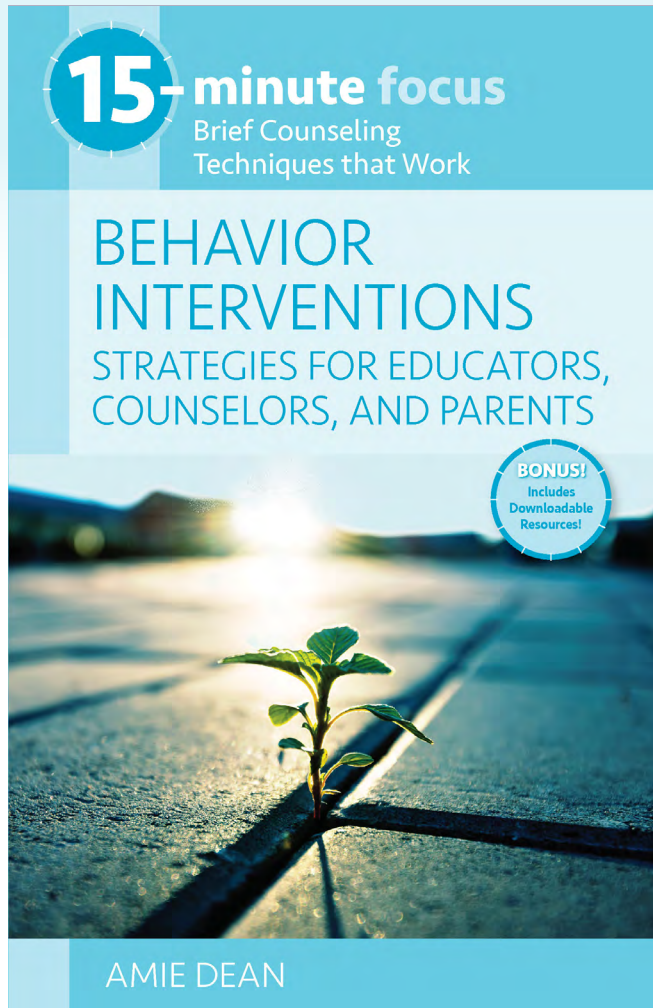


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WEEK ONE

GETTING TO KNOW YOUR COMMUNITY

1. Community Agreement

Develop your Community Agreement or Class Promises. Using chart paper or bulletin board paper, start with your non-negotiables about respect. These are 2-3 things that are very important to YOU, the teacher, about how students will speak to you and each other. Be very clear and teach them what it LOOKS and SOUNDS like. Examples:

- We will use calm voices to speak to each other – I will not yell, and students will not yell.
- Telling anyone to shut up is not allowed. We will learn other ways to ask someone to leave you alone.

Feelings are just visitors, let them come and go. – Mooji

Next, teach students coping skills or acceptable strategies to calm themselves when they go through intense feelings. You may want to ask a few questions to introduce the idea of Calm Downs or Cool Downs (De-escalation Space for high school.) I have a 5-10 min discussion with students beginning with these questions:

- Have you ever felt angry at someone you love? (I share with them - Yes, me too.)
- Have you ever felt so frustrated with something you were trying to do, you quit trying? (Yes, me too.)
- Have you ever felt so sad about something, you thought you were never going to get over it? (Yes, me too.)

Explain we ALL, students and adults, have experienced or may experience these feelings. Sometimes they are hard to manage. Offer 3-5 alternatives to yelling, destroying property, walking out, getting physical, etc. for YOUR classroom.

