

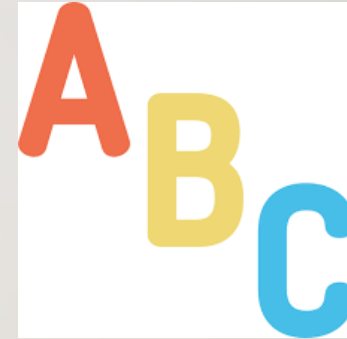
SUPPORTING POSITIVE AT-HOME BEHAVIORS



ABC'S OF BEHAVIOR MANAGEMENT AT HOME

The Before, During, and After:

- **Antecedents:** A more familiar term for this is **triggers**.
- **Behaviors:** The specific actions you are trying to encourage or discourage.
- **Consequences:**
 - The results that naturally or logically follow a behavior: positive or negative, affect the likelihood of a behavior recurring.
 - The immediate the consequence, the more powerful it is.



DEFINE BEHAVIORS

- First step in a good behavior management plan: identify target behaviors
- These behaviors should be:
 - **Specific** (so everyone is clear on what is expected)
 - **Observable**
 - **Measurable** (so everyone can agree whether or not the behavior happened).
- An example of poorly defined behavior is “acting up,” or “being good.” A well-defined behavior would be running around the room (bad) or starting homework on time (good).

TRIGGERS TO AVOID:

- **Assuming expectations are understood:** Don't assume kids know what is expected of them — spell it out!

Reference: AI



TRIGGERS TO AVOID

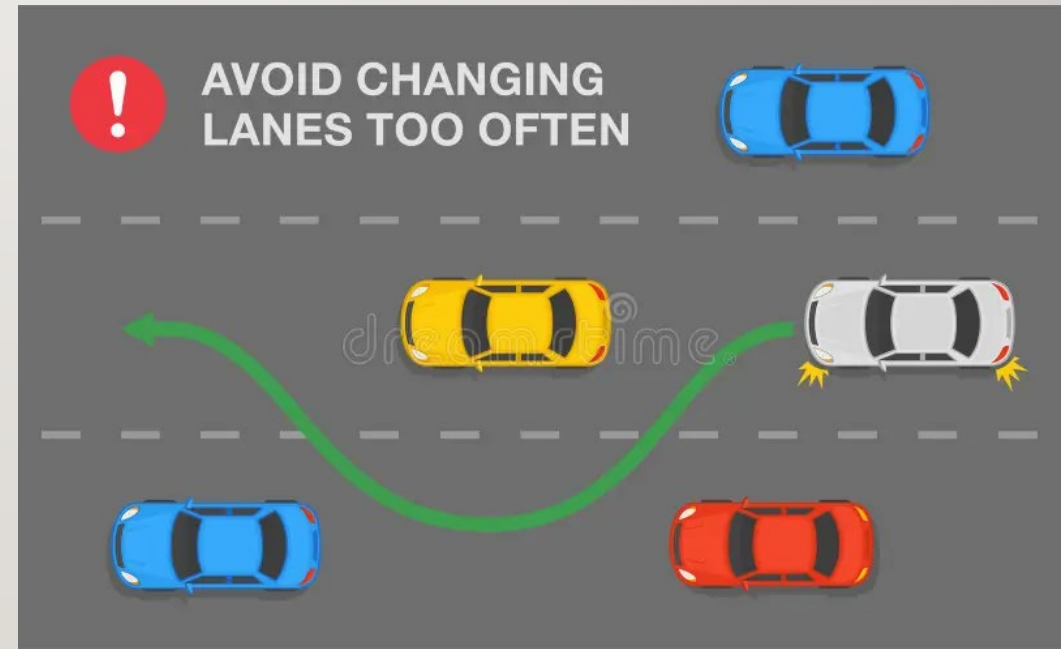
- **Calling things out from a distance:** Be sure to tell children important instructions face-to-face.



TRIGGERS TO AVOID:

- **Transitioning without warning:**
 - Transitions can be hard for kids.
 - Having warning gives children the chance to find a good stopping place for an activity.

Reference: AI



TRIGGERS TO AVOID

- **Asking rapid-fire questions or giving a series of instructions:**
 - Too many questions or instructions limits the likelihood that they will hear or answer questions, remember the tasks, and do what they've been instructed to do.



TRIGGERS TO EMBRACE:

- **Be aware of the situation:**
 - Hunger, fatigue, anxiety or distractions can all make it much more difficult for children to rein in their behavior.

Reference: AI



TRIGGERS TO EMBRACE

- **Adjust the environment:**
 - When it's homework time: make it a place for kids to work and make sure to schedule some breaks.



TRIGGERS TO EMBRACE:

- **Make expectations clear:**
 - Even if they “should” know what is expected, clarifying expectations at the outset of a task helps head off misunderstandings down the line.

