

Misbehavior ???

Name It, Claim It, Tame It, or Prevent It from the Get-Go !

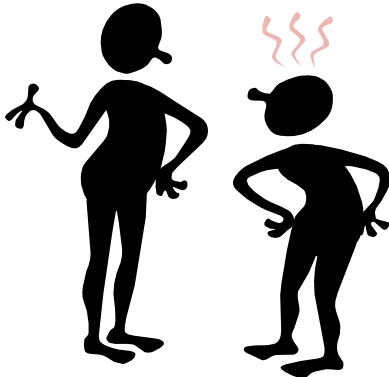
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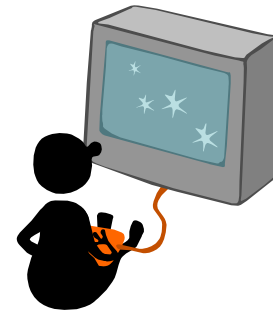
Fundamental Need: TO BE LOVED

Need	attention, involvement, contribution, belonging
Goal of Misbehavior	Attention
Indicator	Adult feels annoyed, bothered; tends to remind or coax
Proactive Practices	SECURITY: routine, procedure, system, safety precautions, consistency, predictability, continuity. . .



Proactive Responses

- When possible, ignore misbehavior.
- At neutral times, give attention for positive behavior.
- Avoid undue “service,” baby-ing, smothering.
- Schedule time with the child on a regular basis.
- Give clear explanation, boundaries and limits.
- Say what you mean and mean what you say.
- Catch the child being good.
- Teach the child appropriate ways to ask for attention; to identify needs.
- Stand close by. Give eye contact or touch.
- Determine a secret signal (an emotional connection).
- Ask a direct question.
- Practice what you preach.



Fundamental Need: TO BE IN CONTROL

Need	power, autonomy, responsibility, independence
Goal of Misbehavior	Power
Indicator	Adult feels angry; provoked; perceives authority is threatened; tends to fight or to give in
Proactive Practices	AUTONOMY: responsible independence, self-governance, accountability, intrinsic self-control, respectful assertiveness . . .

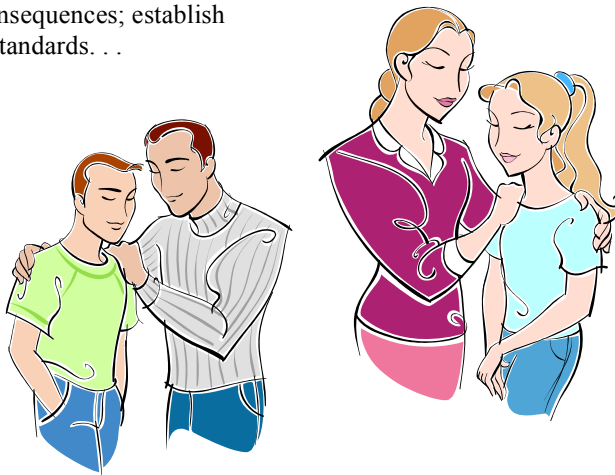
Proactive Responses

- Withdraw from the conflict.
- Act kindly, but firmly, without speaking.
- Redirect the focus to a constructive action.
- At neutral times ask for help and give responsibilities.
- Do not fight or give in.
- Allow the child to have voice and choice.
- Grant legitimate power.
- Involve the child in decision-making.
- Delegate responsibility.
- Emphasize effort more than result.

Fundamental Need: TO BE TREATED RESPECTFULLY, JUSTLY, FAIRLY

Need	Trusted, treated reasonably, given consideration and recognition
Goal of Misbehavior	Revenge
Indicator	Adult feels deeply hurt; tends to retaliate and get even or punish
Proactive Practices	INITIATIVE: expose child to varied experiences; model positive recovery after making a mistake; provide the materials, tools and resources that are related to interests; view process and ideas as more important than product; value freedom tempered with responsibility and consequences; establish basic deadlines and standards. . .

- Proactive Responses**
- Avoid feeling hurt.
 - Withdraw from the cycle of revenge.
 - Show respect and depend upon the child.
 - Speak ENCOURAGEMENT sentences.
 - Separate the BEHAVIOR from the PERSON.
 - Build a caring relationship.
 - Focus on the effect that choices have on relationships.
 - Teach appropriate expressions of feelings.
 - Foster the dignity of the person.
 - Celebrate IDEAS & PROCESS more than PRODUCT.



