



GET PAST | WINGS Professional Learning Video Guide

Overview

As an educator, you know the importance of being proactive in order to prevent problem behaviors *before* they begin. You also know that planning ahead won't solve all behavioral problems. Therefore, the goal of this accompanying video guide is to lead you in exploring G-E-T P-A-S-T, an acronym designed to help you implement corrective behavioral techniques fairly, empathetically, and effectively. The questions on the following pages will guide you as you reflect on your past experiences, consider how to apply these strategies with your current students, and prepare for your classes-to-come as you strive to help all children learn and grow to the best of their ability.

Pre-Viewing Questions

Before you watch the *Soar with Wings: Managing Behavior with SEL* video, reflect on the following questions:

- How do you create a positive learning environment for your students?
- What proactive behavior management strategies do you use that aim to prevent negative behaviors before they have a chance to begin or escalate?
- In what situations do these proactive strategies work well? In what situations do these proactive strategies not always work?
- Why may these proactive behavior management strategies not always be effective?
- When you are unable to prevent negative behaviors from occurring, what corrective techniques do you use?
- Do you frequently use the same corrective techniques? Why or why not?
- Are your corrective techniques effective? Are there instances where you think you and your students would benefit from additional strategies? When?



Post Viewing Questions

The following questions will lead you in reflecting on each part of the G-E-T P-A-S-T strategy and help you consider how to apply each one.

Give choices

- **Remember**
 - When giving choices, why is it important to make sure that neither choice is a punishment?
 - Why could this technique work well with students who like to feel in control and don't like to be told what to do?
- **Apply**
 - Picture a student who will not stop talking to their neighbor. What are two choices that you could give this student?
- **Connect**
 - Envision a specific situation in your own classroom in which this strategy could work well. Then consider:
 - What choices could you provide?
 - How could you clearly and succinctly describe these two options to your student?

Experience Consequences

- **Remember**
 - Why is it important for the adult-directed consequence to be timely and related to the negative behavior?
- **Apply**
 - Picture the following scenarios. How could you help your students experience consequences in each situation?
 - One of your students never keeps the top on her water bottle, and water just spilled all over her classwork.
 - It's recess time, but your class won't form a quiet line as you prepare to go outside. You don't want to take away outside recess, but your students do need to understand the importance of moving in an orderly fashion.
- **Connect**
 - Coming up with adult-directed consequences in the moment can be tricky at first. To help you prepare, brainstorm a list of common behavioral problems that you see throughout the school day. Then develop at least one related and timely consequence for each one. Keep this list in a logical place so you can refer to it as needed.



Take away

- **Remember**

- When you remove whatever is causing the problem behavior, it's best not to grab it or demand it. Ask politely for the item or in cases where someone could be hurt, simply remove the object respectfully. It sometimes helps to use the "Give Choices" technique and give the student two about where the item can go before having to take it away. Why might it be best to present these choices before just taking the item away?

- **Apply**

- Imagine a scenario in which a student is distracting others with his pencil during a read-aloud. You've already stated the problem, and it continues to be an issue. How can you empathetically take the pencil away? Remember to tell the student when they can expect it to be returned!

- **Connect**

- Think of a popular item that tends to cause problems among your students (small toys, bracelets, etc.) as well as a particular time when these problems tend to occur. Then consider:
 - What other G-E-T P-A-S-T technique(s) could you try first before taking the item away?
 - If you decide taking away is the best option: What choices could you give the student about where to put the item? When would be the best time to return this item to the student?

Problem (state it)

- **Remember**

- When you state the problem, you do just that... You don't offer ideas or suggestions on what the child should do next and you don't ask rhetorical questions. How could this strategy be effective?

- **Apply**

- Pretend it is group work time, and one child's voice can be heard across the classroom. How could you simply and clearly point out the problem?

- **Connect**

- What situations arise in your own classroom in which students should be able to think the problem through and find solutions once the issue is brought to their attention?



Amends (show them how to fix it)

- **Remember**
 - Making amends is about more than just saying “I’m sorry.” Why is guiding children through how to fix the problem (either in the moment or as close as possible to the moment) and helping children figure out how to avoid the problem in the future more effective than a verbal apology?
- **Apply**
 - Imagine that a child in your class continues to leave books from your classroom library around the room, without returning them. How could you guide this student in making amends?
- **Connect**
 - Picture a situation in the past where you have asked a student to apologize. Then imagine how you could have handled the situation by:
 - Guiding the student through truly fixing the problem.
 - Making sure the amends is timely and occurs as close to the problem as possible.
 - Helping the child understand what they could do differently in the future so it doesn’t happen again.

State feelings strongly

- **Remember**
 - Why is it important for you to already have a relationship with the child before you use this technique?
 - In addition to managing behavior, this strategy provides an opportunity for students to build their emotional vocabulary and understand new emotions. What should you do as you state your feelings strongly to ensure you correctly portray the strong emotion you are saying?
- **Apply**
 - Imagine that a child has not done their homework and is clearly not being honest as to why it is not complete. How could you state your feelings strongly and what nonverbal communication will you express to match your statement?
- **Connect**
 - In what specific classroom situations could you express the following emotions? Think about how you would state each one, as well as the tone, facial expression, and body language you would convey:
 - Frustrated
 - Shocked
 - Irritated
 - Overwhelmed



Tell in a word

- Remember
 - When using this technique, we state one word to describe the action we want. Why is this positive emphasis important?
- Apply
 - Try turning the following situations into one-word statements:
 - You overhear a student asking someone else for something without saying “please.”
 - Your student runs to get their lunchbox.
 - The class is waiting for just a few students to get in line.
- Connect
 - Picture situations like the ones above that occur with your own students. What simple and clear word could you use (and repeat a few times, if necessary) to guide students toward the behavior you’d like to see?

Looking Forward

As you proactively strive to create a positive and student-centered environment in your classroom, keep these G-E-T P-A-S-T techniques in mind for those times when problem behaviors still occur. Remember that they do not have to be used in any particular order. Based on the situation, the behavior, and the child, you can decide which strategy makes the most sense. If one technique doesn’t work, try another! It will take time to understand which techniques work best for each student and how to effectively pair different techniques with each other.

Through practice, you will learn how to apply each one fairly and effectively in order to help children get past their problem behavior, find solutions, and make empowering choices that are best for them.

As you look forward and prepare to use these corrective behavior management techniques with your students, consider the following questions:

- How can these strategies supplement what I already do to proactively foster a positive, supportive, and respectful classroom environment?
- Which of these techniques can I see myself easily integrating into my classroom?
- Which of these techniques may be more difficult for me to implement and why? Is there anything I can do to make this one easier to introduce?
- What should I keep in mind as I begin using these strategies with my students to make sure I implement them to the best of my ability?
- How can I positively recognize my students as they correct their behavior and learn from their mistakes?