- Calm Down Corner (K-12) – (google images for ideas) Zen Zone, Chill Chair, Alaska, Peace Corner – even having a chair/desk away from the group will suffice.
- Frustration Card (K-12) – (laminated colored square) student is allowed to have for 3- 5 minutes to “tap out.” Student is allowed to sit quietly and not participate while working through issues when the card is on their desk.
- Fidget or Stress Box (K-8) – filled with items such as stress ball, Play Doh, stretchy key ring, beaded necklace, etc. Check out <https://www.weareteachers.com/fidget-toys/> for ideas.
- Listen to music that is 60 bpm (K-12) – visit YouTube and search Music 60 bpm, black violin, chillhop, lofi, or piano guys for playlists.
- Watch calming video with headphones (K-12) – search YouTube for calming videos.
- Parking Lot (2-12) – have a poster, box, or jar in your room for students to write down a concern or issue on a Post-It® note and place it in/on the parking lot for the teacher to read and respond to later. One teacher took this idea and divided her parking lot into 2 sections: Special Story you want to Tell me/You need me ASAP. Students used sticky Post-It® flags to put their name on either side. Stories to share were told at recess only.

- Boomerang Book (2-8) - notebook for student to express feelings to teacher and teacher responds in the notebook. This goes back and forth and face to face dialogue can be avoided.

**Note: I included the grade levels I believe would benefit from each strategy. I have seen many of these used in the secondary grades. Nothing works for everybody, but don't knock it until you've tried it.*

Resources to support calming lessons:

- www.gonoodle.com
- <https://www.yourtherapysource.com/blog1/2016/09/10/26-calming-strategies-classroom/>
- https://www.youtube.com/watch?v=YxC_Q8zE0SU – examples for middle/high school options

Finally, for part three, the teacher will ask the students, “How do you want me to treat you?” “What does respect look and sound like to you?” The teacher can either write responses as students share, or have the students talk in small groups and respond on sticky notes. Once all responses have been shared on the board, group the similar responses, and choose 4-5 that represent the consensus. Examples: We will use calm voices. We will say we are sorry when we mess up. We will hold each other accountable respectfully. We will control our emotions by asking for help. We will be inclusive.

Community Agreement
Room D104

1. Teacher Expectations (non negotiables)

✓ _____

✓ _____

✓ _____

2. Classroom Cool Downs

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

3. Class Agreements – In Room D104 we will:

✓ _____

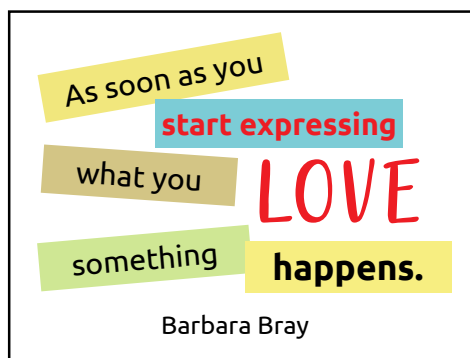
✓ _____

✓ _____

✓ _____

Other activities for Week One:

- ✓ **Take the Temperature** – Create a poster in the classroom with a 5, 4, 3, 2, 1 labeled down the left side. Ask the students to help you fill in words that describe each kind of day with a 5 being the best. Examples:
 - 5 – awesome, amazing, fabulous, epic
 - 4 – great, lit, super,
 - 3 – good, average, fine, ok
 - 2 – bad, unpleasant, frustrating (may need a check in from adult)
 - 1 – sad, terrible, awful (needs support from an adult)Ask students every morning or beginning of each class to “show your number.” Teacher also shows his/her number and scans the room making mental note of student needs, then begins the lesson. The point is to connect daily, show care/concern, and prevent behavioral issues by taking the temperature before beginning academics. Well worth the 30 seconds!
- ✓ **All About Me** – Have students complete a collage, slide deck, or fill a paper bag with images or items that express who they are. Have several students share each day until all have shared.
- ✓ **Our Community People Search/Bingo** – see page 5
- ✓ **Four Corners** – Put categories on chart paper in the four corners of the room. Students start in the corner that best fits them (favorite colors, pets/no pets, siblings/no siblings, eye colors, favorite subject) meet their group. Mix them up by regrouping with opposites or find someone different.
- ✓ **Trading Cards** – (need a deck of cards) Students are each given a playing card. Play music as they walk around and trade cards. When music stops, direct them to pair up and discuss a question. Pairs can include: odds, evens, red/black, matching, same suit, etc.
- ✓ **Tribes and Lines** – Have students line up in specific ways or groups (tribes) based on similarities. Line up in ABC order, birthday, youngest to oldest, number of siblings, etc. They can create tribes based on how they get to school (bus, car, walk, ride bike), favorite type of music, or favorite super hero groups.
- ✓ **This or That** – The teacher will identify two “sides” of the room. Front/Back, left/right, etc. Ask students questions of this or that, and they move to stand on the side of their choice. This could be topics such as:
 - Play sports or watch sports? Be inside or outside? Hamburgers or Hot Dogs?



COMMUNITY PEOPLE SEARCH

Getting to know each other

<p>I like to make lists.</p> <p>_____</p> <p>NAME</p>	<p>I care a lot about others' opinions of me.</p> <p>_____</p> <p>NAME</p>	<p>It drives me crazy when people talk too much.</p> <p>_____</p> <p>NAME</p>	<p>I am always ready to have some fun.</p> <p>_____</p> <p>NAME</p>
<p>I like to handle my problems on my own.</p> <p>_____</p> <p>NAME</p>	<p>I get bored very easily.</p> <p>_____</p> <p>NAME</p>	<p>It is important that others listen to me.</p> <p>_____</p> <p>NAME</p>	<p>I need my friends to accept me for who I am.</p> <p>_____</p> <p>NAME</p>
<p>It is important to me to be dependable.</p> <p>_____</p> <p>NAME</p>	<p>I like for everybody to get along.</p> <p>_____</p> <p>NAME</p>	<p>I like routines and structure.</p> <p>_____</p> <p>NAME</p>	<p>If I work in a group, I need everybody to do their own job.</p> <p>_____</p> <p>NAME</p>
<p>I struggle with organization.</p> <p>_____</p> <p>NAME</p>	<p>I like my privacy.</p> <p>_____</p> <p>NAME</p>	<p>I like to help others with their problems.</p> <p>_____</p> <p>NAME</p>	<p>I am curious and like to learn new things.</p> <p>_____</p> <p>NAME</p>
<p>Others would consider me responsible.</p> <p>_____</p> <p>NAME</p>	<p>I need freedom and variety.</p> <p>_____</p> <p>NAME</p>	<p>It is important to me to always be kind.</p> <p>_____</p> <p>NAME</p>	<p>I rarely show my emotions.</p> <p>_____</p> <p>NAME</p>

WEEK TWO

WHAT ARE MY GIFTS?

Week Two is all about finding each student's gifts or area(s) of expertise. We want all students to recognize something at which they excel. This includes talking (yes, talking!) being kind, being helpful, or even being timely in addition to sports, music, and specific subject areas that students tend to identify. Once students have identified their areas of expertise, the following list includes ideas to highlight and celebrate:

The two most important days in your life are the day you are born and the day you find out why. - Mark Twain

- ✓ Share YOUR own gifts! Share photos, history, obstacles, and details about how you developed your passion.
- ✓ Create a "Meet the Experts" bulletin board. Each student can either write their name and gifts on the bulletin board paper or hang index cards that could be grouped and changed out as needed.
- ✓ Allow students to create a slide show, poster, or other presentation to spend 5 minutes teaching or sharing their area of expertise to the class. This can be done once a week or several times a week as a closing activity for the day until all students have presented. Visit www.geniushour.com for endless ideas!
- ✓ REFER to students as the "Soccer Expert," "Reptile Expert" or "SnapChat Expert" when possible. It builds confidence.
- ✓ Have students (3-12) take the quiz at www.thrively.com to not only find their gifts, but also to have activities selected for them to do online based on their profile. Amazing, free site.
- ✓ Connect students' gifts to real world scenarios via picture books, online videos, or TedTalks. Let them see you are interested and paying attention.
- ✓ Set up a SeeSaw account and have students take photos and upload pics or artifacts of them engaged with their gifts or talents. Seesaw app is a free, online visual portfolio.
- ✓ Check out ANYTHING by Kid President, especially the book *Kid President's Guide to Being Awesome*.

