

A Positive Approach to Behavior Management

As an education staff at the Green Mountain Audubon Center, we are committed to providing a positive learning environment for all students participating in our education programs. Setting clear expectations for student behavior – as well as providing consistent positive reinforcement and natural consequences - is part of creating this environment. We appreciate teacher and chaperone help with behavior management during programs, as well as any time that teachers wish to spend reviewing expectations with their students prior to programs. If there is any specific language or strategies that are not described here that are successful with particular students, please let us know; we are happy to try to incorporate them into our teaching. Thank you!

Expectations

*Being **safe, responsible, and respectful** are three general expectations that we have at the Audubon Center for students participating in education programs. Students will likely be familiar with examples of how to meet these expectations in their schools and classrooms. Examples of how to meet these expectations at the Center are listed here.*

Safe

- Stay with the group
- Audubon teacher is the group leader
- Walk; don't run
- Sticks and rocks stay on the ground

Respectful

- Raise hands – listen when others are sharing
- Keep hands to yourself
- Leave everything as we find it: handle animals gently and return them to their habitats after observation; leave living plants/flowers to grow; no taking objects home
- Stay on the trail – avoid trampling and compacting
- Travel quietly – avoid disturbing other groups, visitors, and wildlife

Responsible

- Give attention to the leader quickly – don't waste time
- Control your body and voice - don't distract others
- Be a responsible learner – focus on activities and lessons for the day
- Walk quietly – be observant – share observations
- Follow directions without reminders
- Ask for help if you need it and help others as needed
- Keep a positive attitude
- Stay in set boundaries during exploring

Looks like/Sounds like

Students may find it helpful to have group leaders describe what it looks and sounds like when everyone is meeting expectations for behavior. Here are some examples for different types of activities that often happen at the Center:

Directions/Sharing

- Everyone circles up quickly and quietly
- Bodies are calm
- Voices are off
- Eyes are on the speaker
- Hands are raised if there are questions/comments
- One voice is speaking at a time

Hiking

- Leader(s) is in the front
- Everyone is walking on the trail
- Sounds quiet – everyone is looking and listening while observing the environment around them
- Everyone is keeping their hands to themselves
- Sticks are on the ground
- Everyone is pointing and using quiet voices to share observations; people are paying attention to what others point out

Group games/activities

- Everyone is quiet and listening while directions are being given
- Everyone is aware of their body and others
- Positive language and encouragement are heard
- Everyone is participating in/listening to follow up discussion

Small group/individual exploring

- Everyone is active, getting low to ground, close to water, handling objects and animals gently
- Tools are used according to directions and with care
- Everyone stays in boundaries, out of water etc.
- Tools and observations are shared
- Sounds quiet