

# Teach Skills and Break Habits:

*Moving Beyond a One-  
Size-Fits-All Approach to  
Behavior Management  
in the Classroom*

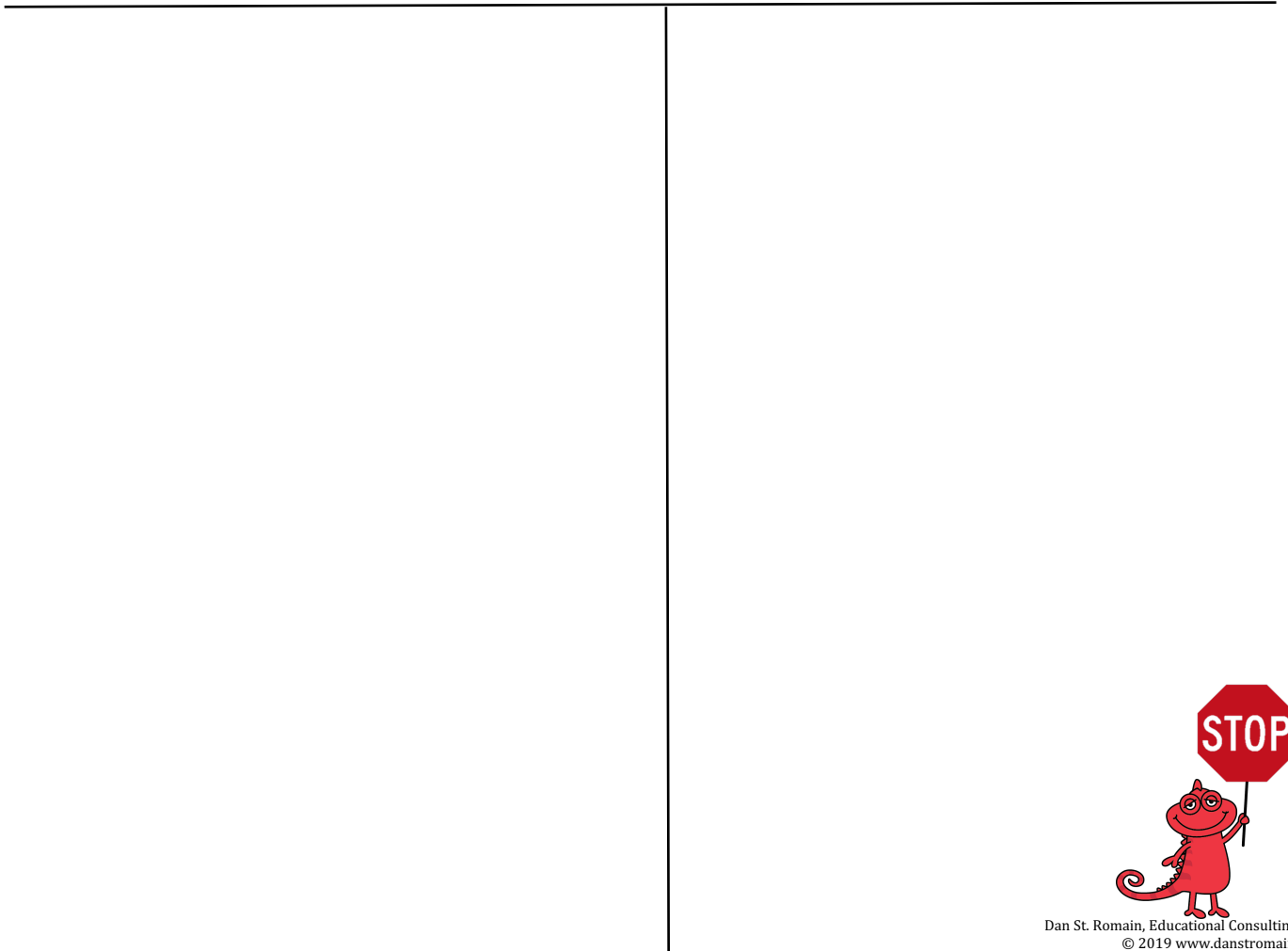


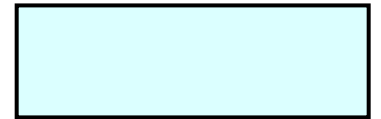
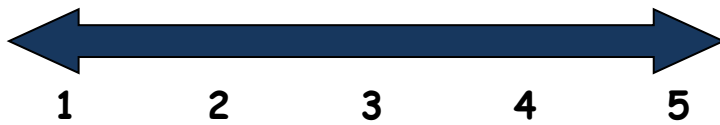
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- 1 – External (Limited - Other factors involved)
- 5 – Internal (Poor choices)



