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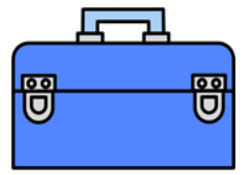
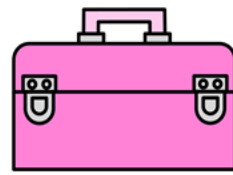
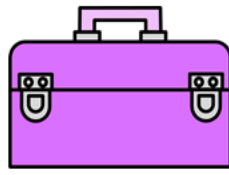
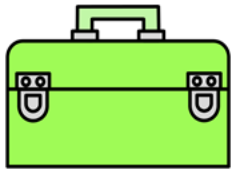
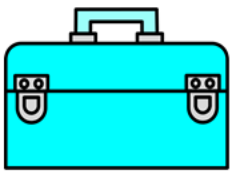


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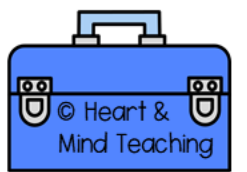
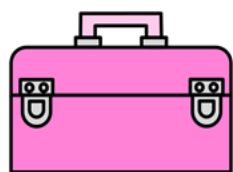
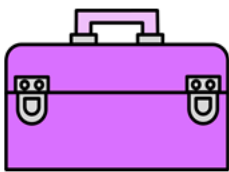
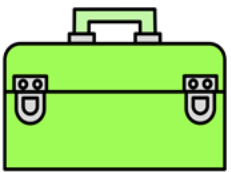


If you have any questions or concerns please email me at:
heartandmindteaching@gmail.com

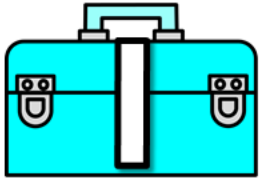
♥
Ashley



BEHAVIOR TOOLBOX Tattling



BEHAVIOR TOOLBOX



Tattling

What it looks like

*Student always has a story or information to tell on what another person has done.

*Student is an expert at rousing up trouble and gets satisfaction from seeing others get into trouble.

*He/she is proficient at protecting themselves from taking the blame or getting in trouble. They think others are always wrong, and they are always right. Student claims to be innocent in all situations.

*Student will often tattle, then wait for the response from the adult about what they just said.

*Student often tattles frequently at home as well, in order to gain favor of the person they are tattling to.

*He/she repeatedly complains, and raises hand in order to gain attention.

*Tattletale is often in conflict with other students, particularly those who are being tattled on.

*Student has difficulty following directions because he/she is too involved in what everyone else is doing.

Tattling

BEHAVIOR TOOLBOX



Tattling

What to do

*Praise the student for knowing the correct rules, say "Oh, you're correct, that is a rule, I'll watch more carefully next time" or "You really know our rules which is great but I am the one who is to watch that the rules are followed."

*If tattling persists, stop the student immediately when they begin to tattle (not after you hear the information) and say "Please do not tell me. It would be best for the class if you did not give information about others."

*Tattletales often want attention and approval from authority figures, give the student a classroom job or other ways to get attention from you.

*Explain to the student why its important to report information when someone is in danger but not everything needs to be brought to the teachers attention. Instead of tattling, they could help the person they are tattling on fix the problem, without involving the teacher.

*Be specific about how students are to report information to the teacher. For the tattletale, have them write their concerns in a journal that you read and respond to them in.

*For younger grades, class wide tattling problems can be addressed through the use of a tattle box or tattle telephone for students to tattle into.

*Read the class a book on tattling, recommended books are "A Bad case of Tattle Tongue" by Julia Cook, and "Don't Squeal Unless It's a Big Deal" by Jeanie Franz Ransom. When the student attempts to tattle, remind them of the lesson in the book. Say, "You don't have tattle tongue do you?"

Tattling

BEHAVIOR TOOLBOX



Tattling

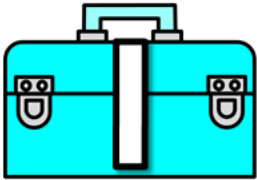
What NOT to do

- *Do not ignore the problem or decide you do not want to deal with it, it will get worse.
- *Do not reject the student with body language showing your annoyance.
- *Do not speak to the student about their tattling in front of other students.
- *Do not use the tattletale when you actually do need information about something that has happened. This will confuse the tattletale and reinforce the tattling.
- *Do not use students as monitors, students should never be placed in the position where they are enforcing discipline.
- *Do not take away privileges or punish the tattletale.
- *Do not assume the student knows the difference between what is important to report and what is considered tattling.
- *Do not reward the tattletale. For example, if he/she tells you John is out of his seat, do not say "Don't tattle, John sit down in your seat." You told the student not to tattle while at the same time, rewarding him by getting the other student in trouble.

Tattling

BEHAVIOR TOOLBOX

Tattling Quick Guide



What it looks like

*Student always has a story or information to tell on what another has done.

*Student is an expert at rousing up trouble and gets satisfaction from seeing others get into trouble.

*He/she is proficient at protecting themselves from taking the blame or getting in trouble.

*Student will often tatttle, then wait for the response from the adult about what they said.

*Student has difficulty following directions because he/she is too involved in what everyone else is doing.



