Push-Pull/Win-Win

Behavior Strategies and Interventions

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Stressed out day...

- How do you feel?
- What do you say?
- What do you do
- Why do you keep coming back day after day?
Proactive/Preventative

- What happens when you don’t have a program in place? Discuss with your group.

- Develop and implement a school wide management program.

- All staff trained.

- Variety of programs...PBS, BIST, Conscious Discipline, etc.
Level Conversation

- What do you see the counselor's role is related to behavior at your designated level?

- What behavior issues or concerns do you see as issues at your designated level?
Behavior Goal

- What happens when you try to manage a student’s behavior?

- What happens when someone tries to manage another person’s behavior?

- A Power Struggle

- The goal is to get student to manage their own behavior.

- You select the behavior choices you can live with.
Behavior Basics...you have to understand the basics first

- The Goal...to teach self-management
- When the goal is power...give power
- Maintain a cool manner
- Be a coach and model
- Always discuss behavior confidentially
- Separate the deed from the person
- Cautious about reward and punishment
Proactive Way

- Build Community
  - Establish relationships
  - Build trust
  - Involve students in the operation of the classroom
  - Share goals
  - Build teamwork (word for the year, class names)
  - Assume the role of a mentor or facilitator
  - Give students choice and voice
  - Work to personalize each child’s education
  - Model, model, model
Mental Model: It’s important to find a management model that works.

- Supportive tone/low emotion
- Empathy
- Interpretive Language
- Positive student Talk
- Ask instead of tell
- Discuss options/choices
- Assume them good
- Silence is deadly
Mental Model

- Always on their side
- Never me against you
- Model, Model, Model
- Language make over
  - What fits your skin?
- What is yours?
- Level Conversation
No Pats/No Whams

- No Pats...
  - Rewards work in the short term
  - Be careful that the behavior/reward doesn’t become about you.

- Rewards may develop the attitude of entitlement ...
  - ...how much am I going to get if I do this?

- A child managing their own behavior makes long term changes.
No Whams...

- No Whams...

- When you verbally discipline a child in public they many times will act out to save face, lights, board, etc.

- Example: Art Class

- DON’T TAKE BEHAVIOR PERSONALLY!!!!!!!
Power to the People

• Power Under – Victim, Pleaser, Easy Target
• Power Over – Bully, Control, Anger
• Personal Power – Self manager, Self Control, Good Choices

Level conversation: What behaviors have you observed related to these three models.
Avoiding the Battle...

- Take it on yourself
- Tell it like it is
- Schedule a time
- Immediate power with choice
- Assume ‘um good
- “Must be” talk
- Do me a favor

Handout
Common Language

- Using Common Language in a school helps administrators, teachers and students.
- You have a choice...
- Do you need my help?
- “You may have forgotten the ___ way.”
- What does it look like...sound like?
- “I like to see the Learner Look”.

**Level Conversation:**
- What common language have you observed in your school or practicum site in the past?
Ways to Make a Plan

Informal Plan: Counselor&/Teacher

- Schedule an appointment
- Study hall/think time
- What to do when (pragmatics)
- Choice
- Keep a journal
- Teach the difference between tattling and telling
- Teach common language

Formal Plan: Team Effort

- Charts or written plan
- Engage students in the process
- Identify the problem or goal
- Discuss positive behaviors first and then set goals
- No reminders...just follow the plan
- Behavior may get worse before it gets better.
- BE CONSISTENT!
Important things to remember...

- Reinforce that even responsible students make mistakes.
- Know that students have the power and you control the circumstances.
- Help students’ save face (talk privately).
- When you feel the heat rising it is a sign of power.
- The smarter the student the longer he has practiced the behavior.
“Important things”...continued

- **Consistency** is the key even when things get better.
- Forgive yourself.
- If you haven’t successfully addressed the cause another will take its place.
- Most working plans regress.
- ACT ...follow your plan.
- Behavior gets worse before it gets better.
- Be sure to deal with any situation as a helpmate.
- DO NOT TAKE BEHAVIOR PERSONAL!!!!
Your questions or thoughts...
The Goal of a management program is to teach self-management – students solve problems appropriately.

