Managing Behaviors

Behavior

- Behavior is a result of the environment. There are three parts to all behaviors.
- Antecedent – Behavior – Consequence
  - Antecedent = what happens before the behavior
  - Consequence = what happens after the behavior
- Most of the time the behavior is related to a sensory issue.
- Look for the triggers (antecedent) so you can avoid the behavior.
- Always reward positive behaviors.
- Teach desired behaviors. For example: asking to take a break when needed.

Structure

- Outline what to expect for each lesson. Use a visual outline.
- Use a timer.
- Have a predictable routine.

Directives

- Tell the student what they SHOULD DO, not what they SHOULDN'T DO
  - We may say: We can't play on the drums until we finish our movement activity.
  - We should say: When we finish our movement activity, then we will play on the drums.
- STOP is reserved for safety only.
- How can we rephrase the following?
  - Stop yelling ---- Indoor voices
  - Don't hit ---- Keep your hands to yourself/safe hands/soft hands
- Use directives, and don't ask questions.
  - No "Will you?" and no "Can you?"
  - Please and thank you can imply choice.
- Be clear and concise.
- Use behavior specific praise (thank you is too broad) – I love how you put your drum away.

Videos on Sensory Processing Disorder

- [A Child's View of Sensory Processing](#)
- [Sensory Overload](#)
- [Can You Make it to the End?](#)