

You Can't Make Me! Book Study

Chapter 1- Before you read Chapter 1 what were your views of behavior? Did you have a specific definition? Have your views of behavior changed since reading chapter 1? If so, name at least one thing in the chapter that redefined or changed how you view behavior.

Chapter 2- What role do feelings play in behavior? What do feelings tend to look like on the outside in children? How about adults? Does changing the behavior on the outside mean changing the feeling on the inside? What can adults do to help children with this?

Chapter 3- This chapter included Thirteen Positive Strategies to Use When Managing Problem Behavior. Which strategies do you feel competent with using and why? Which strategies would you like to learn more about or strengthen your practice in? Why?

Chapter 4- This chapter talks about specific unwanted behaviors and teaching replacement behaviors to use in its place. Name four unwanted negative behaviors that you see occur in your classroom. Come up with a positive replacement behavior for each using guidance from the chapter.

Chapter 5- This chapter discussed how children may try to escape or avoid a person. The chapter gave specific strategies such as using a "break" or "I'm busy now" card. What are your honest feelings and/or concerns about using this strategy? What would be the positives of using this strategy? Would one outweigh the other?

Chapter 6- This chapter mentions giving children choices as a positive and proactive behavior strategy. What choices could you offer students throughout the day? Keep in mind that whatever choice the child makes must be honored.

Chapter 7- Think about your classroom this year or in previous years. Are there any particular tasks or times of day that you've seen children use avoidance tactics to get out of such times and tasks? Identify at least one strategy from the book you could use during one of these situations.

Chapter 8- Children seeking attention often do not care if the attention is positive or negative. As this chapter states, "negative attention is better than no attention." What are some things you can do in the classroom to give a child the attention he or she is craving in a positive way?

Chapter 9- Sensory seeking behaviors can look a lot like ADHD. Why do you think that is? How can you integrate sensory materials and experiences into your classroom and daily schedule to meet those needs?

Chapter 10- This chapter suggests encouraging self-regulation and impulse control. This can often be learned and practiced with children through games and songs. The game "Red Light, Green Light" is one example as children have to control the impulse to move on "red light". What other games or songs can you use in your classroom to practice self-regulation and impulse control?

Chapter 11- Chapter 11 talks about the importance of changing our own behavior first before being able to change the behavior of a child. The author lists "Ten Thoughts for Parents/Caregivers to Take to Heart". Name one or two of the suggestions that you really "take to heart" and why you feel they are important.

Chapter 12- The final chapter of the book discusses Autism Spectrum Disorder and behavior challenges. After reading this chapter what questions do you still have about Autism Spectrum Disorder and behavior? Who or what resources can you utilize to find the answers to your questions?