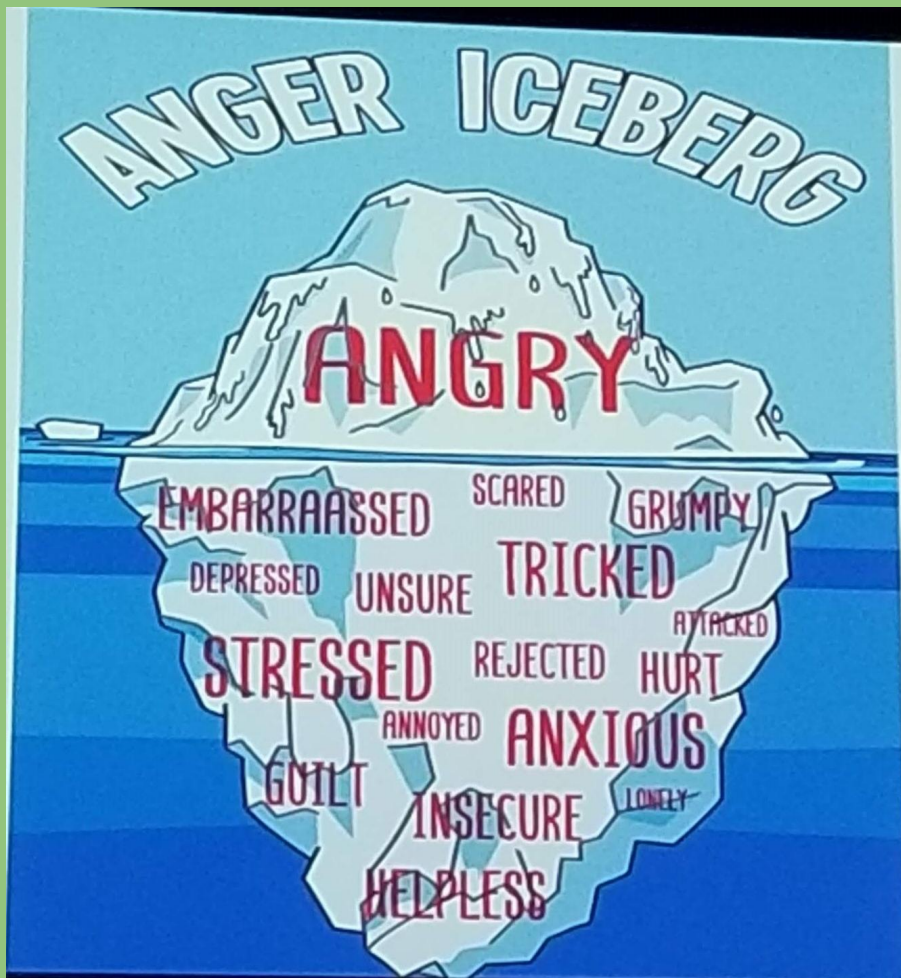


We are always communicating something.

Are we communicating what we think we are communicating?

Are our students communicating what they want to be communicating?





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

Points to Ponder

Do you make excuses for yourself?

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

Do you allow others to have excuses?

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)

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.

Points to Ponder (cont.)

Every kid/person 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” behaviors instead of trying to catch the “good” ones

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

What to do when the child still misbehaves

Time for Time

Be consistent, with exceptions :)

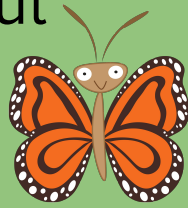
Discipline has to fit the “crime”

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. I hope you learned something about yourself and will be able to take some ideas back to your classroom/life.



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

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