

Acting Out

What can you do to support an acting out participant?

What can you do to bring an acting out participant to anxious or calm?

Out of Control

What can you do to support an out of control participant?

What can you do to keep them, yourself, and others safe?

What can you do to bring an out of control participant to anxious or calm?

Group Performances to Demonstrate Behavior Management Skills

By now, all of the information you want your staff to have has been gone over. Now break the group up into smaller groups of 3-4 people. Assign these groups two scenarios. You should refer to Paper #1 for these. It is suggested that you give each group 1 scenario where the negative behavior of note is anxious or calm and 1 scenario where the negative behavior of note is acting out or out of control.

It is suggested that the groups perform each of these scenarios in two different ways. The first way can be “the wrong way” for a staff member to handle a situation and then the second can be “the correct way” for a staff member to handle a situation. The facilitator should comment after each “the correct way” performance regarding if they were showing an acceptable way to handle the situation or not. There should also be opportunities for audience input.

The first time Gwyneth Emigh’s mother picked her up from residential summer camp, Gwyneth informed her that she would work at camp one day. After working at camp throughout college and getting a degree in Therapeutic Recreation from Oklahoma State University and a Masters in Non Profit Management from Worcester State University, Gwyneth has worked in camps and summer programs of all kinds, from traditional residential camp programs to day summer programs that serve youth whose behavioral disorders prevent them from attending programs for typically developing youth. She is currently the Camp Director for the Union League Boys & Girls Clubs in Chicago.

This training guide was inspired from:

Crisis Prevention Intervention
<https://www.crisisprevention.com>
Positive Behavioral Intervention & Supports <http://www.pbis.org>
Handle With Care
<http://handlewithcare.com>
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David Leveron, MS

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BEHAVIOR MANAGEMENT TRAINING GUIDE

Lead your staff’s behavior management training that meets your program needs while leaving room to evolve with research and ever changing professional standards.

By: Gwyneth Emigh, MS, CTRS

Premise:

- The program already has established, professionally appropriate ways to manage your participant’s behaviors
- The program already has expectations for how they deal with participant’s negative behaviors
- The program has an Emergency Action Plan that includes what to do in case of an Out of Control Participant

This pamphlet outlines how to convey this information to your staff in a well organized, appropriate way. This pamphlet does not outline how to deal with a participant’s behaviors nor does it give instructions on how to do so.

Supplies needed:

- Bare Walls
- Space where there can be a lecture, group work, and performance
- Large, self sticking presentation paper
- Poster board markers

This presentation is done in the self sticking presentation paper. As you finish a paper, stick it to a wall for the group to use as a reference

Inside each paper is the title, in **bold**, to write on each paper you have for your staff. In each page there are also questions in *italics* that should be asked to the group. Correct answers (which are up to the discretion of the facilitator) should be recorded on each page.

Paper #1

Negative Behaviors we see

Returning/continuing staff: What negative behaviors have we seen in this program?

New staff: What negative behaviors do you think you might see in this program?

Next, the papers are going to be about the kinds of behaviors seen in your program. This training believes this is on a spectrum with four defined behavior types.

Paper #2

Calm

What does a calm participant look like?

Why is a participant calm?

A calm participant is animated and engaged in the program, following all staff directions and needing little to no redirection.

Paper #3

Anxious

What does an anxious participant look like?

Why might a participant become anxious?

Participants may have a furrowed brow, complain a lot, pace, have fists or appear rigid. They also may show some attention seeking behaviors and pace. They also might have an unusually difficult time following staff directions and getting along with peers. They also might need increased staff directions.

Paper #4

Acting Out

What does an acting out participant look like?

Why might a participant go from anxious to acting out?

An acting out participant yells, argues, however is not a danger to themselves, others, or things. They threaten, are poised to fight, scream & yell, and are a disturbance to a group or activity.

Paper #5

Out of Control

What does an out of control participant look like?

Why might a participant go from acting out to out of control?

An out of control participant is a danger to themselves, others, or property.

The next pages are all about what staff need to do at each stage of the spectrum of behaviors to be good Behavior Managers.

Paper #6

Calm

What can you do to support a calm participant?

Don't forget, good Behavior Managers are working to manage behaviors, even when the participants are calm!

Paper #7

Anxious

What can you do to support an anxious participant?

What can you do to guide them to calm?