

Classroom Management

Dealing With Behavior Issues

Be Patient, Be Democratic and Offer Choice:

Offer choice, students need an element of choice. The choice could have to do with the actual consequence, the time when the consequence will occur or input as to what follow up should and will occur. Choice allows for the child to become more responsible.

What's The Purpose Behind the Behavior?

Why is the child/student misbehaving? There is always a purpose.

Do you know what the purpose is? *Getting attention? Power? Revenge? Feelings of failure?*

For instance, knowing a child is frustrated and feeling like a failure will require a change of programming to ensure that he/she is set up to experience success.

Those seeking attention need to receive attention - catch them doing something good!

Recognize it! When you look for purpose (root cause) and deal with it, you're more likely to see less of the inappropriate behavior.

Avoid Power Struggles!!!

In a power struggle, nobody wins.

If you do feel like you've won, you haven't because the chance of reoccurrence is great.

You ALWAYS want to model good behavior even when you are dealing with inappropriate student behaviors. Do you do this?

A child's behavior is most often influence by your behavior, remember this. If you are mad when dealing with them - they too will be mad.

Do the Opposite of What They Expect (a personal favorite):

Do the unexpected. For instance, when you see children playing with matches or playing in an area that is outside of the boundaries, they expect you to say "Stop", or "Get back inside the boundaries now!" However, try saying something like "You kids look too smart to be playing there" (or playing with matches). You'll quite surprise them. This is a little trick that works well most of the time. Say something positive first.

Don't Be Bossy - This Too is Bad Modeling:

Bossiness usually ends up with students seeking revenge. Always express a strong desire and strong interest to have a good relationship with the student/child.

Sense of Belonging:

When students or children don't feel that they belong, the result is usually the display of unacceptable behavior. A student needs to belong. Praise the child's efforts to get along or work with others. Praise attempts to follow rules and adhere to routines.

Up, Down Then Up Again:

My favorite tip of all. When you're about to reprimand or punish a child. Bring them up first "Lately you've done so well, I've been so impressed with your behavior". "Why today did you need to be involved with a 'hands on'". (Deal with the issue). Then end on "I know it won't happen again because you've been so good up until this moment. I have great faith in you." You may use different approaches but always remember: Bring them up, take them down, bring them up!

In Summary:

Create a positive tone. Research shows that the most important factor in student behavior and performance is the teacher/student relationship