



Brainstorm/Buzz–Self Praise

Brainstorm possible self-praise you can use to encourage yourself as a teacher.
Write these statements on your note pad.



Positive Self-Praise

I can stay calm...he's just testing

I am working hard as a teacher...



Goal:

I will commit to stopping my self-criticism and looking at something I did well each day as a Teacher.



Brainstorm/Buzz–Labeled Praise

Brainstorm words you use to praise your students to increase behavior you want to see more of. Write them below.



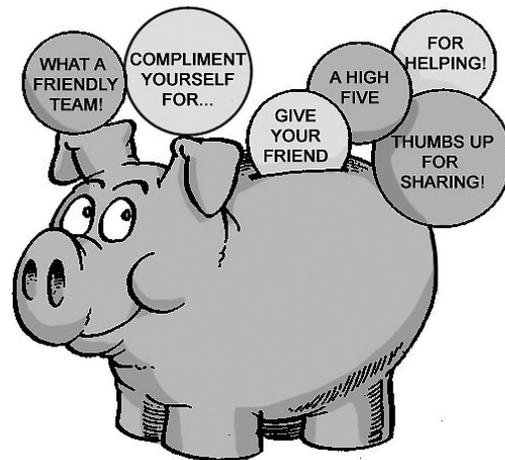
Behaviors I want to see more of

Labeled Praise Statements

I like it when you...

Good for you! for listening to the instructions...

Wow! What a wonderful job you've done reading that page!

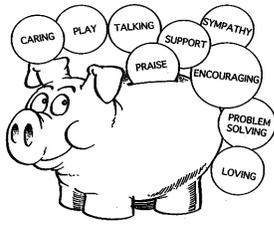


Remember to Build Up Your Bank Account

Goal:

I will commit to increasing the number of praises I give my students to _____

per hour. The behaviors I will praise include: (e.g., sharing) _____



Handout
BEHAVIOR RECORD
Praise "Positive Opposites"



Behaviors I want to see less of:
(e.g., yelling)

Positive opposite behavior I want to see more of:
(e.g., polite voice)

1.

1.

2.

2.

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Brainstorm/Buzz–Reward Yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing lesson plans, or working hard as a teacher? Think about ways you could reward yourself for your hard work as a teacher.



Good Incentives for Me

A walk in the park

Tea/coffee with a teacher colleague

Buy myself a good book

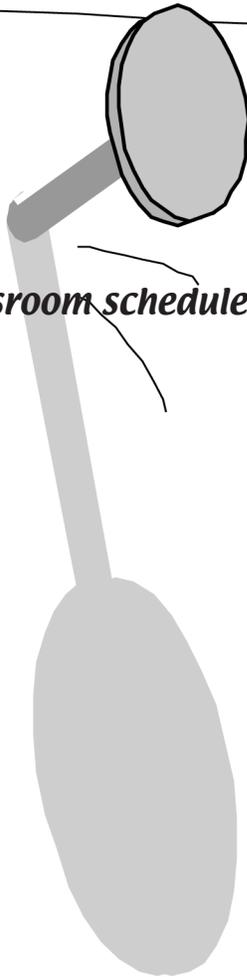
Goal:

I will commit to doing something positive for myself this week. This will include:

CLASSROOM SCHEDULE



Write out your classroom schedule here.





Brainstorm–Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.



Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't you put that away?• Let's clean up the blocks• Cut it out• What is your coat doing there?• Why is your backpack there?• Don't push him like a bull• Why is your book still on your desk?• You look like a mess• Stop bugging your friend• You are never ready• You must stop touching her in circle time• Your desk is a mess• Don't whine• You are impossible• Stop dawdling• Hurry up• Be quiet• Why are you out of your seat when you've been told not to?• What are you doing bothering your friend?<ul style="list-style-type: none">• Are you stupid?	



Buzz—Goals for Classroom Discipline

Think about what you want to accomplish with your discipline and what you want to avoid.



What you want to accomplish	What you want to avoid



Brainstorm/Buzz–Ways to Stay Calm



When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this negative period. If you give into the oppositional behavior, this behavior will be reinforced and your student will learn that by protesting loudly, he or she can get his/her own way.



It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths

relaxation techniques

positive thoughts

walk away

turn on some music

Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.

Goal: I will commit to tell myself the following _____

when my student protests.

Brainstorm/Buzz–Behaviors to Ignore

Behaviors such as pouting, sulking, screaming, swearing, and arguing are good candidates for ignoring yourself and for helping other students ignore. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.



