



CHANGE YOUR MINDSET FROM A BEHAVIOR MANAGER TO A BEHAVIOR COACH!

Behavior Management implies:

- ✓ Students come with a set of behaviors
- ✓ These behaviors won't or can't change
- ✓ Adults have to "manage" what students do
- ✓ This is a fixed mindset

Behavior Coaching validates:

- ✓ Students make mistakes, they can improve and learn from their mistakes
- ✓ Adults can guide and coach students on their behaviors
- ✓ This is a growth mindset

STEPS FOR COACHING BEHAVIORS

STEP 1: Build the Community and Create a Strong Foundation

1. **Build authentic, trusting relationships with students:** what do they like, what motivates them, what is important, what do they value?
2. **Maintain a dynamic & supportive presence:** speak with a clear, firm and neutral tone; let them know you believe in them; be a no-nonsense nurturer
3. **Be explicit with expectations & directions:** tell students exactly what is expected, describe what you need from them in specific steps; explain the "why"
4. **Introduce, teach & reinforce your community values and agreements**
5. **Establish & uphold daily routines** such as transitions, getting up from their seat, using supplies, entering or exiting spaces
6. **Set up youth leadership** roles that are meaningful, relevant and visible
7. **Build relationships with family members** by sharing successes
8. **Partner with students to sign contracts** to make positive choices and follow expectations as you start each program cycle

STEP 2: Be a Coach who Promotes Positive Choices & Behaviors

1. **Positively narrate:** remind & reinforce your expectations by noticing who is on task; acknowledge what is working; naming specific positive choices you see
2. **Reinforce agreements & values:** name the values & positive behaviors you are seeing upheld by students in the moment
3. **Use a strong teacher voice:** maintain confidence and a sense of urgency; speak with conviction, clarity & connection
4. **Reflect on what is working:** at the beginning or end of each day discuss what the group feels is going well and how they want to improve or adjust their choices
5. **Maintain a dual focus:** stay aware of the full group even as you are focusing on an individual or small group; scan entire room every 10 seconds and call out what is working

6. Use incentive systems:

- a. **Individual:** sticker, raffle ticket or college \$ (*I would like to acknowledge those people who are focusing....*)
- b. **Table groups or teams:** post on chart or white board (points for working collaboratively or sharing supplies)
- c. **Full group:** marble jar or other system (*if the group can x...it will earn us 5 marbles towards our class party or extra recess time*)
- d. **Set up privileges or special roles:** earn extra time on a favorite activity or with a special staff person

7. **Share positive behaviors with parents:** during pick-up, on a phone call or send a note to parents to let them know the positive choices their young person is making

8. **Nonverbal intervention:** (give a look or hand gesture to signal *focus* or *quiet*)

9. **Positive group correction:** (*we're following along in our books; we are standing in line silently; we are looking for unity by having face forward*)

10. **Anonymous individual correction:** (*we need 2 people; we are at 90%, let's get to 100%*)

11. Private individual correction

- a. Get close to the individual, have a private & calm check in; What is up? What will help them to get back on point? What are the choices they can make?
- b. Second check-in may bring a consequence if behavior is disruptive
- c. Positively narrate as soon as person makes a different or positive choice
- d. Be a broken record: repeat the directions

12. **Lightening-quick public correction:** (*student name*), *focus*.

STEP 3: Address Disrespect and Follow Up: *use the least invasive form of intervention*

First use the strategies listed above to coach a student or the group in making a positive choice:

1. **Provide a choice:** "*you can either stand quietly in line or lose 5 minutes of recess*"; the goal is for them to own the behavior and make a choice. They may choose to sit out and refocus.

2. **Establish a Warning System** (see below)

3. **Enforce logical consequences:** follow up a warning with a logical consequence

- Loss of recess time/sit next to staff during a break
- Change where sitting or standing in line
- Clean up space/project
- Loss of leadership role/privilege
- Write a reflection log or apology letter
- Sit in chill out or time out space to calm down and refocus

4. **Have a 1-1 check in with the student:**

- Find time to talk with student to reflect on choices, review what is on their mind & how to stay on track; goal is to own their choices
- Review the contract the student completed at the beginning of the program cycle

5. Remove student from classroom:

- Ask them to go to a buddy class to do their work
- Send student to office to talk with office staff & complete a reflection log
- Have back up plan if student refuses to leave
- Be clear on what is expected before student can return

6. Follow up:

- Call or talk with parent at end of day to share concerns & agree on choices the student can make
- Have a meeting with parent and/or principal to name choices
- Ask a parent to join the class to shadow the student to gain insight
- Check in with student before class on following day to reinforce expectations
- Establish a daily touch stone: assign an adult to check in daily to remind and support student in staying on task; tie this to a sticker or incentive chart
- Set up an individual plan or personal incentive system
- Welcome student back with a clean slate

Warning System: (example)

1. First Warning You made a choice to ---- so this is your first verbal warning, what can you do differently?

2. Second Warning: You made a choice to --- so this is your second warning; this is a written warning. Here is what you need to do now:

- *Go to buddy class*
- *Follow a logical consequence (loss of privilege/time)*
- *Fill out a reflection log*
- *(Staff will make note of this behavior and consequence)*

3. Third Warning: You made a choice to --- so this is your third warning, it is important for you to own this....

- *Send to office to talk to Site Director*
- *Call Parents*
- *Lose privilege or activity*
- *Share info or meet with school day administration*