WEEK THREE

HOW AM I SMART?

Week Three is all about the students learning there are many ways to be smart! Howard Gardner's famous quote is:

***It's not about how smart you are; it's about
HOW ARE YOU SMART? – Howard Gardner***

Providing students with multiple ways to access content improves learning (Hattie, 2011). The brain is a muscle that can grow and is ever-changing. Teaching students about the power of "growing" their brain has proven to change the way they approach a challenge. Multiple Intelligence Theory is not about defining intelligence, but rather finding ways to provide variety in how students interact and respond to what they are learning. The following list includes ideas/activities for making week three a celebration of everyone's smarts!

- ✓ Give a multiple intelligence inventory to students. (5-12) There are many online options, but this is a go-to: <https://www.literacynet.org/mi/assessment/findyourstrengths.html>
- ✓ If you prefer paper/pencil, visit www.behaviorqueen.com/resources to download one for either primary (K-3) or secondary students.
- ✓ Group students together by areas of strength and allow them to create a Top Ten list of activities in school that make them feel smart. Allow them to share and try to work a few into what you offer as choices when appropriate. Keep their ideas posted all year.
- ✓ Teach these terms to students to use to describe themselves: Word smart, people smart, self smart, math smart, body smart, nature smart, music smart, art smart. Remind students we all have ALL 8 intelligences – some are typically more developed than others, and everyone's strengths are different.
- ✓ Teach students about Growth Mindset – our brain is like a muscle, and learning is exercise!
 - <https://healthyhappyimpactful.com/growth-mindset-activities-kids-adults/> - Awesome list of 17 ideas/activities to do to teach about growth mindset
 - <https://biglifejournal.com/blogs/blog/teach-growth-mindset-kids-activities> - FREE printables to teach Growth Mindset over 4 week period (Big Life Journals are awesome for kids and teens)
 - <https://www.pinterest.com/luvdamonkey/growth-mindset-activities/> - PINTEREST BOARD of Growth Mindset ideas

Here are some quotes to consider or focus on during the week.



Attributed to: SeAndCo

[AVAILABLE HERE](#)



Attributed to: MissMakerNewcastle

[AVAILABLE HERE](#)

WEEK FOUR

WHAT ARE MY GOALS?

We all have hopes and dreams. How do we make them come true? Setting goals and then putting in the work – it can be that simple. Week four is about guiding your students to really analyze their personal goals – both academic and non-academic and breaking them into steps that are attainable. Share your personal goals with them and your plan for making it happen! Guide them to set goals, track goals, modify goals, and celebrate success.

Hard work beats talent when talent doesn't work hard. – Tim Notke

- ✓ Show the video: <https://www.youtube.com/watch?v=2MGMvEnoD6U> - Overcoming Obstacles Steven Claunch
 - This is a 4 min video about a high school basketball player with one hand and a severe limp who overcomes many obstacles to PROVE OTHERS WRONG. Great message and inspiration. Full video of him here: https://www.youtube.com/watch?v=-35Ud6GZcal&ab_channel=JMLam
- ✓ Visit <https://biglifejournal.com/blogs/blog/5-fun-goal-setting-activities-children> for how to create a Bucket List, Vision Board, or Goal Ladders and other fun ways to tackle goal setting with young children.
- ✓ Have students create a Finish Line Folder that holds their Student Goal Planning Sheets (search online for “student progress form” to see hundreds of options) and any other documents used to plan and support goals. Set aside time 2x per month (Finish Line Fridays) to analyze progress and plan next steps.
- ✓ Teach students the “Power of Yet.” There are endless resources on the web. Some notable links/ideas:
 - Sesame Street video - <https://www.youtube.com/watch?v=XLeUvZvuvAs>
 - Create a “Change your words, change your mind” bulletin board. Challenge students to take I Can’t statements and rephrase them to show possibilities. For instance, turn “I can’t do math,” into “I haven’t learned fractions Yet.”
 - Draw an outline of a brain on chart paper. Anytime a student overcomes a challenge, have them write it on a Post-It® note and stick it on the chart titled, “My Fantastic Elastic Brain.” Celebrate success!