Reference: AI



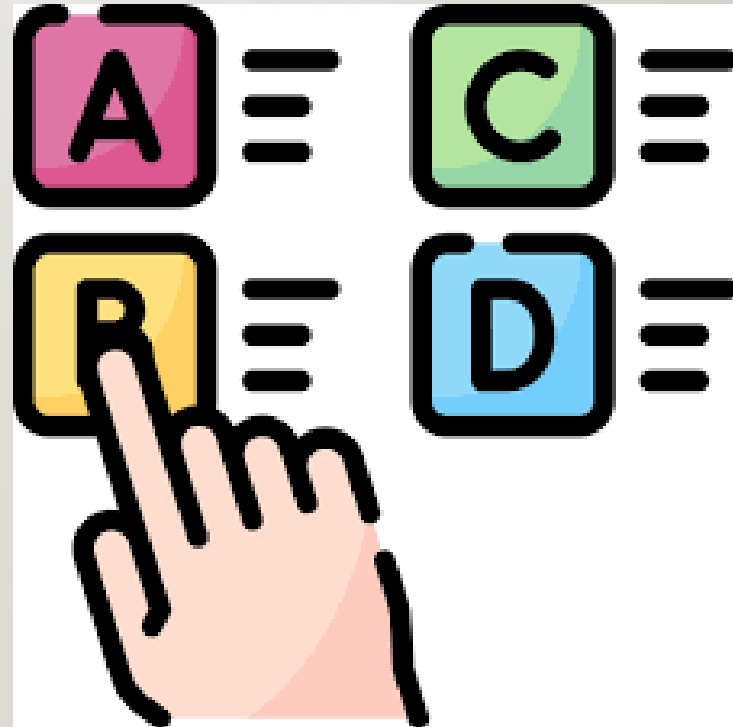
TRIGGERS TO EMBRACE

- **Provide countdowns for transitions:**
 - Whenever possible, prepare children for an upcoming transition.



TRIGGERS TO EMBRACE

- **Let kids have a choice:**
 - Give a structured choice. Choice can help them feel empowered and encourage them to become more self-regulating.



EFFECTIVE CONSEQUENCES:

- **Positive attention for positive behaviors:**
 - Giving your child positive reinforcement.
 - Positive attention enhances the quality of the relationship, improves self-esteem, and feels good for everyone involved.
 - Positive attention can also help calm anxiety.



Reference:AI

EFFECTIVE CONSEQUENCES:

- **Reward menus:**
 - A reward is something a child earns, an acknowledgement that they are doing something that's difficult for them.
 - Rewards should be linked to specific behaviors and always delivered consistently.



BEHAVIOR STRATEGY 1: MAINTAIN A POSITIVE LEARNING ENVIRONMENT

Create

Create a specific physical space for study that allows your student to focus.

Set up

Set up materials so they are easy to reach.

Start

Start conversations about the student's current situation, allowing the student to ask questions and share their feelings.

Offer

Offer your student choices whenever possible

Let

Let them know that mistakes are a big part of learning.⁶



BEHAVIOR STRATEGY 2: SET EXPECTATIONS

Students work best in an environment that is well-defined in terms of dos and don'ts.^{7 8}

- Set three to five simple rules that set expectations for behavior.⁹
- Explain what to do, when, and how to do it.
- Follow these four steps: define, demonstrate, practice, and refine.¹⁰
- Reinforce rules and procedures with reminders and positive reinforcement that motivates your student to be persistent in their learning.¹¹



BEHAVIOR STRATEGY 3: CONSISTENCY IS KEY

Consistency = independent and self-motivated learners. ¹²

- Set routines for the day. Be sure to include your student in the decision making. ¹³
- Let your student know you are there for your student. ¹⁴
- Use frequent verbal praise that is specific and descriptive.
- Use clear consequences when unacceptable behavior occurs. ¹⁵
- Use positive redirecting before using negative reminders. ¹⁶



Reference A2

BEHAVIOR STRATEGY 4: MAKE INFORMATION ACCESSIBLE TO STUDENTS

- Give clear directions for a task so students know what is expected of them.¹⁷
- Begin a task by giving the student something to be curious about or to work for.¹⁸
- Break tasks into manageable segments.
- Allow children to change tasks and come back to frustrating ones when they have given it their best effort for a reasonable amount of time.¹⁹