Sometimes teachers find it hard to control their anger when dealing with misbehavior, and find it tempting to criticize the student. This emotional involvement can make it difficult to ignore your student's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use, especially if you can teach other students to ignore as well.

Child Behaviors I Will Ignore

e.g., whining

tantrums

Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise _____

behavior, the positive opposite of the behavior I am ignoring.

Using Selective Ignoring

Sometimes, children will show positive and negative behaviors during the same activity. For example, a child might follow directions (positive behavior) while whining or rolling their eyes (negative attitude). *Selective ignoring* is the technique where a teacher praises or rewards the part of the behavior that is positive while ignoring the negative behavior. For example, a teacher might praise the child for following directions, and pay no attention to the whining or negative attitude. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., arguing).



Brainstorm/Buzz

Think about some situations where this kind of selective ignoring could be effective.



When Would Selective Ignoring be Effective?

e.g., when child is following directions but giving me "attitude" at the same time, I will praise his compliance and ignore his attitude.

Goal: I will commit to praising _____
behavior while ignoring _____
behavior.



Brainstorm/Buzz Staying Calm & Managing Anger



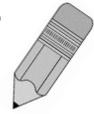
Rewrite the following negative self-talk with positive coping thoughts.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none">• I can't stand this—it's too hard!• I don't know what to do.• Ignoring will never work.• I am losing control and will explode soon.• I am going to hit her—it's the only way to get her to stop.• It's awful to let him disrespect me. It's not good to look weak in front of my students.• I hate being disrespected.• I'm a terrible teacher.• She will never change.• It's just not fair, this child should not be in my classroom.• I can't let him challenge my authority.• This is ridiculous, I have too many students.• He hurt me so I should hurt him.• I don't like him when he's like this.• His parents don't care, so why should I?	



Brainstorm/Buzz Staying Calm & Managing Anger



Continued, from previous page.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none">• The principal will complain if I don't get this stopped.• She will never stop hitting. It's her fault.• A little more force on my part will stop her.• That brat knows how much this bugs me—he's doing it on purpose.• I'm an inept teacher—should never have done this job.• I can't let her get away with that.• It's all the principal's fault for giving me a class with this many problems.• It's all his parents' fault for not teaching their children how to behave.	
<p><i>Goal: I will commit to stopping and challenging my negative self-talk and working on practicing using coping and positive self-talk as well as giving myself time to calm down.</i></p>	



Brainstorm/Buzz Coping and Calming Self-Talk

Think about ways to stay calm, assertive and patient when using Time Out.



Practice challenging negative self-talk and substituting positive self-talk and coping statements. On your notepad, write down some self-talk that you can use when you feel anger mounting.

Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts

Brainstorm/Buzz Staying Calm

What emotional responses do you experience when using Time Out? Teachers often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your student's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write them on your notepad.



My emotional responses when giving Time Out	Strategies to stay calm





Incredible Years Problem Solving Worksheet For Managing Preschoolers' Challenging Behaviors!

Problem Definition:

1. Student's challenging behavior: _____

2. What are the triggers/precipitants of my student's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.)

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)

Goals:

4. What is my goal? What positive opposite behavior do I want to see instead? _____

Solutions:

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support this positive behavior?

Play/Special Time: What kind of play or special time might best help my student here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) _____

Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this student? _____

6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.

Routines: Do I have a predictable routine for this problem? _____

Distraction/Redirection: How can I distract or redirect this student before misbehavior escalates? _____

Ignore: What part of this behavior could I ignore? _____

What will I say to myself while I ignore it? _____

Consequence: What natural or logical consequence can I use to teach this student to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach this child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) _____

What problem solving strategies do I need to teach this student? _____

Carrying Out my Plan:

7. To whom should I communicate this plan? (other teachers, parents, principal etc.) _____

8. Who can I call for support and to check in? _____

9. How will I take care of myself while this is going on? _____

Evaluating the Success of Solutions

10. How will I know I am making progress? What will be different? What assessments will I use?

11. How will I celebrate this student's success? As well as my own? _____

***Congratulations! You have a plan to change your student's behavior!
Remember, it can take three weeks or more to see changes,
so don't give up!***



Brainstorm/Buzz

Brainstorm with your buddy positive forecasting statements. Remember to include praise for persistence and patience with the learning process.



Positive Forecasting Statements

Example:

"If you keep practicing your reading, I bet before long you will be able to read a whole page by yourself."

Goal:

I will commit to using positive forecasting statements _____ times this week for _____ minutes, with the following students: