

EXAMPLE GOALS FOR THE BEHAVIOR CHANGE STAGES

APPENDIX
A

Precontemplation Stage	Student Says:	Educator Says:
<p>In this stage, the child does not view themselves as part of the problem. Goal: Within 10 school days, the child will begin thinking about changing their behaviors as measured by teacher observation and prompts. The Nudge: All we can do in this stage is provide information and explain the reasons for making changes.</p>	<p>The teachers here are evil. They hate me. It's not my fault. They started it. This is not fair.</p>	<p>Teachers try very hard to keep everyone safe. Did something happen that was not safe? Hate is a strong word. Do you think they were annoyed? Why or why not? We don't want to blame anybody. We just want to learn how to control our actions. Starting and finishing don't matter as much as how we choose to act. What would be more fair? How can we be fair to everybody all the time? Is that possible? Why or why not?</p>
Contemplation Stage	Student Says:	Educator Says:
<p>In this stage, the child is considering changing their behavior. Goal: Within 10 school days, the child will examine benefits and barriers to change as measured by teacher observation and prompts. The Nudge: In this stage, specific suggestions work well. We've got to ramp-up our encouragement and work to help the child as much as we can.</p>	<p>School is too hard. I'm too tired. I already try to be good. I can't be good. I always lose my screen privileges.</p>	<p>School can be hard, and sleep is important. What areas of school can I help with? Would you like to take a rest during the day? Tell me why it's hard to be good and behave at school. Let's think of some ways I can help. We should have consequences for our bad behavior, but they should be balanced with consequences for good behavior. What are some ways you can behave to earn good consequences and privileges?</p>

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Preparation Stage	Student Says:	Educator Says:
<p>In this stage, the child has noticed their role in the disturbance. Goal: Share a menu of behavior change options for the student to choose from (e.g., self-monitoring, skill instruction, etc.). Require the student to choose a method and practice the method for 10 school days. The Nudge: This stage is all about encouragement and reminders. Use plenty of open-ended questions like, "How's it going? How is today working out for you?"</p>	<p>I didn't mean to. School is too hard for me. I'm sad a lot of the time. I just get so angry.</p>	<p>It can be hard to think before we act. What are some ways we can improve this? I'm sorry to hear that. What parts of school seem too hard? I'm sorry to hear that. I get sad sometimes, too. What are some things that make you sad? We all get angry. It's okay to be angry. It's not okay to hurt others or destroy things when we're angry. What are some things we can do instead?</p>
Action Stage	Student Says:	Educator Says:
<p>In this stage, the child has begun to view themselves as part of the problem and they are ready to do something about it. Goal: The child will take definite action to change. The Nudge: We must do everything in our control to facilitate change. We must provide specific resources, support, and encouragement to help the child adopt new behaviors.</p>	<p>I don't want to explode anymore. What can I do to stop exploding? I want to be in class and recess like everybody else. I want people to feel safe around me. I want to do better.</p>	<p>I'm so happy to hear this! We're going to work together to prevent explosions! You totally belong in class and should have fun at recess. Let's work on some skills to help you! We all deserve to feel safe. Let's help you and others feel safe. I know you can do better, too.</p>