

## Module 2: Positive Behavior Guidance

### Behavior Guidance Matrix


























































**How to use this matrix:**

This matrix can help you decide what types of behavior guidance strategies work with what types of behaviors.

**Definitions:**

**Mistaken behavior** – These are troublesome or challenging behaviors that **are not** done intentionally. Usually they happen because school age youth do not know or have the skills to act differently.

**Misbehavior** – These are troublesome or challenging behaviors that **are** done intentionally to gain a particular result. This is further explained in Module 2.

<p><b>Key</b></p> <p> <b>Star</b> – good choice, works most of the time</p> <p> <b>Circle</b> – works some of the time</p> <p> <b>Triangle</b> – not a good choice, does not work</p>		<b>Behaviors</b>					
		<b>Mistaken Behavior</b> Not Intentional			<b>Misbehavior</b> Intentional		
		Annoying Pestering	Angry Disruptive Outbursts	Hurting Others Physical/emotional	Annoying Pestering	Angry Disruptive Outbursts	Hurting Others Physical/emotional
<b>Strategies</b>	Proximity						
	Set limits						
	Consistent expectations						
	Consequences						
	Redirection Staff directed						
	Choices School age youth directed						
	Ignore						
<b>These strategies need to be taught</b>	Peace Table						
	Conflict Resolution						

## *Module 2: Positive Behavior Guidance Self Assessment Worksheet*

Take a few minutes to reflect upon your behavior guidance practices with school age youth. This is a personal reflection activity.

**Directions**

1. Read the statement under the ‘Positive Behavior Guidance Practice’ column. These statements are from the NAA Standards of Quality.
2. Check the box that describes your current level of performance for each statement.
3. For any statements that you checked ‘Not Enough’, write a sentence or two that details how you will incorporate this into your practice.

<b>Statement of Positive Behavior Guidance Practice</b>	I do this regularly	I do this sometimes	I do not do this enough	My plan for incorporating behavior guidance practice into my daily interactions with school age youth.
1. I treat school age youth with respect and listen to what they have to say.				
2. I make school age youth feel welcome and comfortable.				
3. I respond to school age youth with acceptance and appreciation.				
4. I offer assistance in a way that supports the school age youth’s initiative.				
5. I assist school age youth without taking control, and encourage them to take leadership roles.				
6. I help school age youth make informed and responsible choices.				
7. I encourage school age youth to resolve their own conflicts.				
8. I set appropriate limits for school age youth.				
9. I teach school age youth specific skills to work through a problem.				

## ***Module 2: Positive Behavior Guidance Practice Week Reflection Worksheet Part:1***

Learning a new skill, strategy or technique takes practice. In Part 1 of this activity you will be choosing one or two behavior guidance strategies to practice during the next week.

### **Directions**

1. Print the ***Practice Week Reflection Worksheet Part 1*** that goes with this module.
2. Refer to the Behavior Guidance Matrix to help you plan your behavior guidance strategy.
3. Keep a log of how your strategy works through out the week.

<b>Strategy</b> Write the strategy(ies) you chose below	<b>Results</b> Document at least 5 times in the next week when you used the strategy. Give details of when and why you used it, and how it worked.
1.	

## ***Module 2: Positive Behavior Guidance Practice Week Reflection Worksheet Part:2***

You spent the past week practicing a new Positive Behavior Guidance strategy. It is time to reflect with a peer or supervisor about your learning. Answer the following questions and share them with a peer or your supervisor.

1. Tell about the new strategy you practiced this week. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. When was the strategy successful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. When was the strategy not very successful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Strategy</b> Write the strategy(ies) you chose below	<b>Results</b> Document at least 5 times in the next week when you used the strategy. Give details of when and why you used it, and how it worked.
2.	