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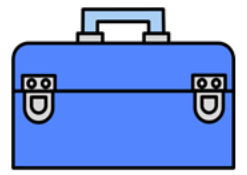
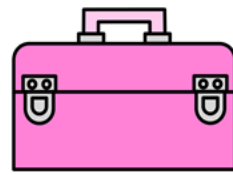
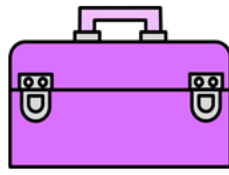
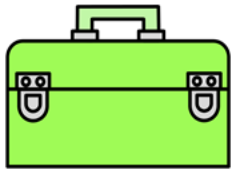
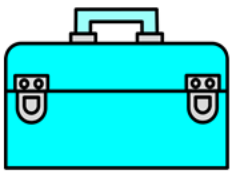


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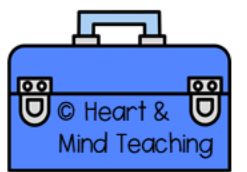
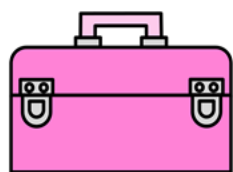
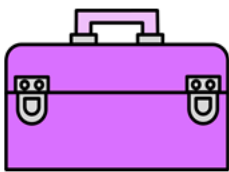
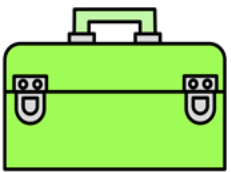
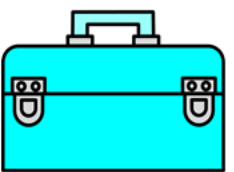
If you have any questions or concerns please email me at:  
[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
*Ashley*

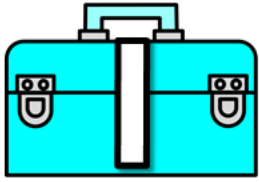


# BEHAVIOR TOOLBOX

# Immature



# BEHAVIOR TOOLBOX



## Immature

### What it looks like

- \*Student does not follow directions.
- \*He/she is unable to think for themselves.
- \*Student is very self-centered.
- \*Student often shows traits that are "baby like" such as crying, stomping feet, pouting, and tantrums.
- \*He/she struggles to relate to their peers.
- \*Student is very attention seeking, he/she will bother classmates by poking or touching them, teasing others, and making noises such as tapping pencil repeatedly.
- \*He/she will seem to understand their immature behaviors in one moment, and in the next is back to the same behaviors.
- \*Student is unable to complete a task without checking with the teacher, this leads to a lot of teacher time taken to help this one student.
- \*Teacher and classmates are irritated with this student.

**Immature**

# BEHAVIOR TOOLBOX



## Immature

### What to do

\*Understanding that this student is seeking your attention, you need to provide the student with attention before they have a chance to seek it out. Some ways to do this are to assign this student a classroom job/be a classroom helper. Give them tasks to keep them busy and feel needed. Praise the student for completing each task.

\*Provide multiple opportunities for this student to get scheduled teacher time and recognition throughout the day.

\*Speak to the student about the behavior, do not discuss in terms of right and wrong, or trying to find out why the student is behaving in such a way. They likely do not know why, but they do know what they are doing. Get the student to admit their behavior.

\*Explain to the student your expectation of behavior and be specific, then explain that classroom privileges will be removed if the behavior does not stop. Follow through on what you said you would do, and also allow the student to earn back privileges (one at a time) through mature behavior.

\*Immaturity works for this child to get attention, there has to be an advantage to acting mature, otherwise they will go back to being immature.

\*Immature students have difficulty with their emotions, and often experience a learned helplessness, or feeling that he/she cannot change their situation (or they do not know how to). This may be because she never learned how to face and handle difficult emotions. Work with the student to understand common emotions we feel and appropriate coping skills for those emotions. For example, what does it look like/feel like when we are frustrated or angry. Next time we are feeling this way, try counting to 10 and breathing in and out slowly, give yourself time to think through the problem you are having without over reacting with an emotional outburst.

## Immature

# BEHAVIOR TOOLBOX



## Immature

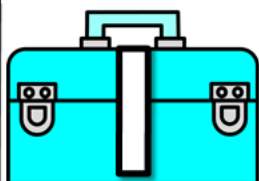
### What NOT to do

- \*Do not show that you are irritated with the student or angry with them.
- \*Do not expect for the student to show mature behavior right way, instead look for small positive changes and reinforce those changes.
- \*Do not bring more attention to the students immature behaviors.
- \*Do not lower your expectations for this student.
- \*Do not call this student a baby or demean them in front of other classmates.
- \*Do not compare the student to other classmates behavior, this will likely make the behavior worse.
- \*Do not imitate students immature behavior (for example- if the student is repeatedly tapping their pencil, do not imitate that behavior to show them how it annoys others).
- \*Do not neglect to address the behavior with parents.

**Immature**

# BEHAVIOR TOOLBOX

## Immature Quick Guide



### What it looks like

\*Student does not follow directions.

\*He/she is unable to think for themselves.

\*Student is very self-centered.

\*Student shows traits that are "baby like" such as crying, stomping feet, pouting, tantrums.

\*He/she struggles to relate to their peers.

\*Student is very attention seeking, he/she will bother classmates by poking or touching them, teasing others, and making noises such as tapping pencil repeatedly.



### What to do

\*Understanding that this student is seeking your attention, you need to provide the student with attention before they have a chance to seek it out. Some ways to do this are to assign this student a classroom job. Give them tasks to keep them busy and feel needed. Praise the student for each completed task.

\*Provide multiple opportunities for this student to get scheduled teacher time and recognition throughout the day.

\*Speak to the student about the behavior, do not discuss in terms of right and wrong, or trying to find out why the student is behaving in such a way. They likely do not know why, but they do know what they are doing. Get the student to admit their behavior.

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### What NOT to do

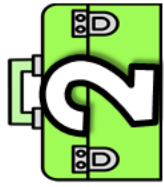
\*Do not show that you are irritated or angry with them.

\*Do not expect for the student to show mature behavior right way, instead look for small positive changes and reinforce those changes.

\*Do not bring more attention to the students immature behaviors.

\*Do not call this student a baby or demean them in front of other classmates.

\*Do not lower your expectations for this student.



## Immature

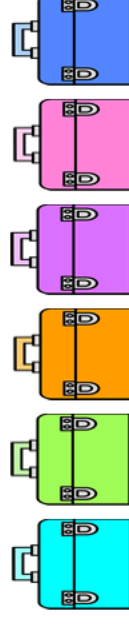
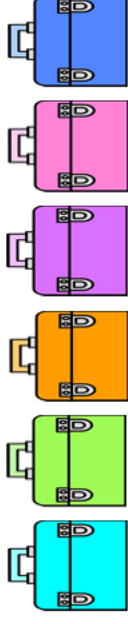
### What to do (Cont.)

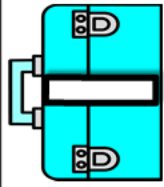
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"A change in  
behavior  
begins with a  
change in  
the heart."

# BEHAVIOR TOOLBOX

## Immature

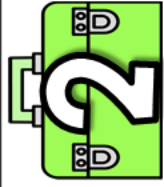




# Immature

## What it looks like

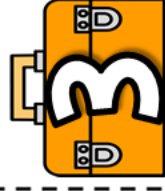
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- \*Student is unable to complete a task without checking with the teacher, this leads to a lot of teacher time taken to help this one student.
- \*Teacher and classmates are irritated with this student.



# Immature

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# Immature

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# THANK YOU

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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