

Handouts

Decreasing Inappropriate Behavior



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gi/teacher-program/

Visit the website for updates to these handouts, and for editable versions that can be sent electronically and completed prior to the next workshop.

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Teacher Workshop Four

Suggested Activities for the Month

TO DO

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan. Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked. Bring the plan to share at the next session.
- Teach your students how to ignore behavior from others that is bothersome and praise them for using their “ignore muscles.”
- Record and monitor any use of teacher ignoring—what occurred, and how the student reacted.
- Practice praising and reconnecting after the child has calmed down.
- Call your buddy and share your success with your discipline strategy.

TO READ

Chapters Seven and Fifteen from *Incredible Teachers* book.



Decreasing Inappropriate Behaviors Workshop #4 Behavior Plan A (primary grades)



Example of Behavior Plan: Jenny, Grade 1

Negative classroom behaviors Focus on one behavior at a time	Occasion / Location	Positive Discipline Hierarchy
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	In line and playground Small Group discussion Large classroom Independent work time	Positive redirect for off-task behavior Ignore blurting out Nonverbal cue/warning for inappropriate touching Repeat positive directions & praise compliance

Behavior Plan For: _____

Negative classroom behaviors	Occasion / Location	Positive Discipline Hierarchy

Discipline Hierarchy for: _____ (identify misbehavior, e.g. noncompliance)

First time: _____

Second time: _____

Third time: _____

Fourth time: _____

Fifth time: _____

See Behavior Plan Workshop #1 (Program 3) for Step #2.

Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)



Example of Behavior Plan: Jenny, Grade 1

Step #1:	Step #3:	Step #4, 5, & 6:	Positive Discipline Hierarchy
<p><i>Negative Classroom Behaviors</i></p> <p>Poking, Touching</p> <p>Speaks without raising hand</p> <p>Talks while directions are given</p> <p>Off-task, daydreaming</p>	<p><i>Desired Behaviors</i></p> <p>Keep hands to own body (in line)</p> <p>Raise a quiet hand (circle time)</p> <p>Listen quietly when directions are given (large classroom)</p> <p>Pay attention & concentrate</p>	<p><i>Proactive Strategies, Praise & Reinforcers</i></p> <p>Responds well to praise - does not like to be hugged</p> <p>Hand stamp for quiet hand up</p> <p>20 hand stamps = choose book for story hour</p> <p>Help distribute handouts</p> <p>Use visual rules cue cards (inside voice)</p>	<p>Positive redirect when distracted and off task</p> <p>Ignore blurting out</p> <p>Nonverbal cue for touching others with "hands to self" signal</p> <p>Get eye contact & repeat positive direction</p>

Behavior Plan For: _____

Step #1:	Step #3:	Step #4, 5, & 6:	Positive Discipline Hierarchy
<p><i>Negative classroom behaviors</i></p> <p>1.</p>	<p><i>Desired Behaviors</i></p>	<p><i>Proactive Strategies, Praise & Reinforcers</i></p>	<p><i>Positive Discipline Hierarchy</i></p>
<p>2.</p>			

Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)



Example of Behavior Plan: Jenny, Grade 1

Step #1: <i>Negative Classroom Behaviors</i>	Step #3: <i>Desired Behaviors</i>	Step #4, 5, & 6: <i>Proactive Strategies, Praise & Reinforcers</i>	<i>Positive Discipline Hierarchy</i>

Individual Behavior Plan

The first task to decreasing inappropriate behavior is to pinpoint and describe for yourself the undesirable behaviors as specifically as possible. Then pick one behavior to focus on. Note the frequency of the behavior and the time of day that it is most likely to occur. It can be helpful to track the behavior for several days to get an accurate picture. Then specify the appropriate behavior you would like to see instead, make sure that you are using proactive and positive strategies to increase the positive target behavior, and define consequences for the misbehavior.

Child's Name: _____ Date: _____

Problem Behavior-Be Specific

When and Why the Behavior Occurs?

Positive Opposite Behavior

Proactive and Positive Reinforcement Strategies

Discipline Hierarchy Steps

Sought Input and Shared Ideas with Parent:

Date for Re-evaluation: _____

Blackboard Notes

About Decreasing Children's Inappropriate Behaviors

- Preparation is the key — carefully plan a discipline hierarchy of responses to misbehaviors.
- Consequences do not have to be severe to be effective
- Follow the “law of least disruptive intervention” ignoring, redirecting, and warnings or reminders before more intrusive consequences.
- Ideally consequences should be tailored to the particular circumstances — (for example, the loss of a valued privilege) or a natural or logical consequence that is that is inherently connected to the misbehavior.
- Consequences should never be physically or psychologically harmful to the child, nor should they ever humiliate or embarrass a child.
- Whenever possible, present consequences as a choice the child has made.
- Be friendly but firm — control your negative emotions.