A Guide to Consequences with Compassion

You can't raise positive people with negative feedback. - Dr. Terry Alderman

What is the real *purpose* of consequences for negative behavior? Is it to teach the child to do better next time, or is it to make the child feel bad, embarrassed, or unworthy? I have witnessed many responses to negative behavior that seemed intent on doing the latter – yelling at students in the hallway in front of multiple classes, shaming students in class in front of their peers, and the list goes on. Consequences with Compassion are focused on TEACHING the student a better way to have their needs met. It includes reminding, reteaching, allowing for practice, and giving positive or corrective feedback in a calm, compassionate manner. When a student has been taught how to do it better, allowed time to practice, and continues to choose to do the behavior (this does not include behaviors that are happening due to neurodiverse issues like stimming or tics) corrective consequences may be warranted and applied.

Things to remember:

- ☐ Ratio of positive to corrective feedback to students should be at least 4:1 to increase positive Bx.
- ☐ Consequence = Outcome. It does NOT have to be punitive to teach a student to do better.
- ☐ There are positive consequences for some choices, and there are corrective consequences for some choices.
- ☐ Consequences should be ONE component (final component) of building better behavior.
- ☐ Consequences should be appropriate given the severity of the problem behavior.
- ☐ Consequences are best when mild and brief.
- ☐ Use restitution (building positive behaviors and repairing the harm) as an alternative to punishment.
- ☐ Do not punish when you are angry. Try, "I am going to take some time before we discuss this."
- ☐ Avoid using a task/activity that you want to teach as a consequence. (Writing sentences, doing math problems, etc.).
- ☐ If you are repeatedly giving consequences for the same behavior, stop and evaluate your program.

I have used a 3-step approach to handling minor behaviors in the classroom. I call it the:

Classroom Discipline Cycle

Classroom Discipline Cycle (CDC)

*Be Respectful, Be Responsive, Be Safe
Be Positive!!*

•Classroom Disruptions will Result in a Reminder•

Reminder 1 = Non-verbal Warning

Reminder 2 = Verbal Warning

Reminder 3 = Consequence (Menu)

• Student Completes Reflection Form

Positive Consequence Menu	Corrective Consequence Menu
Personal Pride	Reflection Form (every time)
Future Success	Reteach Lesson/Expectation
Personal or Team Points	Restorative Practice
Wall of Fame Ticket	Silent Lunch/Time in During Recess
St. of the Week Opportunity	Additional Work Day Participation
Fun Friday Participation	Parent Phone Call
Positive Office Referral/Postcard	Time Out with Parent Contact
Leadership Opportunities	Loss of In-Class Privilege
Bonus Classwide Privileges	Office Referral (only for majors)

Classroom Discipline Cycle (CDC) – By creating a simple reminder system for the classroom, you can limit the warnings given to students and place equal focus on positive and corrective consequences.

- **Reminder 1 – Non-Verbal Warning (Correction Cards)** – laminated card placed at the seat of the student as a non verbal reminder of expectations (see page 16).
- **Reminder 2 – Verbal warning (If you choose __, you choose __.)**
- **Reminder 3 – Consequence (logical, restorative, intended to teach)** – Adult chooses a corrective consequence from the menu that the student has earned.

