B A S C

ISSAQUAH SCHOOL DISTRICT

Para Professional PD Bundle

Topic: Behavior Management

Length: 2 hours

TOPIC INTRO

Behavior management, what is it in our program? In this bundle you will define your behavior management techniques and also learn new gym behavior management techniques. Behavior management is hard to accomplish, but learning more about what it is will help make your job easier.

Bundle Resources

Power Point: What is Behavior Management (25 minutes)

YouTube: PE with Mr. G(5 minutes)

Podcast: The first step in Behavior Management(45 minutes)

Podcast: The first step in Behavior Management part 2 (45 minutes)

Power Point	Youtube
Keep Scrolling	Click Here
To Read	To Watch

Podcast	Podcast
Click Here	Click Here
To Listen	To Listen

WHAT IS....
BEHAVIOR MANAGEMENT?

OUTCOMES:

By the end of this training:

1 you will understand what Behavior Management is.

2 you will be able to implement new Behavior Management strategies.

WHAT IS BEHAVIOR MANAGEMENT?

"**Behavior Management**" means creating systems that support the kind of positive **behavior** across a **program** you are looking for.

"**Behavior management**" is made through strategies and systems that will manage and eliminate difficult **behaviors** that prevent students from succeeding in our program.

WHAT ARE YOU DOING TO SUPPORT THAT DEFINITION?

Activity:

Based on our definition write down anything you have in place at your site to support ANY Behaviors at your Site

BEHAVIOR MANAGEMENT TECHNIQUES

1. **MODEL IDEAL BEHAVIOR:** Demonstrate behavior you want to see. BE CONSISTENT.

2. **LET STUDENTS HELP ESTBALISH GUIDELINES:** Ask for student input on things beyond activities, rules and guidelines facilitate the conversation so they are heard. CHANGE IS OK!

3. **DOCUMENT RULES:** Ensure your guidelines are not forgotten by having them posted so you and the students can reference them.

4. **AVOID PUNISHING THE GROUP:** Address isolated behavior issues individually instead of punishing the entire group.

5. **OFFER PRAISE:** Recognize ideal behavior openly to motivate the group.

6. **USE NON VERBAL COMMUNICATION:** Posting expectations, schedule, reminders, etc..

7. **HAVE TANGIBLE REWARDS:** Reward individual students when they are following rules, expectations.

8. **MAKE POSITIVE REPORTS:** This encourages the parents and the student.

9. **INTERVIEW STUDENTS:** interview students who are socially disengaged from the group, to gain insight on who they are and why they are acting this way.

10. **ADDRESS BAD BEHAVIOR QUICKLY:** Don't hesitate when you see bad behavior. BE CONSISTANT.

ACTIVITY CONTINUED

- Go back to your notes on what behavior management techniques you use already.
  - How many are positive?
  - How many are negative?
  - What are some ways you can create more positive behavior management techniques?

Behavior Management techniques **CANNOT BE COMPLASANT**

TIPS ON BEHAVIOR MANAGEMENT

Prevention Tips

Tool	Description	What it looks like
Positive Relationships	Kids listen to people they like. _BUILD RELATIONSHIPS_!	Talking, playing, and having fun with ALL KIDS.
Expectations	_Hold ALL kids accountable_ to all expectations. Learn all building and Club expectations and enforce them.	Always talk about the expectations before an activity. Address any kids who are not following the expectations.
Positive Reinforcement	Reward kids for _desirable behaviors._	Give tickets, Club Cash, and explain why they are getting recognition.

Addressing Problematic Behaviors

Tool	Description	What it looks like
Kid Driven Problem Solving	If a Student is capable of solving their own problem, empower them to do it and help them _use their voice_.	"Did you tell them how that made you feel?" "What are you going to do about this? Do you need me to stand next to you while you tell them?
Address the behavior	_Always address the behavior_ and give the student a chance to remember the expectations. Remind them that this is a chance for them to make the right choice and follow the expectations.	"Remember we always keep our hands and feet to our selves." " Remember we always use appropriate language here" "If this continues to be a problem we there will be a consequence"
Consequences	If a kid continues to do something after you have addressed the problem, _follow through_ and have them make a new choice. Make sure the consequence is appropriate	Going to a new area for set time. Losing a certain toy or game for the rest of the day. Taking a friend break for a day .

Managing Situations

Tool	Description	What it looks like
Choices	Sharing control is a powerful tool, allowing the student to take ownership and control of the situation. Make sure you are OK with choices , _only give two choices._	"Would you like to go to the room or outside?" " What you like to talk about it now or in 5 minutes?"
Recovery	Always allow students to be able to calm down on their own. _Space and Time_ are important.	All you need to know is where they are, you don't need to be next to them while they recover.
Neutralizing Student Arguing	Use soft body language, and calm tones and phrases that tells them _you are not going to argue_ with them.	"I respect you too much to argue" "I am sorry you feel that way, but what did I say"