

Facilitator's Guide

This facilitator's guide is intended to accompany and enhance the Behavior Management 101 training through active discussion and engagement.

Feel free to adapt these activities however you wish. Or you can even make up your own. The key is to make sure that all staff are reflecting on, not simply consuming, the guidance presented in this training.

Review: Behavior Management Model

Talking Points

Draw the behavior management model somewhere where all staff can see it

- The model is shaped like a pyramid because each piece builds on the other
- You want to spend most of your time working on the foundation, and the least amount of time at the top of the pyramid

Meaning of Each Component

Review the meaning of each piece of the model

- **Know Yourself:** You first have to know your own triggers, and how you plan to respond to these triggers.
- **Know your Kids:** You have to know what makes each child unique and what causes them to behave the way that they do.
- **Prepare:** Be proactive by building relationships, setting clear expectations and creating structure within the environment.
- **Redirect:** Guide negative behavior towards more positive behavior in order to deescalate a situation
- **Respond:** Positively intervene to correct unsafe or emotionally-charged behavior by being empathetic, assertive and focusing on what you want

Activity #1: What Does Behavior Management Mean to You?

Lead this activity after Module 1: "Introduction"

Key Takeaways

- Behavior management starts on day one and continues every day youth are in your care
- Behavior management is a positive factor of child development and doesn't only focus on discipline and negative consequences

Materials needed

- Sticky notes
- Pens/pencils
- Chart paper

Directions

1. Distribute sticky notes and pens to all staff
2. Give everyone 2 minutes to write down as many words or phrases that describe behavior management (Each word/phrase should be written on its own sticky note)
3. When time has ended, have staff place their sticky notes on the piece of chart paper at the front of the room
4. Take 5 minutes to review all of the words/phrases as a group

Discussion Questions

1. Do we see any common trends?
2. Are these descriptions different than what you expected? Why or why not?
3. Based on all of these descriptions, what is one sentence that encompasses everything? (This can be your organization's definition for behavior management)

Activity #2: Triggers?! We All Have Them

Lead this activity after Module 2a: "Know Yourself"

Key Takeaways

- Everyone has triggers (things that make us angry or frustrated).
- Once you know your triggers, work on a plan to regain your composure and manage your emotions during this time.

Materials Needed

- Index cards or sticky notes
- Pen/pencils

Directions

1. Give staff 1 minute to write down 2 of their triggers when working with children
2. Have all staff stand up and find a partner that has one of the same, or similar, triggers
3. Have each pair find another pair that has that same trigger (All staff should now be in groups of 4)
4. Have the group develop a strategy to compose themselves when they experience this trigger
 - a. This could be breathing, counting to ten, etc.
5. Have each group share their trigger and strategy with all of the staff

Discussion Questions

1. How did you feel when you noticed 3 other people had the same trigger as you?
2. What were the challenges of developing your group's strategy?
3. How do you think you can apply this in your everyday work?

Note: Tell staff to find someone with a similar trigger. Have them think broader: disrespect, disruption, defiance, whining, not listening and not following the rules.

Activity #3: Behavior = Communication

Lead this activity after Module 2b: "Know Your Kids"

Key Takeaways

- Behavior is a form of communication. Youth don't always have the coping mechanisms to express their feelings appropriately.
- Understanding the "why" behind their behavior helps you empathize and calm down when you're triggered
- Many times, the child is missing a coping skill and doesn't know a better way to communicate

Materials Needed

- Appendix 1: Activity #3 scenarios
- Slips of paper with scenarios written on them

Preparation

- Write/type scenarios (Appendix 1) on slips of paper

Directions

1. Break up your staff into groups of 3-4
2. Distribute 4 pre-written scenarios to each group (all groups will have the same 4 scenarios)
3. Frame this activity with the question, "What is the child trying to communicate?"
4. Groups will read each scenario together and brainstorm a reason why the child may be behaving that way. What are they trying to communicate?
5. Have smaller groups share their answers with the larger group after 4-5 minutes

Discussion Questions

1. What was your initial thought after reading each scenario?
2. How difficult was it to think deeper into the "why" behind the behavior?