What to do

*Praise the student for knowing the correct rules, say "Oh, you're correct, that is a rule, I'll watch more carefully next time."

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*Do not speak to the student about their tattling in front of other students.

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*Do not assume the student knows the difference between what is important to report and what is considered tattling.



Tattling

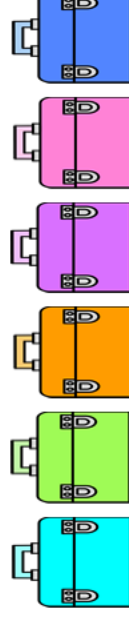
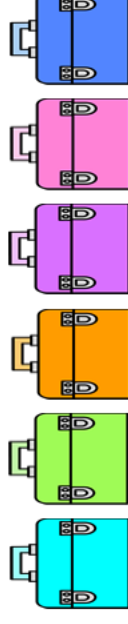
What to do (Cont.)

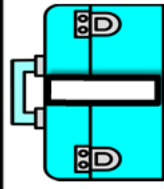
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"A change in
behavior
begins with a
change in
the heart."

BEHAVIOR TOOLBOX

Tattling

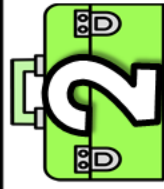




Tattling

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2 Tattling

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(Continues on the flap)



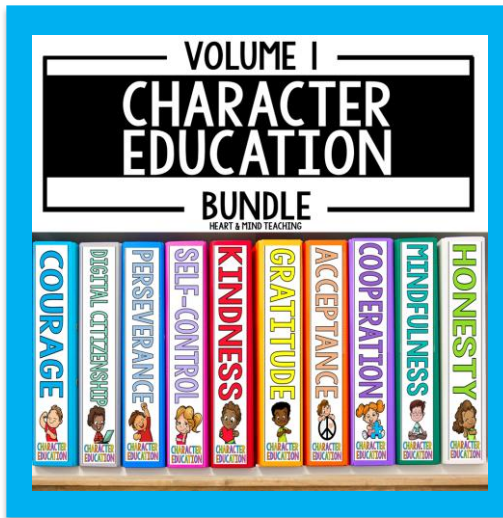
3 Tattling

What NOT to do

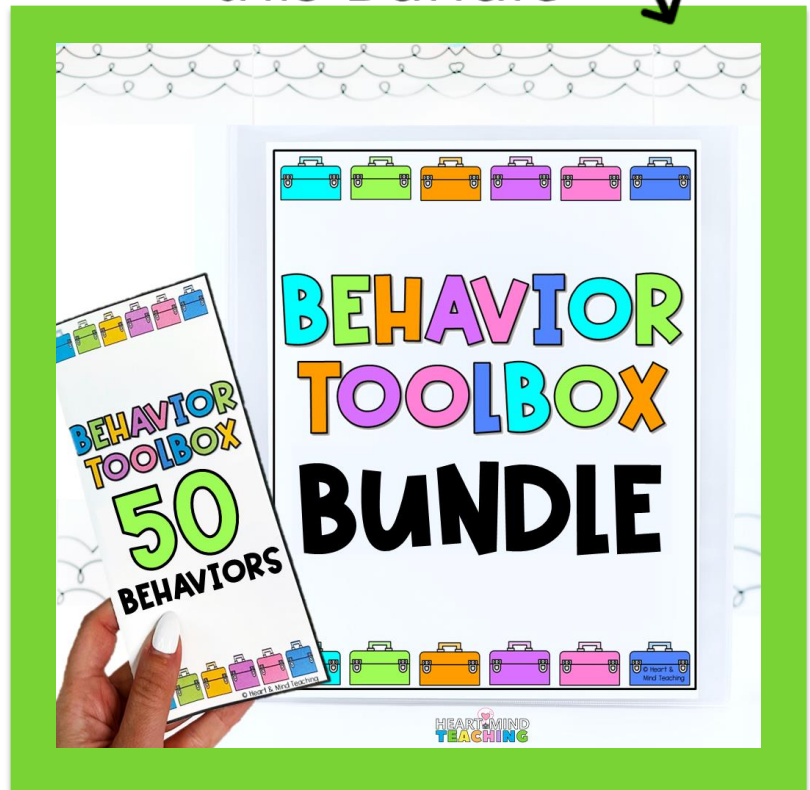
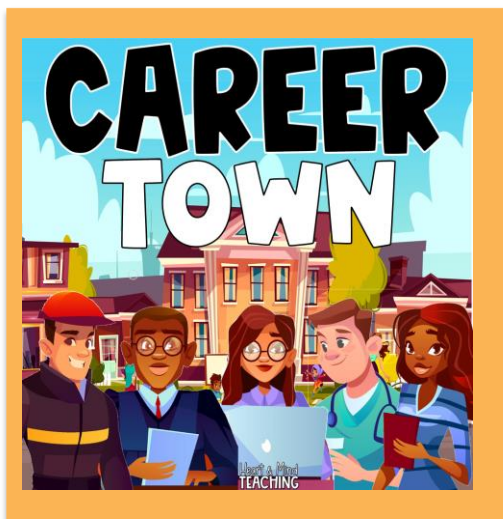
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Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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