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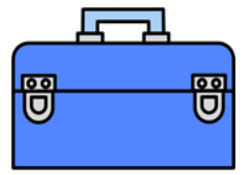
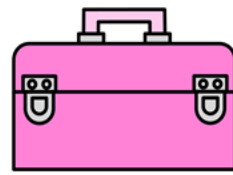
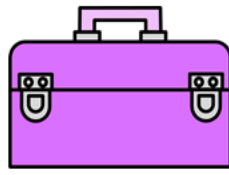
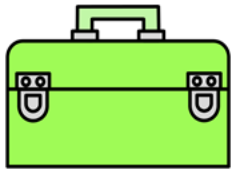
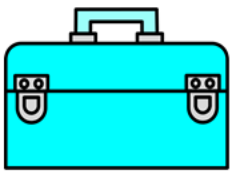


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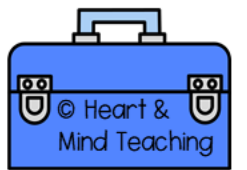
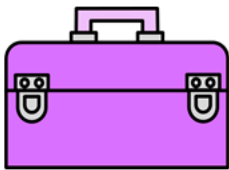
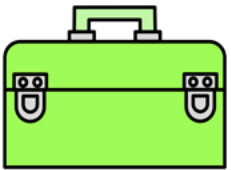
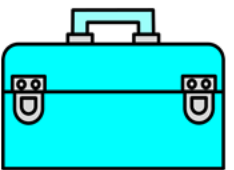


If you have any questions or concerns please email me at:  
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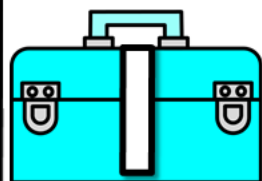
♥  
*Ashley*



# BEHAVIOR TOOLBOX Stealing



# BEHAVIOR TOOLBOX



## Stealing

### What it looks like

- \*The student has taken items on more than one occasion, that do not belong to him/her.
- \*The student could be stealing for attention, revenge, fun, or to get something they want.
- \*Stealing starts out with small items and gradually moves to larger and more expensive items.
- \*When caught or accused, student plays innocent and acts offended.
- \*May influence others to steal.
- \*Typically comes from an undisciplined home and does not consider consequences before their actions.
- \*Student has a problem with authority figures.
- \*Student may be trying to look cool to a group that they want to fit into.
- \*Student may be getting a sense of power by stealing other people's things.

## Stealing

# BEHAVIOR TOOLBOX



## Stealing

### What to do

\*Remain calm. When speaking to the class about a theft, express that you are worried about the thief as well as the victim getting their stuff back. Say "I know that they made a mistake". Ask if anyone has found the item, suggest it went missing so the person is more likely to admit they have it. Also, provide a time that the student can return the item in private.

\*Consider the following: What items are being stolen? (items like food, clothing, school supplies, etc. could indicate a lack of resources at home and stealing to survive is much different than for other reasons.) If this is the case involve the Social Worker. Where does the stealing typically occur? (perhaps better supervision in those areas is needed, or keeping certain items under lock and key).

\*Attempt to determine why the student is stealing. If It is to impress classmates (brags about the theft, gives items to friends) then give the student a classroom responsibility that will gain peer recognition. Tell the student "I am trusting you with this." Wait to do this until after the consequence issued has been completed. If you think the stealing is because he/she is angry and retaliating against adults/peers, teach the student anger management strategies such as relaxation techniques. Attempt to find a pattern of when the student gets angry, then try to reduce the chances of that happening. For example, the student feels his grades are not fair, find a reasonable way to help him/her with this. When the student misbehaves, react unemotionally (they are looking for that frustrated response), implement the consequence, and look for positive responsible behavior to reinforce. If you believe the stealing is to get some sort of a rush, involve a School Counselor to help teach this student self-control strategies.

