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SPARK! Training - “Dealing with Negative Behaviors, Positively”
Flip Chart Activity Notes - November 19, 2011

Behavior

Complainer – Always has something negative to say about what you or group is doing (boring, dumb, I’ve done this before, etc.)

Positive context or need

- Looking for Attention
- Looking for Affirmations
- Embarrassed – “need for safety”
- Habit
- Over Achiever – “Gifted Student”
- Need for Clarity
- Need one-on-one explanation
- Wants Attention or engagement
- Need for change of lesson delivery
- Need help in completing work

Solutions

- Everyone say a positive thing
- Class meetings
- Individual planning for students ✓
- Let student be helper
- Set up class for meeting needs
- Set time to check in with student as to what they want different
- Give one-on-one attention ⊗
- Change mode of delivery ⊗
- Give different way to complete assignment
- Make assignments more challenging for “gifted”
- Reward system
- Group agreements



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Behavior

Zoned Out – Distracted, unfocused, mentally asleep

Positive context or need

- Need clearer format, structure and expectations
- Needs understanding / needs clearer instructions
- Outside / home factors including physical needs (where/when are they sleeping & eating) ⊗
- Needs interesting topics / subjects ⊗
- Instruction not meeting their learning style
- Language barriers
- Need more challenge / or over whelmed by too much challenge ⊗
- Understands subject very well ⊗

Solutions

- Interactive activities ⊗
- Say in topics
- Address multiple learning styles
- Provide snacks
- Learn about / Connect with individuals to understand and address their backgrounds
- Add more content
- Different instruction
- Provide incentives during instruction
- Relationship building
- Small group activities
- Give opportunity to teach / help others ⊗
- Make it fun
- Some sort of physical activity
- High energy in delivery “shock factor”



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Behavior

The mover – Can't sit still, is always moving, won't stay in their chair

Positive context or need

- Possible kinesthetic learner ⊗
- More challenges
- More engaged
- Learn rules of classroom – clarity
- Physical attribute ⊗
- Basic need not met ⊗
- Classes are too long
- Has positive energy
- Excitement for activity

Solutions

- Physical activities ⊗
- Inclusion in planning
- Know their interest ⊗
 - Talk to previous teacher
 - Talk to parent
 - Know them, history (meds)
- Talk to hem
- Clear classroom structure
 - Visual cue
- Job:
 - classroom helper
 - paper monitor
 - Set limits!
- Acknowledge differences
- Spend less time talking, more time doing
- More breakout activities ⊗
- Make them a “leader” who is allowed to move around
- A visual timer to focus on (sit still for 1 – 2 minutes)
- Yoga balls – mobility
 - They can move
 - Stress balls and other toys (i.e. play dough, pipe cleaners)



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Behavior

Bored group – Whole group seems bored, listless, unengaged

Positive context or need

- Introverted
- Different forms of learning ⊗
- Small groups for relationship building ⊗
- Looking for engagement
- Looking for Fun!!!!
- To be challenged / but not over challenged
- Positive reinforcement
- Larger groups to create high energy
- To understand purpose / real world application / relates personally ⊗
- Understand goals

Solutions

- Ask about interests / input ⊗
- Offer choices / use different techniques to teach (hands on, presentations, plays, drawing) ⊗
- Ice breakers / small groups ⊗
- Give clear instructions
- One-on-one relationships
- Classroom setup ⊗
 - Create a welcoming environment
- Create different interests
- Assign roles
- Let them teach / learn from each other ⊗
- Let them plan and choose
- Reward system – trips, activities
- Adults modeling activities
 - Show how to be engaged / have fun ⊗



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Behavior

Late – Never shows up on time, never seems in a hurry, always has an excuse

Positive context or need

- Relaxed
- Independent ⊗
- Confident
- Different youth values (It's cool d
- Have values that take precedence
 - What culture are they from?
 - Is time valued in home life?
- Wants attention
 - When you're late everyone notices you
 - Wants to stand out to peers
- If you don't try you can't fail or be disappointed
- Can't be let down if you don't have an expectation
- Strive for control ⊗
- Transportation
- Not welcome
- Not like someone in class
- Understand why you need to be on time

Solutions

- Positive feedback
- A task to do that you need them to be there at a certain time to do the task
- Reward for being early for everyone
- After class ask them "Hey I noticed you were late today, is something going on?"
 - Reaching a helping hand
- Acknowledge the behavior in private ⊗
- Give / make some easy goals so the student feels like they can accomplish things
- Teaching goals for time management
- Incentives for being early or coming to set up
- Acceptance' as long as they enter respectfully
- Find out if they have something before
 - Reach out to find a way for the student to be on time
- Educate on why you need to be on time
- Transportation
- Do you need an alarm clock
- Speak to parents



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- Check history of child
- To far away

Behavior

Silent – Never talks, never wants to share. Quiet, very quiet.