Activity #4: Encouragement Builds Relationships

Lead this activity after Module 3a: "Building Relationships"

Key Takeaways

- Building relationships with the youth in your care leads to mutual trust and respect
- A big piece of building relationships is noticing when a child does something positive, and affirming their behavior

Materials Needed

- Appendix 2: Example scenario & Activity #4 scenarios

- Slips of paper with scenarios on them

Preparation

- Write/type scenarios (Appendix 2) on slips of paper

Directions

1. Break up your staff into pairs
2. Explain the importance of affirming positive behavior by responding with an encouraging comment. Encouraging comments include the following 3 parts:
 - a. Repeating the positive behavior
 - b. Why it was a positive behavior
 - c. End with encouragement
3. Read the example (Appendix 2) to the whole group
4. Give each pair 4 pre-written scenarios
5. One partner will read 2 of the scenarios and the other partner will respond with an encouraging comment
6. Then they will switch. One partner will read the last 2 scenarios, and the other partner will respond with an encouraging comment

Discussion Questions

1. How would you normally respond to these scenarios before we learned about the encouraging comment “format?”
2. Which of the 3 parts was the most difficult to think of?

Activity #5: Setting Expectations... Together!

Lead this activity after Module 3b: “Setting Expectations”

Key Takeaways

- When you create expectations with the youth, they are more likely to buy-in and follow them
- The expectations set the tone for an environment and allows staff to model this positive behavior

Materials Needed

- 4 pieces of poster board
- Markers/pens for each group
- Scissors

Preparation

- Tape 4 pieces of poster board together, draw and cut out a shape—for example a large heart.
- Cut that shape into puzzle pieces (1 piece for each group)

Directions

1. Break up your staff into groups of 4-8
2. Give each group 1 piece of the whole puzzle
3. Have groups discuss these 2 questions:
 - a. What do we want youth to get out of our program? (Dig deep—fun can only be used once)
 - b. What do we need from each other as staff to make that happen?
4. Have the groups write these 2 answers on their puzzle piece

5. Come together with all staff and have each group share their answers as they put the puzzle pieces together
6. Explain to staff that they have developed their expectations together, and the ownership is theirs. This is exactly what they want to do with the youth in their care. Have staff sign the puzzle and hang it up somewhere prominent.

Activity #6: Focus on What You Want

Lead this activity after Module 4: “Redirecting Negative Behavior”

Key Takeaways

- Clearly stating what you want from a child will give them a clear picture of what they should be doing
- Focusing on the negative will demotivate children and won’t set them up for success

Materials Needed

- Appendix 3: Activity #6 Scenarios & Example
- Slips of paper with scenarios on them

Preparation

- Write/type the scenarios from Appendix 3 on slips of paper

Directions

1. Break up your staff into pairs
2. Explain the importance of focusing on what you want, rather than the negative and the value in using an assertive voice
3. Read the example scenario (Appendix 3) to the group
4. Give each pair 4 pre-written scenarios (each pair will get the same 4 scenarios)
5. One partner will read 2 of the scenarios and rephrase the response to focus on what you want—assertively
6. Then they will switch. The other partner will read the remaining 2 scenarios and rephrase the response to focus on what you want—assertively.

Discussion Questions

1. What did you find challenging when rephrasing these statements to be more positive?
2. Why do you think it’s more effective to focus on what you want, rather than what the child did wrong?

Activity #7: Creating Positive Choices

Lead this activity after Module 4: “Redirecting Negative Behavior”

Key Takeaways

- Youth like to feel a sense of responsibility and ownership
- When you notice a child needs to be redirected, creating 2 positive choices allows them to take ownership and feel proud

Materials Needed

- Appendix 4: Example & Activity #7 Scenarios

- Slips of paper with scenarios on them

Preparation

- Write/type the scenarios from Appendix 4 on slips of paper

Directions

1. Break staff into groups of 3-4
2. Read the example scenario (Appendix 4) to the group
3. Give each group 3-4 pre-written scenarios (1 for each person)
4. Have each person read their scenario to their group and then respond with two positive choices (this will take about 5 minutes)
5. Have each group share 1 or 2 examples to all staff

Discussion Questions

1. Why is it helpful to give two positive choices to children as a redirection strategy?
2. What was challenging when creating two positive choices?