When the goal is power – give power (you control only the circumstances of where it can be used).

Maintain a cool, matter of fact, respectful demeanor (if severe behavior – go into the zone) be sure you MATCH.

Be a coach, a model.

Focus all discussion on what’s required for learning, courtesy and safety.

Don’t talk – act.

Always discuss behavior confidentially with one student at a time.

Separate the deed from the person (good kid talk).

Be very cautious about the use of reward and punishments – consequences and celebrations tend to work better.

If you choose to use reward or punishment – know what you have to do to reestablish community (will get immediate compliance).

In dealing with behavior:
   a. Deescalate the situation (determine if further action is needed).
   b. Give cool down time.
   c. Get the scoop from the child (individually if more than one).
   d. Briefly talk about what should happen next time to avoid the situation.
   e. Impose the consequence or action.
   f. May require second cool down.
   g. Debrief (good kid talk).

For on-going problems, determine goal of behavior and develop a plan (engage the child):
   a. Identify a replacement behavior plan or way to address the problem.
   b. Identify an unrelated special.
AVOIDING THE BATTLE

Developed by Dr. Pamela Conway, Conway Educational Consultants

(1) TAKE IT ON YOURSELF – “OH, THAT’S MY FAULT … “I MUST HAVE FORGOTTEN TO TELL YOU”
(2) TELL IT LIKE IT IS (INTERPRETIVE LISTENING)
   “SO YOU’RE FEELING ANGRY … YOU’RE TELLING ME.”
(3) SCHEDULE A TIME
(4) GIVE ‘UM IMMEDIATE POWER WITH CHOICE
(5) SUGAR COAT
(6) ASSUME ‘UM GOOD
(7) MUST BE TALK (YOU MUST BE FEELING NERVOUS …)
(8) DO ME A FAVOR
(9) I UNDERSTAND BUT THAT PUTS ME IN A TOUGH SPOT OR IT MAY NOT BE IMPORTANT TO YOU, BUT IT IS IMPORTANT TO ME
(10) HUMOR (ARE YOU PICKING ON ME TODAY – YOU WERE JUST TRYING TO GET ME TO NOTICE …)
(11) LET ME HELP YOU
(12) GOOD POINT, REMIND ME TO TALK ABOUT THAT LATER
(13) FOCUS ALL REASONS ON SAFETY, LEARNING AND COURTESY (YOU KNOW HOW IMPORTANT YOUR LEARNING (SAFETY, ETC.) IS TO ME
(14) THAT WORRIES ME
(15) STALL, STALL, STALL (WANT TO TALK WITH YOU ABOUT THAT, JUST LET ME … SO SORRY)
(16) I’D BE GLAD TO HOLD THAT … FOR YOU
(17) TALK AROUND
(18) I KNOW THIS IS A CONCERN AND I WANT TO HELP YOU WORK IT OUT, BUT YOU KNOW I (MRS. C.) DON’T LET KIDS STAY AT SCHOOL WHO …
(19) PUT ON THE AGENDA FOR OUR CLASS MEETING
(20) I CAN SEE YOU’RE REALLY FEELING … AND YOU WANT … BUT WHAT HAPPENS TO YOUR PROBLEM WHEN …
(21) ERRAND RUNNER
(22) PLEAD IGNORANCE (ACT DUMB)
(23) SLIP A NOTE
(24) DISTRACT (BABBLE THEORY)
(25) I UNDERSTAND YOU NEED TO CRY (talk, tap your pencil, hum, etc.) … HERE’S THE PLACE… or in an empathetic voice you can give them a choice to stop the behavior or go to the special crying (talking, tapping, humming, etc.) place.