Fundamental Need: TO BE COMPETENT, RELIED UPON, NEEDED

Need	Accomplishment, capability, skillfulness
Goal of Misbehavior	Display of Inadequacy
Indicator	Adult feels despair; hopelessness; "I give up!" Tends to agree with the child that nothing can be done.
Proactive Practices	INDUSTRY: steady care over time, productivity, follow-through, meet deadlines, finish what you start, long-range projects, time management, planning (calendar, checklists, chore charts, etc.).

- Proactive Responses**
- Stop all criticism.
 - Arrange for small successes.
 - Focus on assets.
 - Avoid pity and despair.
 - Provide skill training.
 - Work side-by-side through a challenging task.
 - Plan your work; work your plan.
 - Eliminate situations of competition.
 - Modify instructional methods.
 - Encourage positive self-talk.
 - Reframe "I can't" statements.
 - Suggest the use of the word "yet."
 - Teach ways to become *unstuck* from negativity.
 - Foster organizational skills.

ADOLESCENTS HAVE ADDITIONAL NEEDS: • Excitement • Peer Acceptance • Superiority

Effective Logical Consequences

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Consequences are **RESPECTFUL** because:

1. They hold children responsible for their choices.
2. They allow children to develop a personal code of conduct.
3. They permit a child to learn *cause and effect* from experiences that are impersonal, i.e., hunger, tardiness, tiredness.



Effective Logical Consequences have four characteristics:

1. **RELATED**, i.e., logically matched to the misbehavior.
2. **RESPECTFUL**, i.e.,
 - The consequence honors the needs of both child and adult.
 - The adult conveys a sense of abandon to whatever choice is made.
 - The consequence separates the action from the person.
3. **REASONABLE EXPECTATIONS**, i.e., fair, balanced, impartial, concerned with the present
4. **RELIABLY ENFORCED**, i.e., applied consistently

Principles for Effective Consequences

(Don Dinkmeyer & Gary McKay. (1989). *The Parent's Handbook*. Systematic Training for Effective Parenting (STEP), pp. 78-82.)

1. Understand the child's goals, behavior, and emotions.
2. Be both firm and kind.
3. Do not try to be "good" by over-protecting or taking on the responsibilities of the child.
4. Be consistent in your actions.
5. Separate the deed from the do-er of the deed.
6. Encourage independence and self-reliance.
7. Avoid pity.
8. Do not be over-concerned about what other people will think.
9. Recognize who owns the problem.
10. Talk less; act more.
11. Refuse to fight or to give in.
12. Let all involved share responsibility.

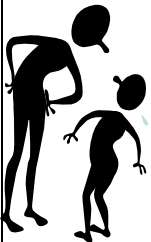




Personal Leadership Style

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LEADERSHIP STYLE	Parent/Teacher Characteristics	Child Responses
<p style="text-align: center;">DICTATOR</p> <p style="text-align: center;"><i>Giving Orders</i> (Autocratic Style)</p>  <p>Belief that control must be imposed</p>	<ul style="list-style-type: none"> • Criticize, blame, demand, threaten, nag, lecture • Manipulate via rewards and punishments • Set many rules • Withdraw privileges • Resort to physical abuse 	<ul style="list-style-type: none"> • Fear, anger, resentment, rebellion, discouragement • Over-conformist behavior • Compliance only when teacher is present • Act in retaliatory ways • Take a stand on issues that the adult cannot control, i.e., choice of friends, voice volume, etc.
<p style="text-align: center;">SPECTATOR</p> <p style="text-align: center;"><i>Giving In</i> (Permissive Style)</p>  <p>Belief in the policy of non-interference in conduct</p>	<ul style="list-style-type: none"> • Views self as powerless or overwhelmed • Afraid to take a stand • Offer no opinions • Make requests that are easily ignored • Plead, beg, explain, coax 	<ul style="list-style-type: none"> • Insecurity, inconsistency, lack of self-control • Socially unacceptable behavior • Annoying to others • Ignores the rights of others • Fail to develop the affective skills, i.e., caring about others' feelings, empathy, sharing, compassion, etc.
<p style="text-align: center;">FACILITATOR</p> <p style="text-align: center;"><i>Giving Choices</i> (Pro-Active Style)</p>  <p>Belief in controlling the situation; not the child</p>	<ul style="list-style-type: none"> • Practices equality and mutual respect • Whenever possible and appropriate, involves students in decision-making • Gives choices suited to age & development • Determines necessary limits & boundaries 	<ul style="list-style-type: none"> • Shows respect, trust, cooperation, concern, caring • Feels empathy for others • Focuses on strengths rather than weaknesses • Accepts self as imperfect and in the process of growth