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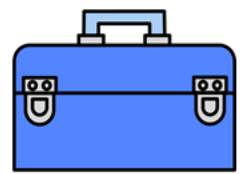
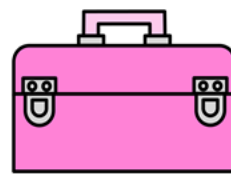
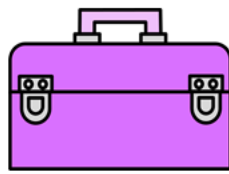
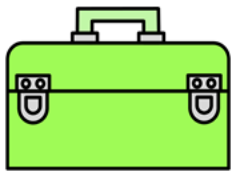
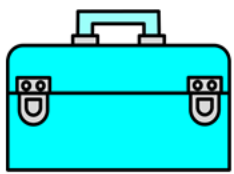


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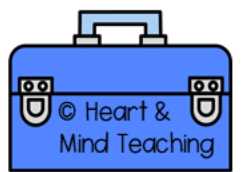
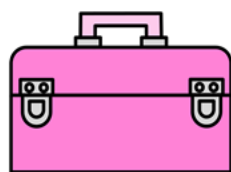
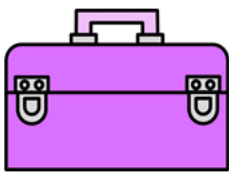
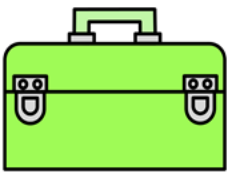
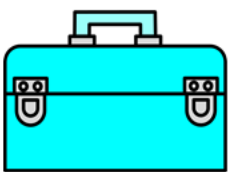
If you have any questions or concerns please email me at:  
[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
*Ashley*

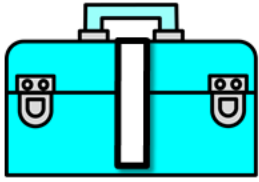


# BEHAVIOR TOOLBOX

## Unprepared



# BEHAVIOR TOOLBOX



## Unprepared

### What it looks like

- \*Student frequently comes to class not prepared to work.
- \*Student often does not fulfill responsibilities and does not turn assignments in on time.
- \*Student will often say that he/she cannot find their assignment or that they lost it.
- \*He/she frequently forgets to bring necessary materials to class.
- \*Student is constantly asking others to borrow their supplies.
- \*This student appears to have a lack of interest in school.
- \*He/she often seeks attention from classmates and from the teacher.
- \*Student frequently procrastinates and waits to do everything until the very last minute.
- \*This student wastes a lot of class time and takes a long time to get started on their work.

**Unprepared**

# BEHAVIOR TOOLBOX



## Unprepared

### What to do

\*This student has experienced failure at school and has given up on school and on themselves. No longer trying has become this student's way of coping with the failure. If he/she does not even try, then they did not fail because they were not capable or smart. Knowing this, speak to the student privately. Focus on building up their self-worth. Offer to help the student succeed. For example, "I know you can do better and all I ask is that you try, I will help you and we will do this together, are you willing to work with me and try?" Reiterate that you care about the student.

\*Focus on building a rapport with the student and building a relationship. Discuss likes and dislikes, share some of your own. Some good questions to ask: What abilities do you have? What are you really good at? What do you want to improve? What fears often hold you back? What mistakes do you tend to make?

\*Develop a plan (with the student) to help them develop better habits. Have the student use a checklist to remember what supplies to bring to school, and give them a positive reward for remembering to use that checklist. Provide an incentive when they come to school on time. Check-in with the student for understanding the assignment directions, and help them to get started. Implement small goals for work completion, give this student work in segments and consider modifying or reducing the assignments. Set the student up for success, he/she has to feel some measure of success to want to overcome their fear of failure.

\*Ensure the student knows you are not going to give up on them, even if they revert to their old behavior or have setbacks. The student-teacher relationship is critical to see change with this student, they have to see and hear that you care, even if they fail.

\*Let the small stuff go, accept that this student will need to be given supplies and you may need to accept incomplete work initially until this student learns better habits (this takes time).