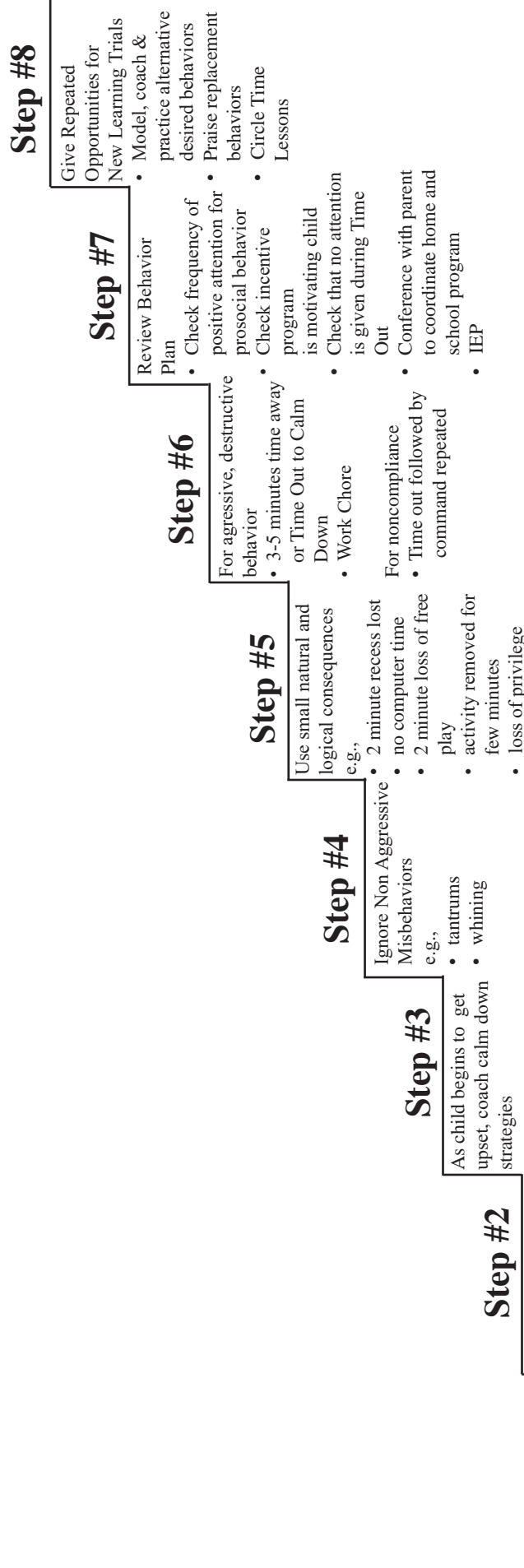
Some Consequences

- sitting in teacher designated area, rather than having free choice
- playing or working on a teacher-choice activity, rather than child-choice
- loss of 2 minutes of recess, computer time or some other activity (e.g., field trip)
- activity removed
- loss of time with other students
- repair damaged object
- replace object
- clean up area—work chore
- write, or discuss with an adult, a plan to fix or change a problem behavior or situation

BUT REMEMBER THE “LAW OF LEAST DISRUPTIVE INTERVENTION”—ALWAYS FIRST TRY COACHING AND PRAISE FOR APPROPRIATE BEHAVIOR, REDIRECTING, AND/OR IGNORING.

Discipline Hierarchies/Steps

For Nondisruptive & Disruptive Behavior



Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior
 “Always choose the lowest, least intrusive first.”

Steps 1-4 of Discipline Hierarchy

Steps #5-8

See full Discipline
Hierarchy Handout

Step #4

Ignore Non Aggressive
Misbehaviors

- e.g.,
- Tantrums
 - Whining

Coach and praise
positive opposite behaviors

Step #3

As child begins to get upset,
coach calm down strategies

- e.g.,
- deep breaths, talk
about feelings, positive
visualization, use turtle shell,
positive self-talk

Step #2

Positive Verbal Redirect
Distractions and
Re-engagement Strategies

Step #1

Nonverbal Cues
Clear rules
Predictable Schedules
Transitions Clear

“Always choose the lowest, least intrusive first.”



Teacher Suggested Activities

RECORD SHEET: COMMANDS

Date	Time	Command/Warning	Child's Response	Reward/Attend for Compliance



Brainstorm/Buzz–Natural & Logical Consequences



Share and record three natural or logical consequences and record an example of how you used them.



1.

2.

3.

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



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.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Brainstorm/Buzz–Rewriting Negative Thoughts

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'm losing it. This child is out of control.• 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–Rewriting Negative Thoughts

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>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.</p>	

Brainstorm/Buzz–Ways to Stay Calm When Ignoring

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 the 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

positive imagery

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 child protests.



Brainstorm/Buzz–Behaviors to Ignore



Behaviors such as pouting, sulking, screaming, swearing, and arguing are good candidates for ignoring and for helping other students ignore. These behaviors are



annoying, but they are not physically harmful, 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 own anger when dealing with misbehavior, and find it tempting 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. However, ignoring is one of the most effective strategies you can use, especially if you can teach other students to ignore it as well.

