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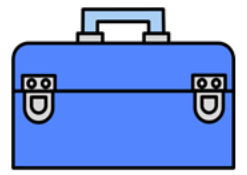
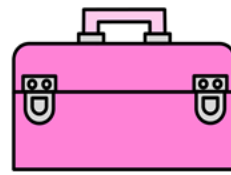
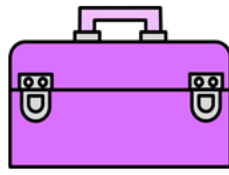
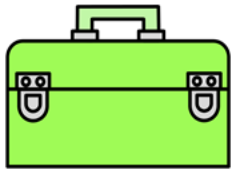
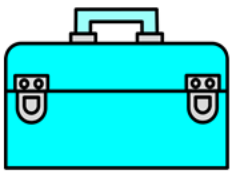


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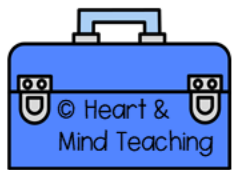
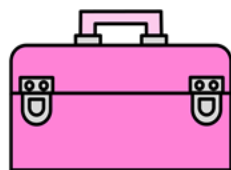
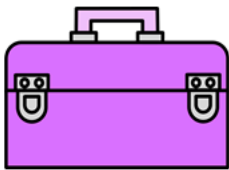
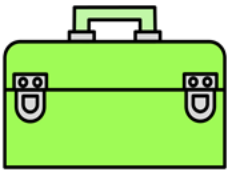
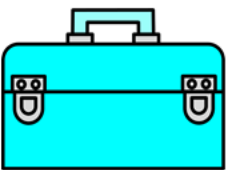


If you have any questions or concerns please email me at:  
[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

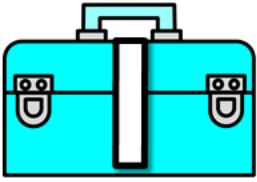
♥  
*Ashley*



# BEHAVIOR TOOLBOX Failing



# BEHAVIOR TOOLBOX



## Failing

### What it looks like

- \*Student is very far behind and it seems impossible for them to catch up.
- \*He/she likely has a poor record of attendance and being tardy, and may have been at multiple schools.
- \*This student typically prefers to be around older students.
- \*He/she may also have a record of misbehaving.
- \*This student may have limited abilities and is unable to do grade level work, or the student has the ability and is just not interested in academics and does not value school. The last option is that the student is capable but has issues with authority or goes against the adults by not adhering to school standards.
- \*Student is not interested in being involved in school activities, sports, or clubs.
- \*He/she may have parents who are disinterested in school and does not receive encouragement to do better.
- \*This student struggles with self-esteem and lacks meaningful positive adult relationships.

## Failing

# BEHAVIOR TOOLBOX



## Failing What to do

\*Look for reasons for the students behavior, such as a problem going on at home like divorce, or an issue in their social life. Even if the reason seems small to you, it is a big deal to them, and it is important they feel that you care. Connect with parents early on and discuss your concerns and plans to help the student. Attempt to get any insight as to what brought about the failure. Many parents want to help but do not know how to, suggest specific ideas for them to work on. Go over study skills that can help the student, like a quiet area to do homework and limiting distractions during study time. If they do not have a quiet area, noise cancelling headphones (not plugged in) can help. A reward system at home should also be suggested for achieving school and home goals.

\*Be very flexible with this student, modify and/or reduce assignments, extend deadlines, and set small achievable goals so that the student can see that success is possible and in reach.

\*Set this student up with an adult mentor. He/she needs a positive role model.

\*Try to get the student involved in the classroom or extracurricular activities.

\*Meet one on one with this student often to reinforce improvement, positive behavior, and review goals. Create a student data binder to track their progress. They should be responsible for this binder, but you will likely have to help them during your meetings together. Talk about success' and what they can improve on. After a few success', ask a School Counselor or Administrator if they can take a few minutes to recognize the students improvement and have the student show them their binder.

