Month 3: How We Cause Problem Behaviors

My name is Sasha and I am a problem Behavior causer and guess what you are to you and I both cause problem behaviors and no we don't wake up on Monday morning. Wanted to shake things up a little bit and be like, oh man, I'm going to go get an extra big coffee today and cause some problem behaviors, no, we're not doing it on purpose. It's unintentional. We need to recognize that we are part of our Learners environment. Our Learners environment is not the stuff. It's the stuff and the people when we look at why Behavior occurs, we have to look at the whole context everything that's going on everything that happens before everything that happens after and we are part of the before and after in the last video we talked about how behaviors are learned and have a purpose and we play a role in teaching these behaviors definitely the positive we're teachers right? We're teaching positive behaviors, but also the negative we are teaching negative behaviors by the way, we set up Expectations and by the consequences that follow behaviors and by consequences, I don't mean like negative. There will be consequences. It's just the stuff that happens after a behavior when a child whines and cries and someone hands them what they want. They have now learned I should whine and cry to get what I want when a student runs over to the break area and we say, okay. You must want a break time right now. They learn they should Sprint across the room to get break time. This is how Behavior Works our behavior is shaped by the consequences. So as we start to look at why Behavior happens, we need to identify our role in it and it's okay. It's okay that maybe we did things that we shouldn't have in the past or we're going to continue to potentially do things the wrong way in the future. You might look at some of the ways that you react and respond and think. Oh, wow, that's not what I should be doing. That's fine. What you are doing maybe wasn't working. It just means that you have to figure out a new way in our last video. We said the first step is I think the mindset that all behavior is communication.

The next step is identifying the role we play in this context. The only behavior that you have complete control of is your own that's it. You control how you set up expectations you control how you respond how you react what you pay attention to what you don't pay attention to your responses will in turn cause Behavior change but it starts with you an important distinction you need to start to recognize is the difference between responding and reacting. There are times when we respond. This is a planned purposeful action. We know what we're doing a child does something great and we run over and we tell them great job. I'm so proud of you for doing that great thing. That's a response. We've planned that there are other times that we react because we're human and we get frustrated and we feel overwhelmed and we might over react even sometimes the reaction, the reaction is based on emotion. The reaction is in the moment. The reactions not planned when you see a kid sprinting down the hallway, you're like stop you should walk. It's not a planned thing. It's just your reaction. We need to start to identify which reactions aren't helping and are possibly making things worse because when we start to look at functions of behavior why Behavior happens if our reaction is reinforcing the behavior,

it's going to make the behavior worse. Don't worry. If you're getting confused. We're going to go through this step by step in this membership and really break down this whole process of creating function based interventions. These are interventions that not only work they last but it starts here. It starts with identifying why Behavior happens it starts with identifying the role we play we've got to build that strong Foundation First not only with you but with your team you need your whole team on board with this so we can create those Behavior plans that really have a lasting impact on our Learners life.