- Physical/developmental or mental health condition contributing?
- Challenging life circumstances?

Positive context or need

- Not confident – shy
- Need to feel safe
- Used to “taking a back seat”
- Process – taking time
- Cultural sign of respect
- Kinesthetic / visual learner
- Waiting to be acknowledged / invited
- Physical / developmental or mental health condition contributing?
- Challenging life circumstances?
- Need more info
- Need to be engaged
- Very confident – thinks they know all so don’t need to contribute
- Excellent listener

Solutions

- Check in –how are they doing?
- Overwhelmed by setting – make adjustments
- Ask / invite them to share first
- Group agreements – “no stupid questions”
 - Everyone gets chance to share, nonjudgmental, etc.
- Small group work – safer
 - Make it random to avoid cliques
- Change format – different ways to share
- One-on-one time, relationship building
- Surround with trusted people
 - Discover their interests
- Past successes/solutions?
 - Ask person what works for them
- Have more activities to engage
- What other ways can you communicate?
 - Art, journals
 - Ask to make a contribution in a way that’s comfortable
- Rotate seating on a semi-regular basis to encourage participation



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Behavior

Socializer -- Always having side conversations. Always

Positive context or need

Context

Communicator
Curious
Confident
Friendly / social
Welcoming
High expectations
Really smart

Needs

Attention
Engaged
Job / Task
Affirmation
Reciprocation
Social response
To be challenged
Address learning style

Solutions

- Give them a task / job to welcome students - teach the students
- Ask them what they need!
 - Ask them questions
 - Engage them
- Set group agreements and hold it to the group
- More than feel special, have them give feedback
- Have them present the group agreements, do a skit, show others, be a leader
- Give more "work" / projects to do
- Do a "check in" to give each opportunity to speak or write in down, journal it
- Teach new material
- Proximity (Get close)
- Sit the person close to front
- Halt circle / or circle
- Teaching strategies that require more voice and choice
 - ex. TPR (think, pair, share)



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Behavior

Step-upper -- Always raising hand, always the first to participate in every conversation, gets frustrated if you don't call on him / her.

Positive context or need

- Need for attention and recognition of knowledge
 - Thought: need to separate person and behavior in order to address affectively
- Enthusiastic
- Expressive
- Verbal auditory } learning style
- Strong, sincere desire to share
- Student feels very welcome, comfortable and safe so (s)he likes to share
 - Hand ↑ = created safe environment
- Smart
- More information ⊗
 - Want feedback
 - Want to talk it through
- They like the group
- Positive reinforcement for teacher
- They are a “pleaser”
- They know how to keep themselves engaged
- Need reassurance

Solutions

- Conversation after class explaining why the student wasn't called on, and why it's important for everyone to be included
- System / process for class inclusion
 - White boards, popsicle sticks
- Create agreements “ step up / step back”
 - Helping others
- Ask student to co-facilitate a segment of class
- Think – pair – share
 - Students pair up and share their response
- More challenges
- Be the one to pick classmates to share
- Hands on – tactile learner
- Different ways to learn



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Behavior

Joker – Always telling jokes – to you, to others, to whoever will listen, whether it's the appropriate time or not

Positive context or need

- Wants attention
- Wants to lighten mood
- Wants to shift focus away from self / task
- Leader / participant / active / attention / recognition
 - → Use that energy in a positive way
- Protective behavior
 - Afraid of being made fun of
 - Making light of situation
- Maybe they need to be more intellectually stimulated
- Defense mechanism

Solutions

- Create appropriate time to share
- Create agreement
- Build in reward / goal
 - Ex: joke book
- Set positive one-on-one time → positive props
- Joker helps prep class for their time
- Earned reward for end of class (not a given) → for joker and class
- Remind to be on task
- Making sure they know they are valued
- Acknowledge behavior one-on-one
- Lead a silly activity or warmup for a short time



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