\*Speak to the student and explain that you are only as good as your word, trust is an easy thing to lose and a difficult thing to gain back. Be very clear that stealing is illegal, ask the student what they think happens when someone does something illegal like stealing. Ask them what are the real world consequences. Build a trusting relationship with the student. Let him/her know that you are going to view them with a fresh start after this. Also, that you know he/she will never take something that does not belong to them again because they learned their lesson. Praise him/her when you see them being responsible, even following simple classroom rules, that way they can feel like a positive contributor to the class.

\*Inform admin and parents, decide together what the consequence should be. One option to suggest is to perform school based jobs to pay back what was stolen. For example, cleaning the cafeteria tables after lunch, picking up trash during recess, or even classroom jobs that you find helpful to you. If the parents offer to replace the stolen item, encourage them to still have the student work to re-pay the item, such as chores, to teach the student a lesson. Be firm that if he/she does not get a consequence for stealing, they will steal again.

## Stealing

# BEHAVIOR TOOLBOX



## Stealing

### What NOT to do

\*Do not ignore the theft, it will get worse.

\*Do not accuse a student without proof, you can ask questions like "Do you know what happened to this item?"

\*Do not threaten or punish the entire class to get a confession, it will cause everyone to blame each other for fear of the punishment.

\*Do not create an negative environment where students are too fearful to admit to what they have done.

\*Never use the word thief. Instead, say someone who made a mistake, someone who took something by accident that did not belong to them, or borrowed something without permission.

\*Do not shame the offender in front of the class, instead speak to them in private and with concern for why they would steal.

\*Do not fail to give a consequence, stealing should be taught right away that it is wrong, and there are serious punishments in society for this behavior. Even for a first time offense, most students will never steal again as long as it is taken very seriously the first time and consequences are issued.

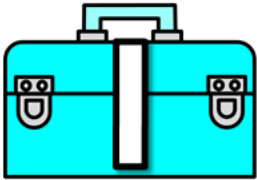
\*Do not neglect to involve Administration, a School Counselor, and a School Resource Officer.

## Stealing



# BEHAVIOR TOOLBOX

## Stealing Quick Guide



### what it looks like

- \*The student has taken items on more than one occasion, that do not belong to him/her.
- \*The student could be stealing for attention, revenge, fun, or to get something they want.
- \*Stealing starts out with small items and gradually moves to larger and more expensive items.
- \*When caught or accused, student plays innocent. \*May influence others to steal.
- \*Student has a problem with authority figures.



### what to do

- \*Remain calm. When speaking to the class about a theft, express that you are worried about the thief as well as the victim getting their stuff back. Say "I know that they made a mistake".
- \*Ask if anyone has found the item, suggest it went missing so the person is more likely to admit they have it. Also, provide a time that the student can return the item in private.
- \*Inform parents, decide with them what the consequence should be.
- \*Let him/her know that you are going to view them with a fresh start after this.
- \*Always inform Admin and/or School Counselors. Chronic Stealing is something that should be addressed through counseling.



### what NOT to do

- \*Do not ignore the theft, it will get worse.
- \*Do not accuse a student without proof.
- \*Do not threaten or punish the entire class.
- \*Never use the word thief, instead say the person who made a mistake or borrowed without permission.
- \*Do not shame the offender in front of the class.
- \*Do not fail to give a consequence, stealing should be taught that it is wrong.



# Stealing

## What to do (Cont.)

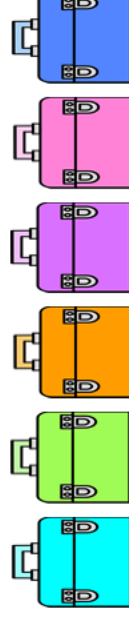
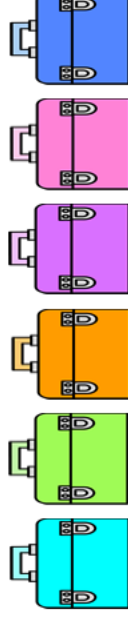
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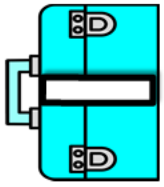
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"A change in  
behavior  
begins with a  
change in  
the heart."

