

# WHY KIDS MISBEHAVE!

Dr. Rick Chromey

*"There are only two lasting bequests we can hope to give...children ...one of these is roots, the other, wings.*

(Hodding Carter)



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## Introduction...



## BELONGING: *Rudolf Dreikurs*



RESIGNATION  
REVENGE  
POWER PLAYS  
ATTENTION-SEEKING

## BOREDOM:

*The first step towards boredom is \_\_\_\_\_.*

## BELIEFS:

*“As water reflects a face, so a man’s heart reflects the man.” (Proverbs 27:19)*

*“I believe in you”*

*“I trust you”*

*“I know you can handle this”*

*“You are listened to”*

*“You are cared for”*

*“You are important to me”*

(Barbara Coloroso)

### PROACTIVE DISCIPLINE:

- **Ban the Bribes:** When we resort to external motivators like prizes, candy and other gimmicks to reward student behavior we create only temporary fixes that fail in the long run. Win their behavior with rewards, you have to keep them with more rewards. It’s a never ending, vicious cycle.
- **Encouragement:** Substantive praise and commendation wins a student’s affection and attention. Substantive praise focuses on WHAT was done well, not just that it was done WELL. For example, don’t say “Good job, Johnny!” but “Johnny, I thought your answer really showed great insight.”
- **Preparation:** If you don’t prepare, you will repair. Ninety-percent of misbehavior happens when leaders and teachers are simply not ready. We create our own problems. Problems easily avoided.
- **Natural Consequences:** When misbehavior happens, try to invoke natural consequences that match the deed. If a student accidentally spills glue, that’s fine, just clean it up. Teach responsibility.
- **Feed The Need (or the inner GROWLS):** Every person hungers for **grace** (unconditional acceptance), **relationship** (connection/community), **ownership** (control/contribution), **worth** (value/voice), **laughter** and **safety/security**.
- Create a Positive Classroom Setting: Reduce the rows. Spend time with students outside of class. Watch for personal biases against students. Use creative attention-getters. Avoid predictability. Remember, attention spans match the student’s age (up to 12 minutes). When you exhaust, you no longer educate.