Reference A2



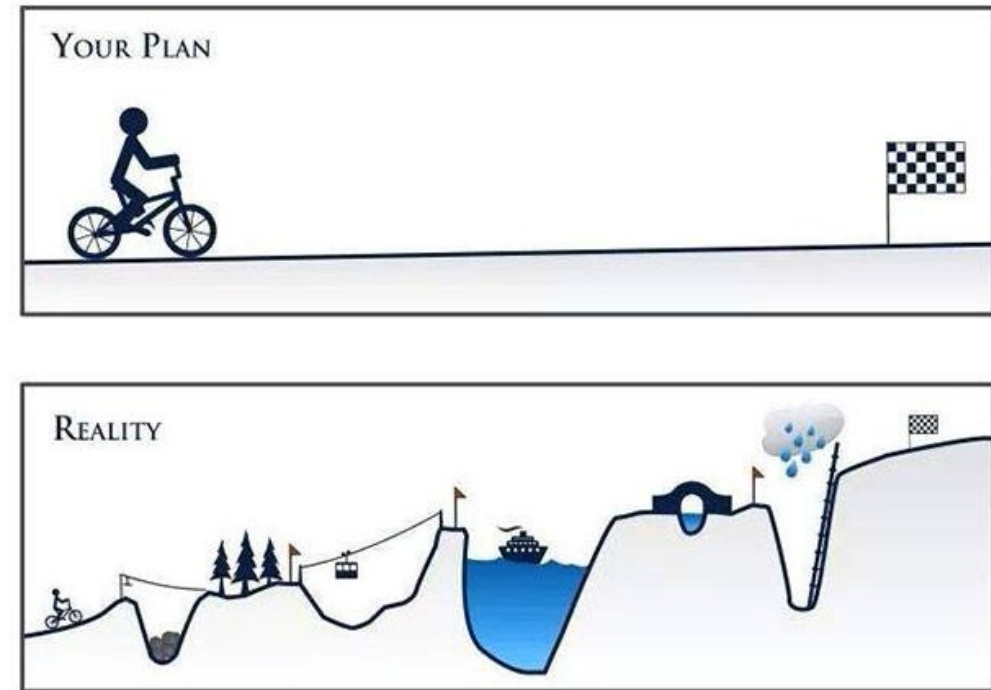
BEHAVIOR STRATEGY 5: TEACH AND REINFORCE NEW BEHAVIORS WHEN IT IS NECESSARY

- Adjust things that might trigger a behaviors (Time of lesson, location, etc.)^{[20](#) [21](#)}
- Behaviors are a response to a need.^{[22](#)}
- Explain the behavior, break down the steps, model the behavior, and offer opportunities for practice.^{[23](#)}



CONT.: BEHAVIOR STRATEGY 5: TEACH AND REINFORCE NEW BEHAVIORS WHEN IT IS NECESSARY

- Determine the consequences (positive and negative) that will be effective for your student. [24](#) [25](#)
- After a change, know that there will be setbacks. [26](#) [27](#)



Presentation References, Citations, Resources, and Footnotes:

A1: <https://childmind.org/article/managing-problem-behavior-at-home/#abc%e2%80%99s-of-behavior-management-at-home>

A2: Meagan Taylor, *REL Pacific*, July 13, 2020 https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog30_supporting-positive-at-home-behaviors-among-elementary-students.asp

Footnotes:

¹ Evertson, C. M., & Weinstein, C. S. (Eds.). (2011). *Handbook of classroom management: Research, practice, and contemporary issues*. Oxfordshire, England: Routledge.

² Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163–172. <https://files.eric.ed.gov/fulltext/EJ1087130.pdf>

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⁴ Huth, R. (2015). A strategy for classroom management success. *Journal on Best Teaching Practices*, 2(2), 4–6. <http://teachingonpurpose.org/wp-content/uploads/2015/06/Huth-R.-2015.-A-Strategy-for-Classroom-Management-Success.pdf>

⁵ Owen, S. (2016). Positive Behavioral Interventions and Supports (<https://www.pbis.org/>)

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- ¹⁰ Forlini, G., Williams, E., & Brinkman, A. (2014). *Help teachers engage students: Action tools for administrators*. New York, NY: Routledge.
- ¹¹ Evertson, C. M. (1994). *Classroom management for elementary teachers*. Needham Heights, MA: Allyn & Bacon, A Division of Simon & Schuster.
- ¹² Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65–75. <https://doi.org/10.1002/pits.20206>
- ¹³ Atkins, M. (2018). *Behavior management strategies for the elementary school setting* (Unpublished thesis). St. John Fisher College, New York. https://fisherpub.sjfc.edu/education_ETD_masters/363/
- ¹⁴ Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163–172. <https://files.eric.ed.gov/fulltext/EJ1087130.pdf>
- ¹⁵ Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6–13. <http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>
- ¹⁶ Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65–75. <https://doi.org/10.1002/pits.20206>

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¹⁸ Goodwin, B. (2018). *Out of curiosity: Restoring the power of hungry minds for better schools, workplaces, and lives*. Denver, CO: McREL International.

¹⁹ Huth, R. (2015). A Strategy for classroom management success. *Journal on Best Teaching Practices*, 2(2), 4–6. Retrieved from: <http://teachingonpurpose.org/journal/a-strategy-for-classroom-management-success/>

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²⁷ Positive Behavioral Interventions and Supports (<https://www.pbis.org/>)