Activity #8: Responding to Unsafe Behaviors

Lead this activity after Module 6: “Responding to Unsafe Behaviors” (This reviews both modules 5&6)

Key Takeaways

- When a child is unsafe or emotionally charged, it’s important to intervene right when this behavior occurs
- When intervening, you want to reiterate the expectations, explain why their behavior was unsafe and brainstorm alternatives for next time

Materials Needed

- Appendix 5: Template & Activity #8 Scenarios
- Slips of paper with scenarios on them
- Chart paper & markers

Preparation

- Write/type the scenarios from Appendix 5 on slips of paper
- Write the “template” (Appendix 5) on the chart paper

Directions

1. Break staff into pairs
2. Explain the key takeaways and review the template on chart paper to the whole group
3. Give each pair 4 pre-written scenarios (each pair will get the same 4 scenarios)
4. One partner will read 2 of the scenarios and respond using the template on the chart paper
5. Then they will switch. The other partner will read the remaining 2 scenarios and respond using the template
6. Have a few pairs share with the whole group

Discussion Questions

1. Why are we following this template? What are the benefits of reiterating, explaining and brainstorming?

2. What are some behaviors that we see in our programs that are unsafe?

Appendix 1

Activity #3 Scenarios

1. Bobby grabs a frisbee from Melissa.
2. Tina bumps Chris out of the way to get a spot in line next to her best friend.
3. Max screams at his friends during the soccer game.
4. Lyla doesn't include Mary in her game of hide-and-seek with the other girls.

Appendix 2

Example: Joe and Katie were reading a book together. Joe got stuck on a few words, so Katie helped him sound them out.

Encouraging Comment: Katie, I see that you helped Joe. (Repeating behavior) Now he will know how to read those words. (Why it was positive) Great job being helpful! (Encouraging comment)

Activity #4 Scenarios

1. Max let Kelly be the captain during the soccer game being he's always chosen, and she never has been before.
2. Melissa asked Chelsea if she wanted to play with her and her friends because she was playing alone.
3. Adam sat that Joe dropped his towel on the way to the lake. Joe picked it up and handed it to him.
4. Mary asked Lizzie if she was okay when Lizzie was crying off to the side of the basketball court.

Appendix 3

Example: Stop yelling!

Rephrased response: When you want to get someone's attention, tap him on the shoulder and look him in the eye.

Activity #6 Scenarios

1. Don't touch that!
2. Stop running to the next activity!
3. Come on, you know not to throw your lunchbox.
4. Why did you kick her? Stop kicking other kids!

Appendix 4

Example: Bobby and Lilly are talking during quiet time.

Two Positive Choices: Bobby, Lilly, you can either sit next to each other quietly, or one of you can move to the other side of the room to sit quietly. Which do you choose?

Activity #7 Scenarios

1. A group of boys keep arguing during a game of football.
2. Max keeps splashing water on one of his friends even when she asked him to stop.
3. Lyla rolled a pool ball on the table while two other children were playing a game of pool.
4. Brett keeps bouncing the basketball while the counselor is giving directions.

Appendix 5

Example: Joe threw his lunchbox across the room.

Response: Joe, we keep items on the ground here (reiterate expectations). When you throw your lunchbox, you can hit someone in the head (explain why it's unsafe). Next time, put your lunchbox on the floor and chat with your friend standing next to you while you wait (provide alternative).

Activity #8 Scenarios

1. Faith punched her friend in the arm because she was mad at her.
2. Bobby intentionally ran into his friend because he was in Bobby's way.
3. Nick kicked the soccer ball directly at one of the other players multiple times.
4. Kate was throwing her food across the room because she thought it was funny.

Template for Chart Paper

(Name), we expectation. When you unsafe behavior, you can explain why it's unsafe. Next time you can, alternative, positive behavior.