

A Sense of Belonging and Positive Behaviour

Key Questions for Today:

Describe from your memory a time or place when you have felt perfectly happy or at peace?

Looking back at this memory, why do you think you felt so happy or at peace?

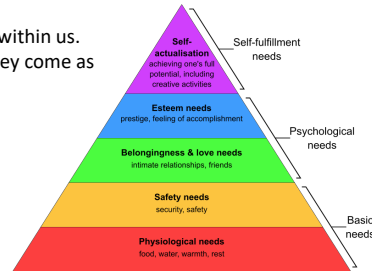
Each one of us goes through life trying to satisfy a set of needs within us. You don't have to study them, you don't have to learn them, they come as standard equipment with every human.

They can be divided into:

1. Basic Needs;
2. Psychological Needs;
3. Self-fulfilment Needs.

If we are having our needs met, most of us tend to behave in a socially acceptable way. We work well, we work within the norms or rules of the place we are in and we are focussed in our work. (Physiological or intellectual factors can interrupt this.)

If we aren't having our needs met, then we may engage in mistaken goals.



MISTAKEN GOALS CHART					
If you feel	If the adolescent has this reaction to a request / response.	If the adolescent's actions seem to be saying.	Then the goal is most likely.	Corrective approach	Teach the student to ...
<ul style="list-style-type: none"> • annoyed • to want to remind or coax • delighted / grateful for the 'good' one/s 	<ul style="list-style-type: none"> • Temporarily stops the disturbing action when given attention (+ive or -ive) 	<ul style="list-style-type: none"> • 'I only count when I am being noticed.' 	ATTENTION SEEKING	<ul style="list-style-type: none"> • When the child starts to annoy • do not mention behaviour; • give them no focus; • redirect nonverbally; • catch another being good. 	<ul style="list-style-type: none"> • Ask for attention appropriately.
<ul style="list-style-type: none"> • provoked • challenged • the need to assert your authority • the desire to make the adolescent do what you want • you can't get away with this. 	<ul style="list-style-type: none"> • Intensifies their action/s • wants to win • wants to be in charge. 	<ul style="list-style-type: none"> • I am only important when I am in control and asserting my authority. You are not the boss of me. 	POWER SEEKING	<ul style="list-style-type: none"> • use natural or logical consequences; • give choices between alternatives; • don't be drawn into an argument; • use friendly eye contact; • be firm and fair; • provide useful ways be feel powerful. 	<ul style="list-style-type: none"> • Use win/win strategies. • Negotiate • Be a leader
<ul style="list-style-type: none"> • Hurt • Angry • Insulted 	<ul style="list-style-type: none"> • Wants to get even. • Makes self unlikeable. 	<ul style="list-style-type: none"> • 'I feel hurt so I want others to feel like me.' 	REVENGE SEEKING	<ul style="list-style-type: none"> • Empathise • Don't hurt back. • Use natural or logical consequences. • Build the relationship. 	<ul style="list-style-type: none"> • State and / or demonstrate feelings in appropriate ways. • Take responsibility for the outcomes of their behaviour.
<ul style="list-style-type: none"> • Despair / desperation • Annoyance and / or pity • Lost for action 	<ul style="list-style-type: none"> • Feels there is no point in trying • Withdrawn from social or intellectual activity • Passive 	<ul style="list-style-type: none"> • 'I never do anything right so I'm not even going to try.' • 'I'm stupid / useless / hopeless.' 	DISPLAYING INADEQUACY	<ul style="list-style-type: none"> • Redirect their self talk in a positive manner. • Do not show pity. • Arrange for small successes. • Break tasks into doable bits. • Help them to a point and redirect. • Catch them being good. 	<ul style="list-style-type: none"> • Plan for success • Establish timelines • Feel good about planning and achieving goals. • Accomplish and overcome

Sue-Belinda Meehan © drawing on Rudolph Dreikurs; William Glasser and Thomas Gordon.

- We all want to be recognised and given attention from time to time – not a brass band – but occasional personal recognition for effort, movement towards personal goals, contributions and success.

- When we are frustrated in our goal to be noticed, or given attention, we will, most likely, engage in mistaken goals.
- A teacher or parent who's on the ball will recognise their feelings as indication of the child using mistaken goals. Once we know how we feel, we can respond in appropriate ways to address frustration, give attention when not demanded and get the child back on track.

Key Ideas:

- Discipline is about self – it's not about punishing, it's about assisting the child to impose limits on their own behaviour and stick to them.
- Good leaders and mentors provide clear and firm guidance.
- Children must have a say in determining rules and consequences, then they 'own' them and have greater commitment to them.
- Misbehaviour is just the mistaken belief that it will get them the attention they are seeking.
- Never praise the child – encourage and be specific about what it is that you are encouraging
 - ✗ You are such a good boy
 - ✓ You are really working well on this task and doing well.
- Teach children that good choices lead to good consequences and bad choices lead to bad consequences. ENSURE CONSEQUENCES ALWAYS FOLLOW.

Dr William Glasser's Basic Needs



Many writers discuss the importance of satisfying our needs. William Glasser is a respected writer on this topic.

There is a deal of intersection between the goals stated by Dreikurs and those identified by Glasser.

Establish a Positive Relationship and a Positive Environment:

- Enough can't be said about the importance of the relationship between student and teacher. If a student comes to school and doesn't have a genuine connection with an adult, like their teacher, they have no reason to be committed to the learning.
- When a student does not have a connection with their teacher, they don't have a reason to conform to the things being asked of them. In fact, it gives them a reason to not behave. They have no vested interest in conforming to the request of the teacher.
- Greeting students, getting to know their interests and things about their life goes a long way. They become invested in you as the teacher. They want less to act out against someone who cares about them and who they care about in return.
- Considerations for the environment:
 - Build positive relationships. ...
 - Arrange the physical environment. ...
 - Set high academic expectations. ...
 - Provide positive reinforcement. ...
 - Be open to feedback. ...
 - Encourage collaboration. ...
 - Use current curriculum and teaching methods. ...
 - Be there for them
 - Give students a voice and a choice
 - Establish Routines
 - Establish rules and Expectations
 - Review classroom procedures
 - Be flexible.