

## Guiding Questions for Supporting Behavior

Answering these questions can help you determine whether you have met your obligations in supporting a child's behavior.

### 1. Is the environment conducive to positive behavior?

- What are the traffic patterns?
- Are work areas clearly defined?
- Are there adequate materials?
  - Are there enough of the popular item(s)?
  - Are there materials for all developmental levels and interest areas?

### 2. Are expectations for behavior clear?

- Do staff understand the rules?
- Are classroom rules posted?
- Are rules for each area clearly understood by all involved?

### 3. Are my expectations realistic regarding the student's:

- Attention span
- Ability level
- Interests

### 4. Why is this behavior occurring, and what makes it "a good idea" from the child's perspective?

- Describe the behavior.
- Why is this particular behavior an issue?
- Does this behavior happen at predictable times?
- Is this behavior typically seen during the same activity? (If yes, go back to question 1. If one activity is typically problematic, something has been overlooked in planning.)
- Are the same students usually involved when this behavior occurs?

**5. What happened?**

- What more acceptable ways to get the message across were tried first?
- What responses did those initial attempts to get the message across generate?

**6. What was the message of the behavior?****7. Was the message heard and acknowledged? What did I do to let the child know I heard the message that was so important that the child believed acting out was the only way to get me to hear it?**