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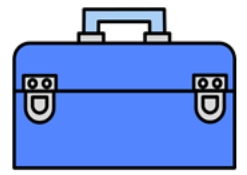
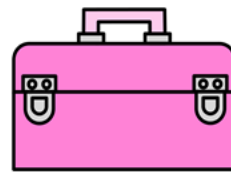
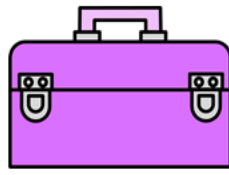
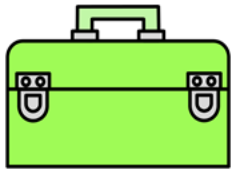
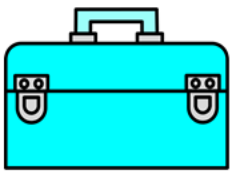


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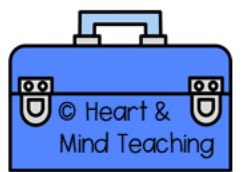
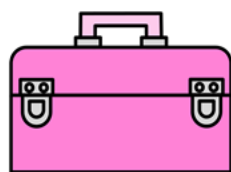
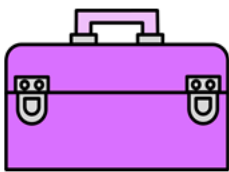
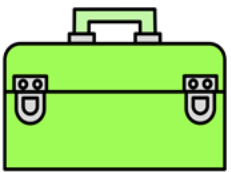


If you have any questions or concerns please email me at:
heartandmindteaching@gmail.com

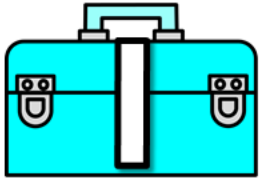
♥
Ashley



BEHAVIOR TOOLBOX Distractor



BEHAVIOR TOOLBOX



Distractor

What it looks like

*This student will do anything to distract others from the current lesson, discussion, or activity.

*He/she will talk at inappropriate times and try to get others to join in with them.

*Student is rarely completely focused on the lesson or activity.

*He/she appears to have a very short attention span and can be easily distracted by what others are doing.

*This student is usually watching what others are doing and does not participate or join in with what they are doing.

*Student fits in more with younger students, lacks maturity, which causes he/she difficulty fitting in with similar aged peers.

*This student will frequently interrupt and ask questions which are completely off topic.

*Teacher and classmates are annoyed with this student and learning is often interrupted by this students need for attention.

Distractor

BEHAVIOR TOOLBOX



Distractor

What to do

*The distractor needs to feel involved in class and desperately needs and wants attention. One way to get him/her those is to make them a classroom helper and assign them a job. Some examples could be to staple papers, clean the room, take attendance, help with calendar, pass out papers, be a messenger, etc.

* Speak to the student one on one about their behavior. Create a contract (with the student's input) with the behavior expectations, reinforce the behavior you want with rewards that you come up with together. This could be tangible rewards and/or earned time for a preferred activity.

*Consider reducing or modifying this students assignments or giving the student work in segments for their short attention span. Use a timer, the student will work better with a deadline (beat the clock).

*Give this student frequent short breaks, this could also be used as a reward for expected behavior. During the short break, give them a classroom job to do (for example, organize the class library).

*When teaching, stand near this student and make eye contact frequently during the lesson. Try to get the student to participate and praise them when they do, use their work as an example. Check for understanding after directions are given for the start of an activity. These actions get them the attention they crave.

*When you see the student engaging in a distracting behavior try to distract them from that behavior. For example, ask them a question about what you are teaching. Try to ask a question that they would have an answer to. The point is not to show that you know they were not listening but instead to simply distract them back to the work at hand.

*When you need to redirect their behavior during a lesson, make it quick, short and with little emotion. For example. "let's stay focused", "stay with us", or use a hand gesture.

*For every bit of negative attention this student receives, counter it with three times as much positive attention. Negative attention examples: redirection to task reminders or verbal corrections of his/her behavior. Positive attention examples: saying hello when they walk in the room, asking about their day, catching the student being good, and praising behavior.