\*Reach out to the parents and find out what the student is good at or what they like. Work together to motivate the student to try. When the student experiences a success, write a note to the parent on the agenda or call home to tell them.

## Unprepared

# BEHAVIOR TOOLBOX



## Unprepared

### What NOT to do

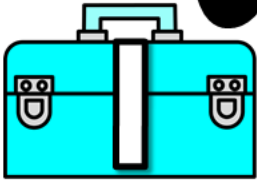
- \*Do not refuse to provide the student with needed supplies or help.
- \*Do not "lecture" this student about every little thing they do wrong. They will just shut down because you are furthering their belief that they are a failure. When you must correct this student's behavior, word it so the student knows you care, mention that you know they can do better and that you believe in them. Encourage rather than discourage.
- \*Do not take this student's behavior personal, their disinterest with school is not a reflection of your classroom or teaching.
- \*Do not mistake the unprepared as forgetful or disinterested, fear of failure and previous academic let downs are the reason this student is unprepared.
- \*Do not threaten the student with consequences or ultimatums, it will not work because they will take the consequence instead of trying and failing and looking stupid to others.
- \*Do not reject this student, the student cannot handle more rejection. Maintain the student-teacher relationship.

**Unprepared**



# BEHAVIOR TOOLBOX

## Unprepared Quick Guide



### what it looks like

- \*Student frequently comes to class not prepared to work.
- \*Student often does not fulfill responsibilities and does not turn assignments in on time.
- \*Student will often say that he/she cannot find their assignment or that they lost it.
- \*He/she frequently forgets to bring materials to class.
- \*Student is constantly asking to borrow supplies.
- \*This student appears to have a lack of interest in school.
- \*Student procrastinates for every assignment.



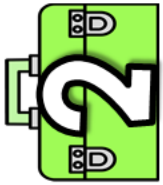
### what to do

- \*This student has experienced failure at school and has given up on school and on themselves. No longer trying has become this student's way of coping with the failure. If he/she does not even try, then they did not fail because they were not capable or smart. Knowing this, speak to the student privately. Focus on building up their self-worth. Offer to help the student succeed.
- \*Focus on building a rapport with the student and building a relationship. Discuss likes and dislikes, share some of your own.
  - \*Develop a plan (with the student) to help them develop better habits. Have the student use a checklist to remember what supplies to bring to school, and give them a positive reward for remembering to use that checklist. Provide an incentive when they come to school on time. Check-in with the student for understanding the assignment directions, and help them to get started. Implement small goals for work completion, give this student work in segments and consider modifying or reducing the assignments. Set the student up for success, he/she has to feel some measure of success to want to overcome their fear of failure.
  - \*Reach out to the parents and find out what the student is good at or what they like. Work together to motivate the student to try. When the student experiences a success, write a note to the parent in the agenda or call home to tell them.



### what NOT to do

- \*Do not refuse to provide the student with needed supplies or help.
- \*Do not "lecture" this student about every little thing they do wrong. Encourage rather than discourage.
- \*Do not threaten the student with consequences or ultimatums, it will not work.
- \*Do not take this student's behavior personal.



## Unprepared

### What to do (Cont.)

and consider modifying or reducing the assignments. Set the student up for success, he/she has to feel some measure of success to want to overcome their fear of failure.

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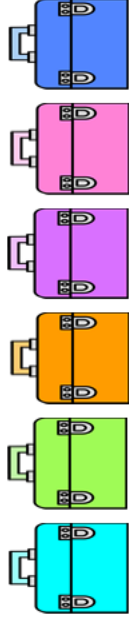
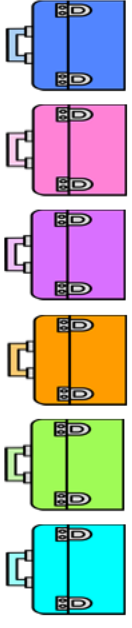
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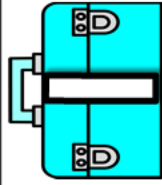
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"A change in  
behavior  
begins with a  
change in  
the heart."

