



# Behavior Management

Training to Go

# Session Goals



Today we will...

- Define behavior management.
- Explore elements for establishing a proactive behavior management plan.
- Learn how to establish student expectations.
- Learn to facilitate activities that build relationships and support students in making better decisions.





# What Is Behavior Management?

*It's everything an instructor does to organize students, space, time and materials so that content instruction and student learning can take place.*

- ✓ Being prepared for class.
- ✓ Motivating your students.
- ✓ Providing a safe, comfortable learning environment.
- ✓ Promoting positive decision making.
- ✓ Building your students' self-esteem.
- ✓ Being creative and imaginative in daily lessons.
- ✓ *and . . .*





# It's Different for Everyone

## Why?

- Teaching styles differ.
- Personalities and attitudes are individual.
- Student populations vary.
- Not all management strategies are effective for every instructor.

Try different strategies to see what works best for you!



# What Does It Look Like?



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Why might afterschool behavior management look different from school-day practices?



# Behavior Management Plan



## Proactive Behavior Management Plan

**Understanding Your Students and Supporting Positive Behavior**

**Establishing Clear Student Expectations**

**Designing Your Student Experience**

# Understanding Your Students



- Understand the reasons for their behavior.
- Be inclusive.
- Reinforce good decision making.
- Have students help develop reward structures.



# Supporting Positive Behavior

- *What individual needs* might the student have?
- *What program aspects* make it difficult for the student to be successful?
- *What can we do* to help the student be more likely to choose positive behavior?



# Supporting Positive Behavior



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- Build positive adult-youth relationships.
- There is no “magic wand” to fix a child’s misbehavior.
- Avoid problematic situations.
- Be a positive role model.

# Activity



- Think of a positive adult role model in your life who made an impact on your development and behavior as a student.
- How did that adult help you make better behavioral choices?

# Establishing Student Expectations



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- Program Values
- Social Contract
- Student Voice

# Guide for Social Contracts



- Keep the number of statements to a minimum (approximately five).
- Keep the wording simple.
- Keep the wording positive.
- Make expectations specific.
- Describe behavior that is observable.



# Sample Social Contract



Social Contract

Respectful ✓✓✓✓✓  
 Caring ✓✓✓✓✓ Listening Ears ✓  
 Nice/Kind ✓✓✓✓✓ No Violence ✓  
 No yelling ✓✓✓ Compromise  
 Honesty ✓✓ Be Responsible  
 Fairly ✓ ~~LIBBY~~ Forgive + Forget ✓✓  
 Loving ~~Rachel~~ Use Kelso  
 With trust ~~Courtney~~ Caleb Joshua #18  
 No Put downs ✓✓ ♥ Claire ♥ Alex D  
 Golden rule ✓✓ # Spencer ♥ Ashton ♥  
 No bad words ✓✓ Made Lynn ♥  
 Effort ~~Hunter~~ SARA ~~Austin~~  
 No interrupting ~~Sydney~~ Mrs. M.  
 Alex W. Glenn  
 Alex N. Kona

**G**et along-compromise  
**R**espect - your teammates  
 - the rest of "class"  
**O**ffer your ideas and  
 thoughtful feedback  
**U**se a plan & quiet voices  
**P**articipate actively &  
 equally  
**S**tay focused & on  
 task



# Proactive, Not Reactive



- Communicate clear expectations.
- Stay engaged.
- Use nonverbal signals.
- Redirect attention.
- Encourage and praise.
- Be consistent and demonstrate conviction.
- Have a back-up activity.



# Designing Student Experience

What is the attention span of the average third-grader?

- a. 5-7 minutes
- b. 8-12 minutes
- c. 12-15 minutes





# Transition Times



- **Allocated time:** the time periods you *intend* for your students to be engaged in learning activities.
- **Transition time:** time periods that exist *between* times allocated for learning activities.
  - Sing a song as students transition.
  - Play music as students transition.
  - Skip to the next table.
  - Set a timer and students move when it goes off.
  - Provide a schedule so students know what comes next.

# Student Voice and Choice



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- Students have ownership in their learning process.
- Student interests are incorporated.
- They enjoy a sense of belonging as contributors to the program's success.
- They participate in decision making.
- Students practice leadership skills.



# Learning Method



- Apply concepts and learning to real-world situations and activities.
- Develop 21<sup>st</sup> century skills.
- Engage all children and youth.
- Develop skills, competence and confidence.



# Next Steps



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What are some ideas and strategies we discussed today that might be beneficial for your program?