Reminder 1 - Correction Cards:

1. Be sure to introduce the cards to the whole class in advance and let them know they are NOT in trouble if they receive one – they are only reminders of expectations!
2. Before laminating your Correction Cards, write a number “2” on the back of each one. When I walk over to make the verbal correction with Reminder 2 – I flip the card over to let them know this is the last step before reflection form.
3. When the reminder card is placed on a student’s desk/seat, you decide how long it will stay there. It could be until the end of a period or block of time, or you can set a standard for 10 or 15-minute timeframe. That is up to the adult. Make it easy on yourself!
4. If a student reacts negatively to the reminder card (knocks to the ground, argues, etc.), you may want to find a neutral place to put the card where the student can see it but does not have physical access to it. I have only had a handful of students out of thousands that did not respond well to these cards.

Reminder 2 – Verbal reminder:

The adult uses the sentence frame filling in the behavior you want them to stop doing in the first blank and the outcome they are choosing in the second blank.

EX: If you choose to continue talking while I teach, you choose to move your seat to the empty table.

It is important to place equal value on positive consequences/outcomes of student choices as is placed on corrective consequences/outcomes. When a student reaches a 3rd reminder in this system, a reflection form is completed. This can be done on colored paper, a Google form, or picture-based form for students who are not yet reading.

Reminder 3 – Reflection Form:

There are two reasons for a reflection form. The first is documentation for the adult to track opportunities given to the student as well as attempts to support the student in a non-punitive way. The second and most important purpose is for the student to THINK about their choice and plan what to do differently next time. This is true behavior support as the goal is to help the student change their behavior with positive coaching and support from the adult.

Better Choices Sheet

NAME: _____

DATE: _____ TIME: _____

My actions were as follows (What did I say?): _____

A better choice (which I will do next time) is: _____

Why I made the poor choice: _____

To help myself, the next time this happens I will: _____

STUDENT SIGNATURE: _____

TEACHER/ADULT SIGNATURE: _____

STOP AND THINK

Name: _____ Date: _____

What happened:

I felt:



☐ Sad



☐ Confused



☐ Mad



☐ Scared

Next time, a Better Choice will Be:

Please sign and return.

Student: _____ Teacher: _____

Parent/Guardian: _____

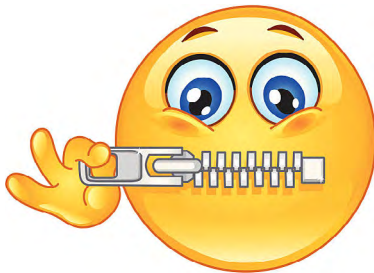
CORRECTION CARDS

Use these cards as a non-verbal reminder when students need correction. Place the laminated card on student's desk or table – no verbal commentary needed. Take the cards back at the designated time. They are intended to be reusable.

Correction Cards – Correction cards are small index cards or laminated notes that have common corrective phrases printed or written on one side and the number 2 on the other side. The common phrases are written in simple but polite language:

- Thank you for your silence.
- Thank you for getting on task.
- Please, stop.
- Think about your choices.

Silence, please.



On task, please.



Stop, please.



Think about
your choices.



Connection Cards

Connection Cards – These fill-in-the-blank notes can be pre-printed or written on the spot. They can be filled in by a teacher, counselor, adult, or by a student for a student. These are for students to keep.

- For [student's name], I noticed that you are hardworking, kind to others, persistent, bold, etc. (list as many adjectives as you want with a checkbox or line next to each one).
- Students/adults are encouraged to fill in a student's name and put checks next to each trait they would like to notice.
- Then, the teacher can fill in the blanks following "I noticed these about you because..."
- From, [teacher/adult name]

For _____

I noticed that you are:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> hardworking | <input type="checkbox"/> inspiring |
| <input type="checkbox"/> kind to others | <input type="checkbox"/> helpful |
| <input type="checkbox"/> persistent | <input type="checkbox"/> friendly |
| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
| <input type="checkbox"/> easy to get along with | <input type="checkbox"/> _____ |
| <input type="checkbox"/> positive | <input type="checkbox"/> _____ |