Distractor

BEHAVIOR TOOLBOX



Distractor

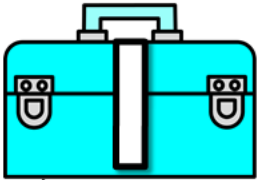
What NOT to do

- *Do not call more attention to the distractor by publicly confronting them.
- *Do not overreact, maintain control.
- *Do not ignore this student, the behavior will only get worse, instead give them positive attention.
- *Do not take away activities from this student as a punishment. They need to feel a part of your class, not removed from it.
- *Do not take the distractions personally, the student is desperate for attention they likely are not getting in other areas of their life.
- *Do not neglect to speak to a School Counselor or School Psychologist about the behavior you are observing to rule out a medical problem. They can help you discuss your concerns with the parent.
- *Do not meet with the parent without data supporting what you are observing, for example a frequency chart of how often a day the student displays distracting behaviors and comments.

Distractor

BEHAVIOR TOOLBOX

Distractor Quick Guide



What it looks like

*This student will do anything to distract others from the current lesson, discussion, or activity.

*He/she will talk at inappropriate times and try to get others to join in with them.

*Student is rarely focused on the lesson or activity.

*He/she appears to have a very short attention span and can be easily distracted by what others are doing.

*Student fits in more with younger students, lacks maturity, which causes he/she difficulty fitting in with similar aged peers.



What to do

*The distractor needs to feel involved in class and desperately needs and wants attention. One way to get him/her those is to make them a classroom helper and assign them a job.

*Speak to the student one on one about their behavior. Create a contract (with the student's input) with behavior expectations, reinforce the behavior you want with rewards.

*Consider reducing or modifying this student's assignments or giving the student work in segments for their short attention span. Use a timer, the student will work better with a deadline.

*When teaching, stand near this student and make eye contact frequently during the lesson. Try to get the student to participate and praise them when they do, use their work as an example. Check for understanding after directions are given for the start of an activity.

*When you see the student engaging in a distracting behavior try to distract them from that behavior. For example, ask them a question about what you are teaching. Try to ask a question they would know.

*When you need to redirect their behavior during a lesson, make it quick, short and with little emotion. For example, "let's stay focused", "stay with us", or use a hand gesture.

*For every negative attention this student receives, counter it with three times as much positive attention.



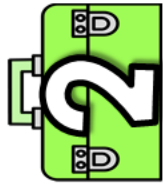
What NOT to do

*Do not call more attention to the distractor by publicly confronting them.

*Do not overreact, maintain control.

*Do not ignore this student, the behavior will only get worse, instead give them positive attention.

*Do not take away activities from this student as a punishment. They need to feel a part of your class, not removed from it.



Distractor

What to do (Cont.)

These actions get them the attention they crave.

*When you see the student engaging in a distracting behavior try to distract them from that behavior. For example, ask them a question about what you are teaching. Try to ask a question that they would have an answer to. The point is not to show that you know they were not listening but instead to simply distract them back to the work at hand.

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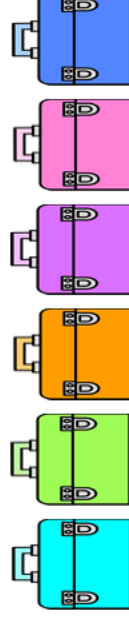
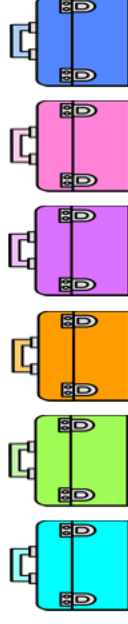
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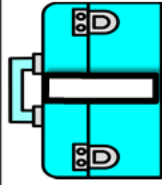
Negative attention examples: redirection to task reminders or verbal corrections of his/her behavior. Positive attention examples: saying hello when they walk in the room, asking about their day, catching the student being good, and praising behavior.

"A change in
behavior
begins with a
change in
the heart."

BEHAVIOR TOOLBOX

Distractor

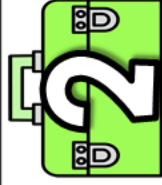




Distractor

What it looks like

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- *He/she will talk at inappropriate times and try to get others to join in with them.
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- *He/she appears to have a very short attention span and can be easily distracted by what others are doing.
- *This student is usually watching what others are doing and does not participate or join in with what they are doing.
- *Student fits in more with younger students, lacks maturity, which causes he/she difficulty fitting in with similar aged peers.
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Distractor

What to do

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- *When teaching, stand near this student and make eye contact frequently during the lesson. Try to get the student to participate and praise them when they do, use their work as an example. Check for understanding after directions are given for the start of an activity.

