

## Responding to Misbehavior



The main goals within the classroom, and at home, are to stop an undesired behavior, keep our children safe, and help our children develop positive behaviors. Also, we want our students to see the connections between their behavior and the effect it has on others. Remember the three R's: respond in a manner that is respectful, related, and realistic.

	Explanation	Home Scenarios and Language Examples
<b>Teacher Language</b>	<p>Using a calm, <b>respectful</b>, and positive language that proactively addresses the behavior.</p> <ul style="list-style-type: none"> <li>- Preteach expected behaviors</li> <li>- Explicitly say the desired behavior, avoid using "no" or "don't" (e.g., In school, we say "walking feet" versus "don't run")</li> <li>- Focus on positive choices</li> </ul>	<ul style="list-style-type: none"> <li>- Jumping on furniture - "feet stay on the floor"</li> <li>- Shouting - "inside voices"</li> <li>- Arguing or using unkind words - "use nice words"</li> <li>- Refusing to clean up - "put toys away" or "clean up after yourself"</li> <li>- Touching or hitting - "hands to self"</li> </ul>
<b>Logical Consequences</b>	<p><b>Related</b> directly to the misbehavior. Adult uses a respectful and direct tone of voice. The consequence is related to the child's actions and <b>realistic</b>- something you can follow through on (vs. "an empty threat").</p> <ul style="list-style-type: none"> <li>- Break it-fix it</li> <li>- Loss of privilege</li> <li>- Take a break: Designated quiet area where a child can go to calm &amp; re-focus, and rejoin in the activity as soon as possible. This is not meant as a punishment (brief time away).</li> </ul>	<ul style="list-style-type: none"> <li>- Using a toy inappropriately - "the toy is closed for the rest of the day"</li> <li>- Difficult behavior when in public- "if this continues, then ___ will be closed for the rest of the day"</li> <li>- "When you clean up your toys, then you can watch your TV show"</li> <li>- Using disrespectful language - "take a break"</li> </ul>
<b>Natural Consequences</b>	<p>The consequence happens naturally without adult intervention. Have a follow-up conversation with your child to connect the consequence to the behavior.</p>	<ul style="list-style-type: none"> <li>- Running and then slip</li> <li>- If the child takes too long to eat dinner then they could lose playtime/screen time privilege before bed</li> <li>- If the child is having a difficult time completing a desired task (cleaning up toys), remind them of what activity is coming next or what they could be doing ("Once your toys are cleaned up, then we can go outside and play").</li> </ul>
<b>Forced Choices</b>	<p>Give two options of what the child needs to accomplish. This allows the child to gain a sense of control by making a choice, but the desired outcome is still achieved.</p>	<ul style="list-style-type: none"> <li>- "Do you want to go to the bathroom first or brush your teeth first?"</li> <li>- "Do you want to skip to bed or hop to bed?"</li> <li>- "Shoes on or coat on first?"</li> </ul>