

# Making Room: Cultivating Communities of Inclusion

## Behavior Management Playing Field

Presenter: Barbara J Newman

1. A Place to Begin: God's \_\_\_\_\_ Pieces
2. All behavior is \_\_\_\_\_
3. Slip into \_\_\_\_\_
4. We must begin by getting to know the \_\_\_\_\_
5. For that really tough customer...
  - a. Don't recreate the wheel!
  - b. Visit an environment where that plan is working well
  - c. Train all staff until they feel \_\_\_\_\_
  - d. Invite an effective person to come to your setting
6. What if you still need ideas for your plan?
7. Lessons from the football season
8. \_\_\_\_\_ Strategies
  - a. Examine your own principles
  - b. Be \_\_\_\_\_: Lesson plans & adaptations
  - c. Think about the \_\_\_\_\_ environment
  - d. \_\_\_\_\_ and \_\_\_\_\_
  - e. Notice things about the individual
  - f. Reinforce the \_\_\_\_\_
  - g. Add Structure
  - h. Give \_\_\_\_\_ (Social Stories)
  - i. Church Welcome Story
  - j. Adaptations for other times:
  - k. Teach vs. \_\_\_\_\_
  - l. Do the \_\_\_\_\_
  - m. Develop a relationship
  - n. Set up a \_\_\_\_\_ of \_\_\_\_\_
  - o. Have a sense of \_\_\_\_\_
  - p. \_\_\_\_\_ vs. auditory
  - q. Think along with the individual
  - r. Assign a \_\_\_\_\_
  - s. Consider \_\_\_\_\_ issues
  - t. Use enforceable statements
  - u. Equip \_\_\_\_\_ and leaders
  - v. Make sure you have \_\_\_\_\_ time!



### Love & Logic Principles

1. Belief in the Infinite Value of People
2. Self (Staff/Volunteer) Care is Not Selfish

3. Communicate Respect to Children
4. Choices Lead to Responsibilities
5. Share Power/Control with Children
6. Consequences Do The Teaching
7. Responsibility **To** Children; Not Responsibility **For** Children
8. Children Do As Much Thinking As Staff/Volunteers

### Enforceable Statements to set limits

<b>Telling a Child What to Do (Difficult to Enforce)</b>	<b>I Message: Telling the Child What you will Do (Enforceable Statements often start with "I...")</b>
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'm glad to start as soon as you show me you are ready.
Open your Bibles to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.

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<b>Telling a Child What to Do (Difficult to Enforce)</b>	<b>I Message: Telling the Child What you will Do (Enforceable Statements often start with "I...")</b>
I'm not loaning you any more paper.	I loan paper to those who have not borrowed before.
You're not going out without your coat.	You may go out as soon as you have your coat.



You're not staying in this group and acting like that.	You may stay with us if you can give up on that behavior.
Don't you come back to this room until you can show some respect!	Feel free to come back to the room as soon as you are calm.
Quit breaking the rules of the game.	Those who follow the rules are welcome to play.
Stop arguing with me.	I'll be glad to discuss this with you as soon as the arguing stops.
If you can't treat the paintbrushes right, you'll just have to sit out this project.	All of those who can handle the paintbrushes correctly are welcome to join us in the project.
If you forget your permission slip, you're going to miss the trip.	All of those who remember permission slips are welcome to go on the field trip.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.
<b>Practice: Write an Unenforceable statement:</b>	<b>Practice: Rewrite as an Enforceable statement:</b>

9. \_\_\_\_\_ Strategies

- a. Behavior of the one may not interfere with the \_\_\_\_\_ of the whole
- b. Use a \_\_\_\_\_ plan that is already in place
- c. Get some extra help
- d. A word about language: Say what you \_\_\_\_\_ the individual to do
- e. \_\_\_\_\_
- f. Interrupt
- g. Redirect
- h. \_\_\_\_\_ time
- i. Natural consequences
- j. Delay consequences
- k. Neutralize \_\_\_\_\_
- l. Move to a \_\_\_\_\_
- m. Ask questions/student comes up with a \_\_\_\_\_
- n. Offensive and Defensive Strategy: \_\_\_\_\_
  - i. Using the model of Jesus to bless the person as well as asking for God's intervention