# BEHAVIOR TOOLBOX

## Stealing

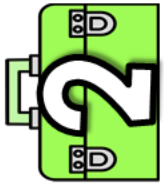




# Stealing

## What it looks like

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# 2 Stealing

## What to do

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# 3 Stealing

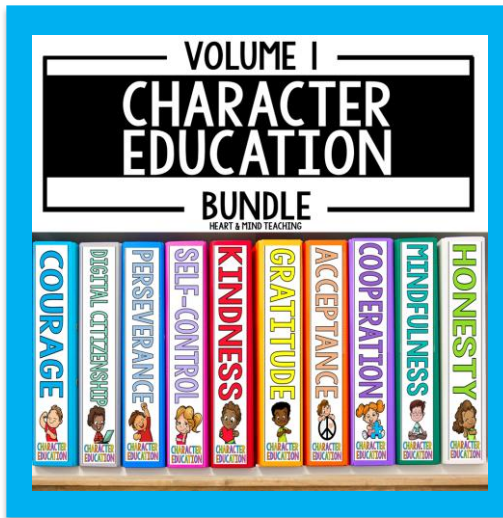
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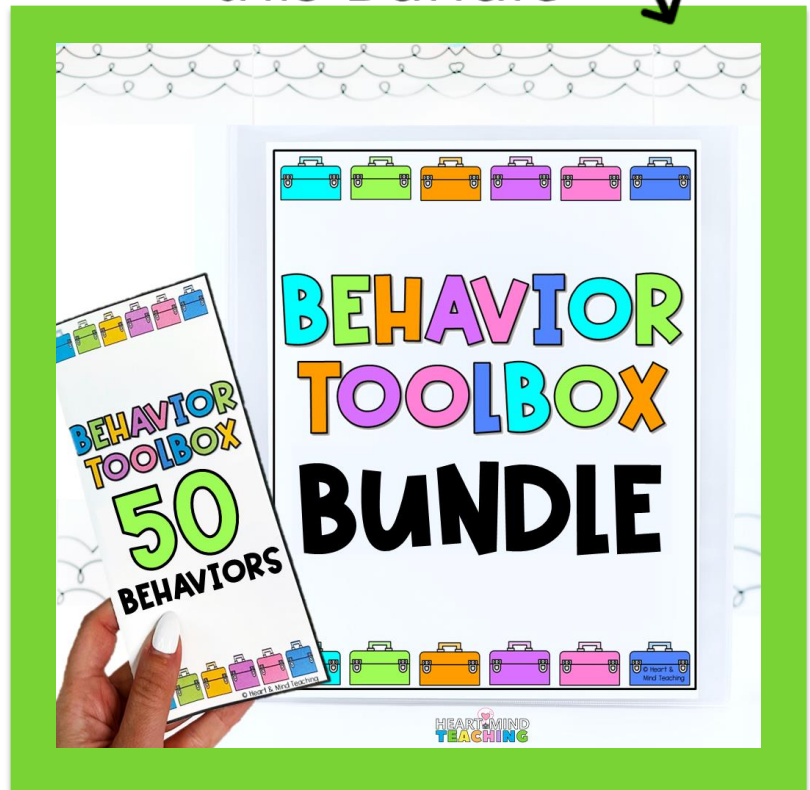
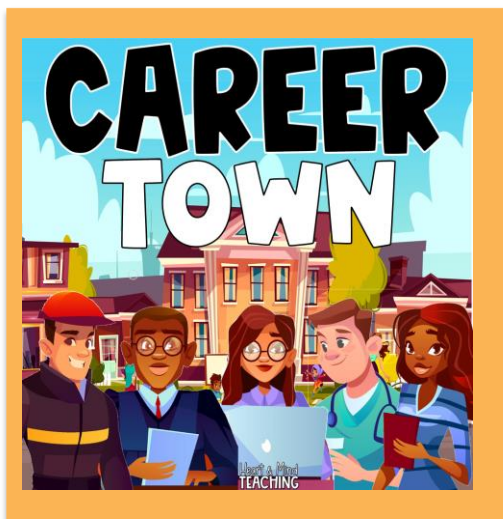


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Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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