

BEHAVIORAL FIRST AID

This two day (10 hour) workshop, designed for up to 30 participants, provides staff with a variety of practical intervention strategies which can be easily implemented in the classroom. Based on the work of Fritz Redl and David Wineman, these techniques are short term in nature and are designed to prevent and address immediate classroom behavioral issues.

Most teachers already use many behavioral first aid techniques. However, since they do not have labels for the strategies they are using, they use them in an instinctive manner. This can result in emotionally based reactions rather than logically responding or proactively addressing classroom disruptions.

This workshop provides staff with a shared vocabulary and a thorough understanding of how factors such as: timing, student behavioral motivation and student perceptions all influence the choice and outcome of interventions. Participants develop a shared vocabulary and learn how to consciously prescribe interventions.

Through examples, discussions, and role plays, staff learn to assess the conditions which warrant or contraindicate the use of the techniques delineated below. They also have ample opportunity to practice situational diagnoses and implementation of strategies.

- Proximity & Touch Control
- Planned Ignoring
- Regrouping
- Hurdle Help
- Involvement In An Interest Relationship
- Authoritative "Verbot"
- Tension Decontamination Through Humor
- Benign Verbal Confrontation
- Interpretation & Positive Reframing
- Reinforcement of Behavioral Models
- Limitation of Space & Tools
- Signal Interference
- Restructuring
- Hypodermic Affection
- Permission
- Direct Appeal
- Promises & Rewards
- Punishment & Threats
- Antiseptic Bouncing

PARTICIPANT FEEDBACK

"Behavioral First Aid has given me many useful techniques to aid my classroom management and improve time for instruction in my heterogeneous classroom."

Sandra Nail, Teacher 1st grade, Wayne CSD

"The content of this workshop will be extremely helpful in my consultation with teachers. The focus upon interpretation and motivation will be most useful."

Donna Parente, School Psychologist Intern, WFL BOCES

"Extremely relevant in analyzing and reacting to behavior in the classroom."

Virginia Thorne, Teacher 5th grade, Wayne CSD