Student 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.

Brainstorm/Buzz—Using Selective Ignoring

Sometimes, children will show positive and negative behaviors during the same activity. For example, a student 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 student 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).



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.

Sample Circle Time Lesson Script: Ignore

Teacher: Well, Wally has a problem he wants to share with you to- day. Wally, can you let us know what happened?

Puppet: Well, I was sitting at circle at my school and it was so noisy. One of my friends kept talking to me and I couldn't hear the teacher. I asked him to stop but he kept talking.

Teacher: Wally, that sounds hard. How were you feeling when that happened?

Puppet: I was really frustrated.

Teacher: You know, Wally, I do have an idea for you for this problem. When someone is distracting me I do something called ignore. Can you all say that word for me?

Puppet: Ignore?

Teacher: Yes, Wally ignoring is when you pretend that you can't hear or see someone. You can even turn your body away and focus on the teacher. Try it. Pretend I am the boy in circle time, and you are ignoring me. Pretend Kendra over there is your teacher. You can look at her while you ignore me. Ready?

Wally turns his body away and looks straight at Kendra.

Teacher: Wow! I see Wally turning his whole body away. His eyes are focused right on his teacher and he isn't listening to anything I say! Wally has big ignore muscles! Who thinks they can try this too?

Next call a child to come up and act out the same scenario.

Teacher: Okay, Kendra, Wally is going to talk to you during circle time. You are going to ignore him.. You are going to keep your eyes on me and turn your body away. Class, do you see how Kendra is so strong (feel her muscles!) She is ignoring. She turns her body away. She keeps her eyes on the action. I don't even think she heard Wally! Now who else wants a turn?

Wally: I'm going to try this, but I think I will also let my friend know that I am only going to ignore them during circle time. I still like them, and I'm not going to ignore them at play time. I'm ignoring so that we can both pay attention to the teacher!

Important note: Always have Wally act out the distracting behavior (do not put a child in this role). It is important that the children only act out positive behavior.

Teacher-to-Parent Communication Form

Compliment Time

At school the children are learning about how to give compliments to their friends. This is important to learn because it will help your child make good friends.

MODELING: You can help support your child's learning by modeling giving compliments yourself. For example, you might say, "I am going to give you a compliment about what a good job you did listening to my request and putting away your coat."

PRAISE: You can also teach your child how to compliment by praising your child when he or she says kind things. For example, "Seth you just gave your friend a compliment when you told him you liked how he built his castle. And your friend looks really pleased by that."

You might even have a daily compliment time at meal time or bedtime when family members take turns giving compliments to each other.

Record on the *Parent-to-Teacher Communication Form* what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!



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Parent-to-Teacher Communication Form

Child's Name: _____

Record on this form what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!

Child: Gives a compliment (says nice things) to an adult or friend.

Family: Give examples of three compliments you give to your child!

1. _____

2. _____

3. _____



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The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior – Proactive Discipline

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 –Never 3 – Occasionally 5 - Consistently

Setting Limits	
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	1 2 3 4 5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1 2 3 4 5
3. I have taught children the “show me five” signal and use it.	1 2 3 4 5
4. I state requests or give directions to students respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1 2 3 4 5
5. I use “when-then” or “first-then” commands.	1 2 3 4 5
6. I give children choices and redirections when possible.	1 2 3 4 5
7. I avoid negative commands, corrections, demands, and yelling at students. Instead, I use “do” and “start” positive commands.	1 2 3 4 5
8. I get children’s attention before giving instructions (e.g., eye contact).	1 2 3 4 5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1 2 3 4 5
10. I give frequent attention, praise and coaching to students who are engaged and compliant following my directions.	1 2 3 4 5

Differential Attention and Ignoring and Redirecting	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate student behaviors.	1 2 3 4 5
2. I have identified negative behaviors in students I want to decrease and the “positive opposite” of each negative behavior that I will praise, reward and coach.	1 2 3 4 5
3. I have identified those behaviors I can ignore while keeping the children safe.	1 2 3 4 5
4. I have taught children in circle time to ignore their peers who are teasing (mild) or being distracting.	1 2 3 4 5
5. My ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want to encourage) while ignoring the child who is inappropriate.	1 2 3 4 5
7. I use positive self-talk as an approach to staying calm when students misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when students misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a student is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the student.	1 2 3 4 5
10. I have developed behavior plans that include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. I help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer, Tiny Turtle puppet).	1 2 3 4 5
12. I use “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
13. I work hard to redirect students to other activities when they are frustrated.	1 2 3 4 5

<p>14. I have shared the classroom discipline hierarchy with the parents of my students.</p>	<p>1 2 3 4 5</p>
<p>15. I use the Teacher-to-Parent Communication Home Activities letters to encourage parent meeting and teaching children how to compliment.</p>	<p>1 2 3 4 5</p>
<p>Future Goals Regarding Ignoring and Redirecting Strategies</p>	