(Continues on the flap)



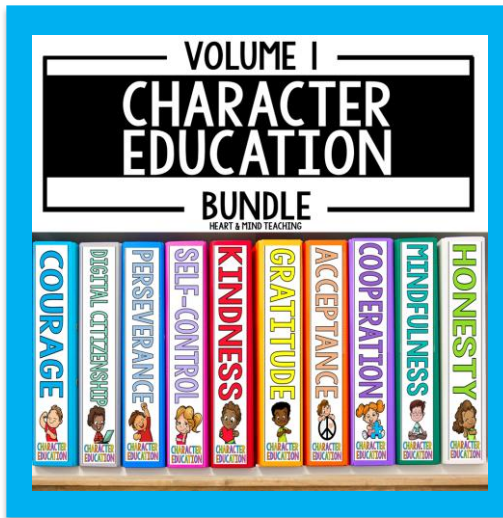
Distractor

What NOT to do

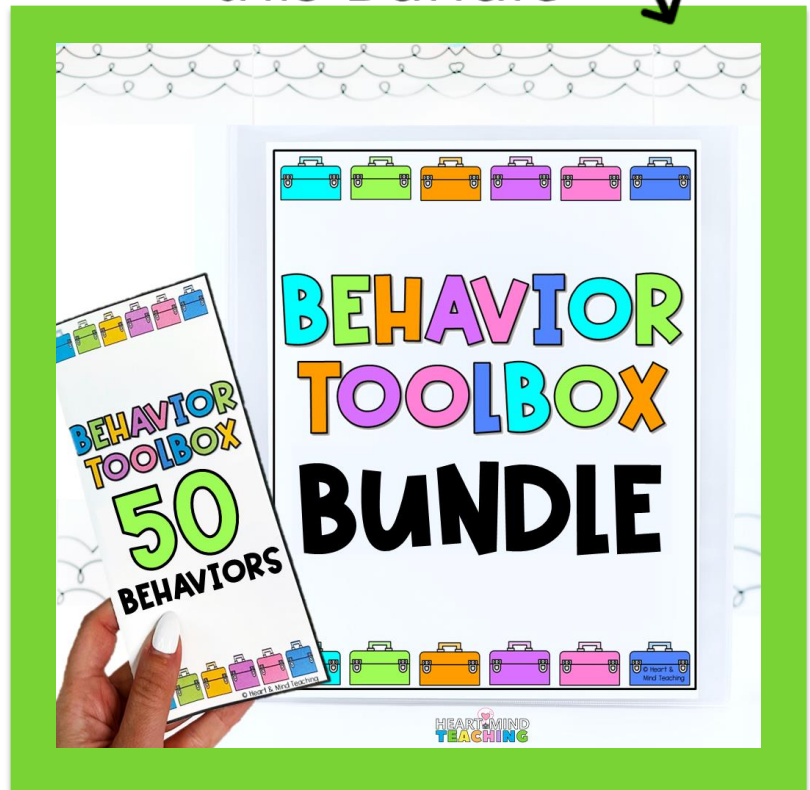
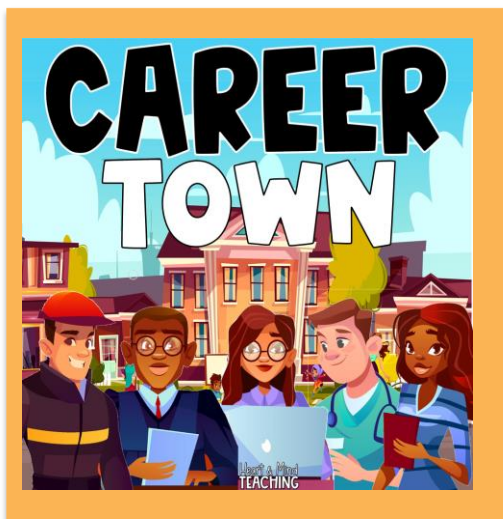
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FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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Ashley

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