I noticed these about you because: _____

SIGNED

For _____

I noticed that you are:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> hardworking | <input type="checkbox"/> inspiring |
| <input type="checkbox"/> kind to others | <input type="checkbox"/> helpful |
| <input type="checkbox"/> persistent | <input type="checkbox"/> friendly |
| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
| <input type="checkbox"/> easy to get along with | <input type="checkbox"/> _____ |
| <input type="checkbox"/> positive | <input type="checkbox"/> _____ |

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SIGNED

For _____

I noticed that you are:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> hardworking | <input type="checkbox"/> inspiring |
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| <input type="checkbox"/> persistent | <input type="checkbox"/> friendly |
| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
| <input type="checkbox"/> easy to get along with | <input type="checkbox"/> _____ |
| <input type="checkbox"/> positive | <input type="checkbox"/> _____ |

I noticed these about you because: _____

SIGNED

Connection Cards

For _____

I noticed that you are:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> hardworking | <input type="checkbox"/> inspiring |
| <input type="checkbox"/> kind to others | <input type="checkbox"/> helpful |
| <input type="checkbox"/> persistent | <input type="checkbox"/> friendly |
| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
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|---|------------------------------------|
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- | | |
|---|------------------------------------|
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| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
| <input type="checkbox"/> easy to get along with | <input type="checkbox"/> _____ |
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For _____

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| <input type="checkbox"/> bold | <input type="checkbox"/> _____ |
| <input type="checkbox"/> funny | <input type="checkbox"/> _____ |
| <input type="checkbox"/> easy to get along with | <input type="checkbox"/> _____ |
| <input type="checkbox"/> positive | <input type="checkbox"/> _____ |

I noticed these about you because: _____

SIGNED

5-Minute FBA Planning

Student Name: _____

1. **Write down up to 3 target behaviors** you would like to help the student improve. Be sure they are written in observable, measurable terms. Examples:
 - A. Blurts out answers 15 -20x per hour vs. Disruptive
 - B. Argues in a loud tone with adults when corrected vs. Disrespectful
 - C. Puts hands on others with intent to harm vs. Aggressive

TARGET BEHAVIOR	WHY...GET OR GET OUT?
1.	
2.	
3.	

Next to each target behavior, hypothesize what the child is GETTING or GETTING OUT of with that specific behavior.

2. **Collect informal data** on frequency, time of day, etc to identify patterns at two separate times. (Tear sheet data!)
3. **Consider what skill deficit(s)** are contributing to the behavior and how you or another adult can provide teaching and support.
4. **Consider any environmental factors** within your control that you can modify.
5. **Teach a REPLACEMENT BEHAVIOR to the student.** List what NEW behavior you will teach.
6. **AFFIRM the replacement behavior with planned attention every time you see it.**

THE LANGUAGE OF DISAGREEMENT

1. The 4 Word Strategy

As I shared in the book, I struggle with a student telling an adult “no” when asked to do something. I think there are many times we want children to say no when they feel unsafe, so I never want to teach them they are not allowed to say it at all. This is why I came up with a way for them to tell me they did not want to do something in a way I could hear it for what it is – a request to do it *differently*. You can create a poster for the classroom titled THE 4-WORD STRATEGY. It can include the following:

Yes mam/sir, may I...?

OK, may I...?

Yes, may I...?

Sure, may I...?

Sure, may I...?

I heard you, may I...?

If I tell a student to stop talking, they are allowed to say, “Yes, may I tell you why I was talking?” rather than, “Why are you fussing at me when other people are talking, too?” I want to teach students how to communicate with a person of authority so they will be listened to and their idea or request will be considered. NOTE: The adult always has the right to say no to the request, but please affirm the fact that the student spoke respectfully by using the 4-word strategy.

