

**POSITIVE SCHOOL SOLUTIONS**

**Maximizing On-Task Behavior  
Reactive Strategies**



**Deescalation**

**ATTENTION?**

**PHYSICAL NEED?**

**SIGNIFICANCE?**

**CONTROL?**

**STRUGGLE?**

**DEVELOPMENTAL?**

**LIMIT TESTING?**



# STAY CALM

- “Why are they doing this to me?”
- It's not intended to be a personal attack.
- Researching the effects of misbehavior is a normal learning process.
- Remind yourself it's ok to stop and breathe.
- It's ok for you to allow yourself time to pause and assess the situation once you feel calm.



# AVOID PUBLIC CONFRONTATION



- Try to give reminders or consequences privately.
- Take a moment to remove the child from the group and talk with them on the side.
- If the reason for misbehavior was attention, the bigger the audience, the greater the attention.
- Publicly redirections may come across more forcefully than one on one.

# STOP POWER STRUGGLES

- Do not engage.
- Begin with a clear verbal message and be prepared to move quickly to your actions step.
- Aggressive researchers will likely challenge even your clearest verbal messages
- When students begin to argue, cut it off.
- Negotiable feels a lot like optional, and optional rules invite testing.



# IGNORE ATTITUDE, NOT MISBEHAVIOR



- If you respond on the student's level then you are engaging in a power struggle.
- If you reward a disrespectful attitude by responding to it, you'll likely see more and more of it.
- Mumbling, grumbling, eye-rolling, and looks of disgust, are attitudes that you should generally ignore.
- However profanity, name-calling, insults, hurtful statements, or rude gestures cross the line.

- Use an even tone and respectful language.
- Be brief and sure to avoid lectures or sarcasm.
- Speak in a matter of fact tone using direct statements, not questions.
- Do this as early as possible.
- If you wait until the situation has escalated, it will be even more challenging.

# RESPECTFULLY REMINDE OR REDIRECT



# OFFER LIMITED CHOICES

- Students who are misbehaving are trying to get power
- Offering them choices allows them to feel significant while learning how to take responsibility and problem solve.
- Choices are limits so state them firmly with no wiggle room.



- Effective problem-solving is difficult in an atmosphere of anger or frustration.
- Cooling down is an excellent method for restoring self-control and keeping both sides safe.
- Keep in mind that it takes everyone different amounts of time to calm down.

# COOL DOWN



# REFLECT

- It's important to take a step back and reflect.
- If misbehavior is frequently happening at the same time or place, ask yourself:
  - Are your expectations realistic?
  - Are the students developmentally ready/able?
  - Do they need more support/practice?
- Check in with a colleague or coach.

# APOLOGIZE

- We all lose our patience, reacting in frustration, we say or do things we later regret.
- An apology is the best way to handle this.
- This shows students how to be respectful of others feelings.
- An apology from a caring adult gives students permission to be human and the courage to try harder.