- Developmental
- Emotional
- Environmental
- Transitions
- Peer Interactions
- Adult Interactions

# My Gifts and Challenges

Name:

School Year:

Every person has natural gifts and challenges. My goal is to become my best self, so it is important for me to identify both. In school, here are some of them:



I am very proud of my gifts. I know those same gifts are challenges for some of my friends. I will keep trying to overcome my challenges by working hard and getting help from others when I need it. I know the more I practice, the better I get.

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## Behavioral Skills Screeners

**Leader (High 80%)** Student demonstrates the skill independently (even when others are making poor choices)

**Typical (80%)** Student demonstrates the skill to the extent expected for the developmental age of the student

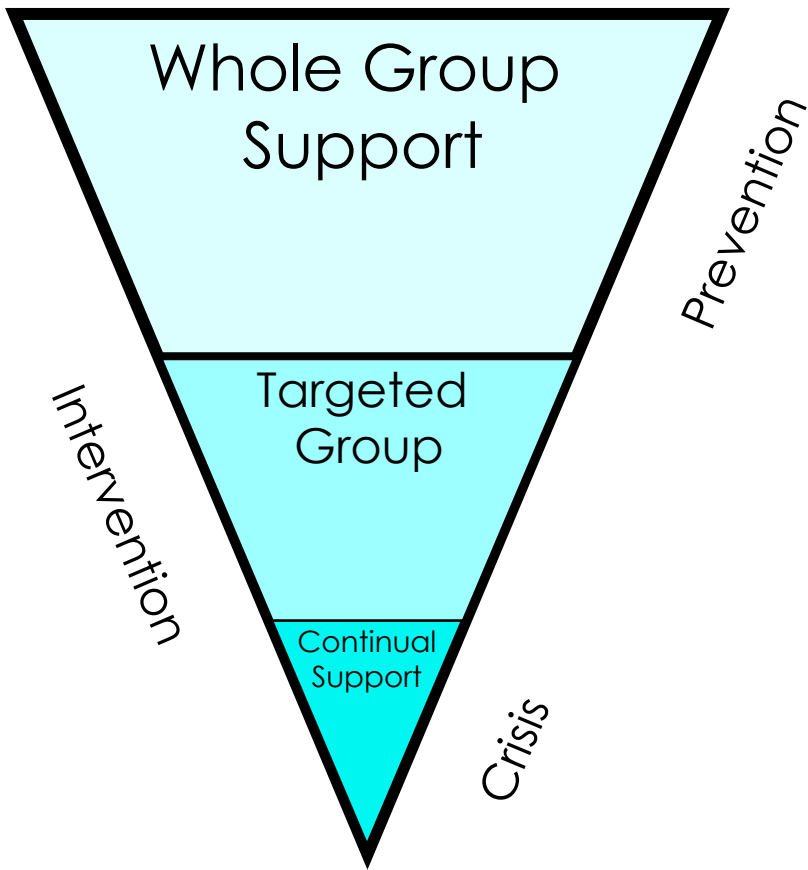
**Moderate (15%)** Student has difficulty demonstrating the skill and needs moderate reminders and prompts compared to typically developing peers. Skill deficits in this area interfere with success rates.

**Intensive (5%)** Student needs continuous and intensive support. Skill deficits in this area strongly interfere with success rates.

Support Level	Skills
	Following Directions Student follows directions the first time without arguing.
	Paying Attention Student attends to task. Student attends to speaker.
	Getting Attention Appropriately Student raises hand or does not interrupt when requesting attention.
	Respecting Personal Space Student keeps hands, feet, and objects to self, and respects space.
	Interacting Positively with Others Student uses positive words and considerate actions with others.
	Accepting Disappointment Student demonstrates good self-control when disappointed.
	Taking Responsibility Student tells the truth and takes ownership when mistakes are made.
	Making Independent Choices Student resists peer pressure and uses internal compass to guide actions.

**Comments:**

**Goal:**



## Where to Start?

- ◆
- ◆
- ◆
- ◆
- ◆