

Purpose

To reframe our understanding of behavior in order to help children develop positive behaviors, with more calm and less chaos.

Party Starter (a.k.a. “Do Now”)

1) One challenging behavior I encounter in my practice/home is:

>> Is the description observable and measurable, not a judgment?
Hint: Would a stranger know what you mean?

Set the Stage

What are your hopes and dreams for you child/student?

How does addressing this challenging behavior serve those goals?

What is “behavior”?

Behavior is _____ . All behavior has _____ ,

such as _____ , or _____ , and is often a way of _____ .

Dig Deeper

What's really going on with these challenging behaviors?

Strengths: “Build on the best” with a strengths-based approach

Hint: Dig deep!

In the challenging behavior I identified above, I also see these strengths:

How could this “problem” (for me) actually be a solution (for the child)?

In another context, how else could we interpret this behavior?

Function: What problem is the child solving? What need is being addressed?

Hint: Observe before/during/after challenging behaviors. Ask the student.

I wonder what the student is trying to communicate, avoid, or get?

What is happening before, during, or after the challenging behavior?

Flip it: What is happening before, during, or after the student is engaged?

So What?

That's nice. But these behaviors really are causing problems. Now what?

Proactive: Go backward to go forward and start with prevention.

Does the child have the skills or knowledge to be successful?

Are the expectations clear? Is there a way for children to ask for help?

Find a way to say “yes” to the child's need.

Responsive: Follow a clear, logical, and well communicated plan [next workshop!]

Do consequences build relationships, repair harm, and teach?