

# Behavioral Strategies

Managing Students at the EACC

# Why negative behavior?

- Adult attention
- Escape or avoidance
- Power or control
- Peer attention and affiliation
- Justice or revenge

# Relationships

- First step in reducing negative behavior
  - Instructor/Student, Student/Student, Whole Group
  - Get to know you activity-large group or individually
    - Snowball fight
    - Scavenger hunt
    - Find someone
    - Index cards
  - Daily greeting
  - Personal interest

# Scavenger Hunt



Fill in the following categories with answers from your co-workers. Note whose answer it is. (If possible, Use a new person for every blank)

<p>A Great Restaurant is...</p> <p>by _____</p>	<p>A Superb Movie is...</p> <p>by _____</p>	<p>A song that Fires me up</p> <p>_____</p> <p>_____</p> <p>by _____</p> <p>_____</p>
<p>A Great Vacation Spot is...</p> <p>by _____</p>	<p>They serve this dish (food) in heaven</p> <p>_____</p> <p>by _____</p> <p>_____</p>	<p>One of the best bands ever</p> <p>_____</p> <p>by _____</p>
<p>A good actor or actress is...</p> <p>by _____</p>	<p>A TV Show I like...</p> <p>_____</p> <p>by _____</p>	
<p>My hobby or past time is...</p> <p>by _____</p>	<p>I don't like to...</p> <p>by _____</p>	<p>A Great American is (was)</p> <p>_____</p> <p>by _____</p>
<p>The best "read" I ever had was</p> <p>by _____</p>	<p>One of the best gifts I ever got was</p> <p>by _____</p>	<p>Junk food I love is...</p> <p>_____</p> <p>by _____</p>
<p>Something I cook well is...</p> <p>_____</p> <p>by _____</p>	<p>One of the best things I do is...</p> <p>_____</p> <p>_____</p> <p>by _____</p>	<p>I couldn't live without my...</p> <p>by _____</p>
<p>I would like to learn to....</p> <p>_____</p> <p>by _____</p>	<p>A quality I like in my friends is...</p> <p>_____</p> <p>by _____</p>	<p>If I had at least one week off and a little money set to the side... I would...</p> <p>_____</p> <p>by _____</p>

# Find Someone

## Find Someone Who...



**Directions:** Hand out the following questionnaire (below) Tell the students that they are on a hunt... what they have to do is find someone who fits the category where each person fits. They should strongly avoid using the same person more than once.

### Find someone who:

- Name: \_\_\_\_\_ ...is wearing the same color as you.
- Name: \_\_\_\_\_ ...has an older brother or sister at home.
- Name: \_\_\_\_\_ ...is wearing jewelry.
- Name: \_\_\_\_\_ ... is going out for pizza this Friday.
- Name: \_\_\_\_\_ ... is incredible with video games
- Name: \_\_\_\_\_ ...has visited another state.
- Name: \_\_\_\_\_ ...has a pet.
- Name: \_\_\_\_\_ ... is great on a skateboard
- Name: \_\_\_\_\_ ... can play a musical instrument
- Name: \_\_\_\_\_ ...has a birthday the same month as you.
- Name: \_\_\_\_\_ ... loves Chinese food
- Name: \_\_\_\_\_ ...is the oldest in his or her family.
- Name: \_\_\_\_\_ ...can sing well
- Name: \_\_\_\_\_ ...saw the same movie as you recently.
- Name: \_\_\_\_\_ ...has seen every *Jurassic Park* movie
- Name: \_\_\_\_\_ ...has read a Harry Potter book.
- Name: \_\_\_\_\_ ...has met someone famous
- Name: \_\_\_\_\_ ...plays a musical instrument.
- Name: \_\_\_\_\_ ...can swim a half a mile
- Name: \_\_\_\_\_ ...has ridden on a fire truck
- Name: \_\_\_\_\_ ...has camped out for at least a week
- Name: \_\_\_\_\_ ...loves hot dogs with chili on them
- Name: \_\_\_\_\_ ...loves yogurt

# Behavior Management Reminders

- Avoid comments that encompass the whole class
- Be specific; avoid generalities (always, never)
- Address the behavior, not the person
- Be consistent
- Breathe
- Have clearly defined procedures, practice

# Keys for Effective Re-direction

- Proximity and quiet re-direction-allows student to save face
- Clearly stated expectation, not a lecture on behavior
- Talk less
- Take a break

# Intervention for Active Non-Compliance

- Actively refuses to follow directions
  - Praise positive behavior
  - Use pre-compliance-engage student in something they want to do and then work towards less desirable task
  - Ask for student input
  - Determine if behavior is learned helplessness-provide support and fade away



# Intervention for Classroom Disruptions

- Give positive attention as much as possible
- Teach group expectations
- Class jobs
- Visual cue-word, object, or physical movement
- Arrange time for student to get attention

# Interventions for Verbal Outbursts

- “Hold that thought and write it down”
- Call on student when hand raised
- Call on another student with raised hand and reinforce behavior
- Create communication tickets

# Limit-Setting

1. Targets one specific behavior
2. Communicate the specific behavior that will not be tolerated
3. Describe consequences of failure to comply
4. Verbalize your inability to control their behavior, but these are steps you must take
5. Check for understanding
6. Be consistent!!!!