2. “I” Statements

A very basic idea in conflict resolution is refraining from accusing or pointing fingers at the person with whom you are having conflict. Children struggle with this and often speak to each other aggressively and disrespectfully. We can teach students that they can say almost anything they need to by starting with “I” instead of “you.” Have students help you create phrases and prompt them to “Try that with I” when you hear them make command statements.

I was sitting here.

vs. Get out of my seat!

I can’t listen to you right now.

vs. Shut up.

I want you to leave me alone.

vs. Get out of my face.

3. 5 Other Ways to Say “Shut-up”

I made a poster for an 8th grade class who needed it! I only suggest posting it if needed, and ask students to add their ideas so everyone has plenty of alternatives.

I can’t listen to you right now.

I need you to stop talking to me, please.

We are supposed to be quiet right now.

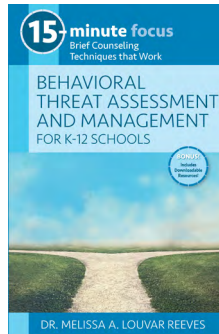
Please stop talking.

Voices off.

15-minute focus

Brief Counseling Techniques that Work

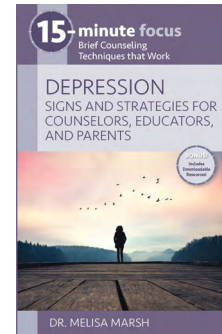
Other titles in this series



BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT for K-12 Schools

Dr. Melissa A. Louvar Reeves

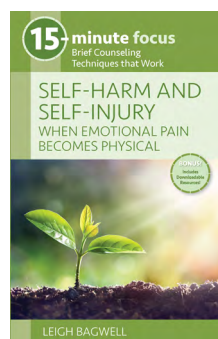
In this book, Louvar Reeves explains the interrelated factors that play a role in a person's decision to plan and carry out an act of violence. Learn about the role of BTAM in managing troubling behaviors, mitigating risk, and directing students onto more positive pathways.



DEPRESSION Signs and Strategies for Counselors, Educators, and Parents

Dr. Melisa Marsh

In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.

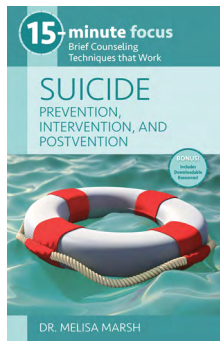


SELF-HARM AND SELF-INJURY When Emotional Pain Becomes Physical

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

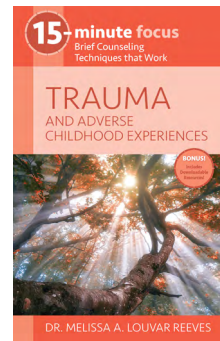
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



SUICIDE **Prevention, Intervention, and Postvention**

Dr. Melisa Marsh

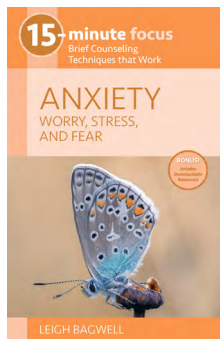
In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.



TRAUMA **and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves

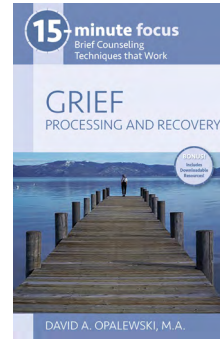
In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.



ANXIETY **Worry, Stress, and Fear**

Dr. Leigh Bagwell

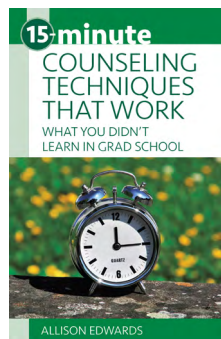
In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.



GRIEF **Processing and Recovery**

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



15-Minute Counseling Techniques that Work **What You Didn't Learn in Grad School**

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.