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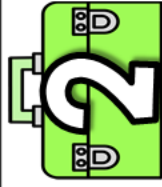




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(Continues on the flap)



## Unprepared

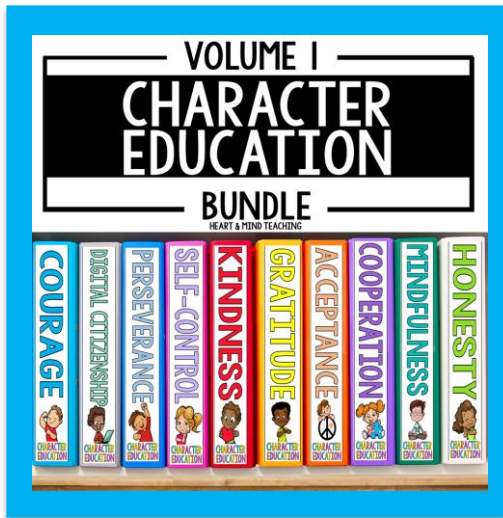
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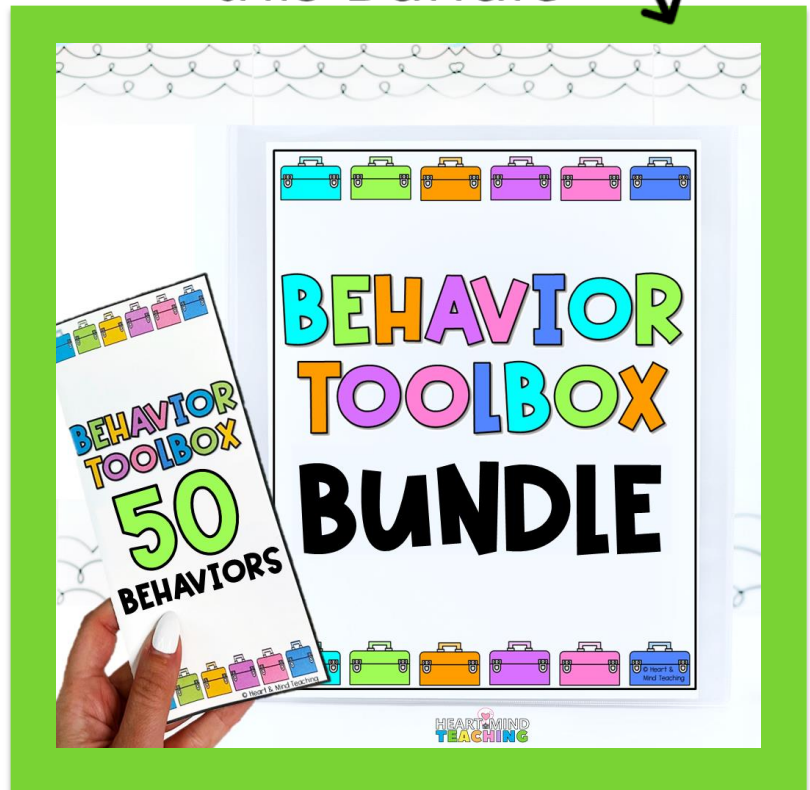
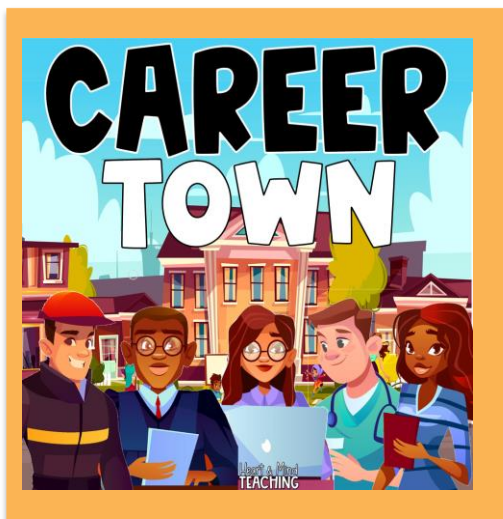


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# THANK YOU

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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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