\*This student must have a strong relationship with you and feel acceptance in your classroom. Find out his/her interests and likes/dislikes so that you can use them to have conversation topics. Find out what kind of recognition will help this student. Whether it is positive praise, earned time for a preferred activity, one on one attention, tangible rewards, etc. Remember to connect the reward with the success, for example "Since you studied for that quiz and earned a better grade than last quiz, you have earned extra time on the computer."

•\*The goal for this student, is to make them see that the only real failure is if they do not try. ••

## Failing

# BEHAVIOR TOOLBOX



## Failing

### What NOT to do

\*Do not give up on this student, they are at significant risk for dropping out of school. Remember, it is possible to fail at school and still succeed at life. Be this student's champion and it may not show in academics but it will in their overall perception of themselves, and can lead to future success in other areas.

\*Do not critique this student in front of others.

\*Do not use competition to try to get this student motivated. The reinforcement method you choose should not have to do with what other students are doing. This student will not respond well to competing with others.

\*Do not make your praise conditional. For example, do not say "You did great, but you could do even better". Instead simply say, "You did a great job."

\*Do not delay reinforcing positive change, it should be immediate. The longer you wait the lesser the impact.

\*Do not create a situation (if you can help it) that makes it harder for the student to succeed. For example, deducting grade points for poor behavior or tardiness.

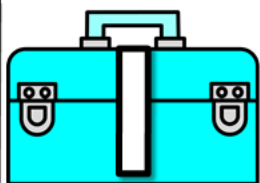
\*Do not accept failure easily, it will decrease motivation in the student. When the student fails, talk out why they likely failed.

\*Do not constantly bring up past failures. Focus on the present and future goals and how to achieve them.

## Failing

# BEHAVIOR TOOLBOX

## Failing Quick Guide



### What it looks like

\*Student is very far behind and it seems impossible for them to catch up.

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\*This student prefers to be around older students.

\*He/she may also have a record of misbehaving.

\*Student is not interested in being involved in school activities, sports, or clubs.

\*This student struggles with self-esteem and lacks meaningful positive adult relationships.



### What to do

\*Look for reasons for the student's behavior, such as a problem going on at home like divorce, or an issue in their social life. Connect with parents early on and discuss your concerns and plans to help the student. Attempt to get any insight as to what brought about the failure. Many parents want to help but do not know how to, suggest specific ideas for them to work on. Go over study skills that can help the student, like a quiet area to do homework and limiting distractions during study time. If they do not have a quiet area, noise cancelling headphones (not plugged in) can help.

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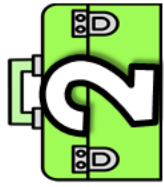


### What NOT to do

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# Failing

## What to do (Cont.)

responsible for this binder, but you will likely have to help them during your meetings together. Talk about success' and what they can improve on. After a few success', ask a School Counselor or Administrator if they can take a few minutes to recognize the students improvement and have the student show them their binder.

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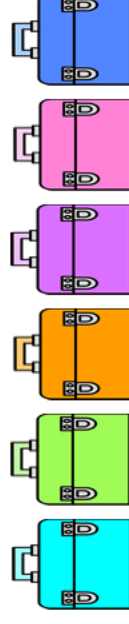
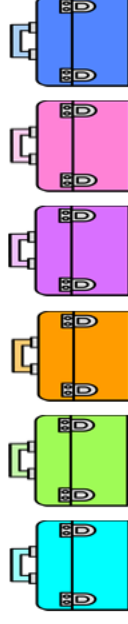
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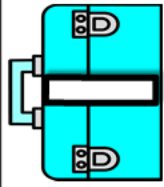
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"A change in  
behavior  
begins with a  
change in  
the heart."

# BEHAVIOR TOOLBOX

## Failing

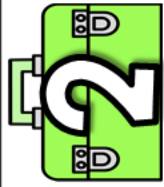




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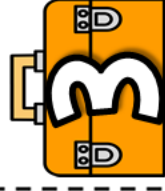


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(Continues on the flap)



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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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