Total Transformation: Where to find strategies for working with various behaviors.

1. How do I build self-esteem in my students?
    Disk 1, Part 4: "What About Self-Esteem?"

2. What usually prompts negative or "abusive" behavior in students?
    Disk 1, Part 6: "Disrespectful, Abusive & Obnoxious Behavior is Not Caused By Low Self-Esteem"

3. How do I know if a particular behavior is "abusive" or inappropriate?
    Disk 1, Part 10: "Characteristics and Practices of Kids With Obnoxious & Abusive Behavior"

4. In a special education classroom where rules and expectations differ for all students given their various ability levels, how do I respond to students when they say, "It's not fair?"
    Disk 1, Part 12: "Injustice: 'It Just Isn't Fair'"

5. I would like my students to identify their wrongdoings and apologize or "own up" to their behavior. Is "I'm sorry" enough? How can I encourage students to take responsibility for their actions?
    Disk 1, Part 24: "False Apologies"

6. How can I avoid power struggles with my students? Somehow, students manipulate the situation to put me at fault for their negative actions. What are some creative ways I can avoid this in my classroom?
    Disk 1, Part 25: "The Turnaround"

7. How can avoid "blackmailing" behaviors in which students act out to get what they want?
    Disk 2, Part 4 & 5: "Behavior/Emotional Blackmail" & "Be the Parent Your Child NEEDS"

8. How can I avoid "negotiating" in my class? "If you perform this way, I will give you this."
    Disk 2, Part 6: "(Ineffective Parenting Role #1) Overnegotiator"

9. How to I avoid screaming matches in my classroom?
    Disk 2, Part 7: "Screamer"

10. How should I respond to parents that validate their children's negative behavior? "It's not my child's fault, it's yours."
    Disk 2, Part 9: Ticket Puncher: "You're OK...(Even When He's Not)

11. How can I teach students to be accountable for their own actions and behaviors?
    Disk 3, Part 2: "Creating a Culture of Accountability"

12. If I urge students to talk about their feelings, will this improve their negative behavior?
    Disk 3, Part 3: "Training and Coaching Role"

13. How can I effectively teach problem solving strategies to my students?
    Disk 3, Part 4: "Problem Solving Role"

14. How do I set limits in the classroom without breaking positive relationships with my students?
    Disk 3, Part 5: "Limit-Setting Role"

15. How do I speak to my students so that they have a clear understanding of my expectations in my classroom?
    Disk 4, Part 3: "Use Direct Statements"

16. When students act out in front of peers and other adults to gain attention, how should I react?
    Disk 4, Part 5: "Stop the Show"

17. How should I react to students who lie?
    Disk 4, Part 8: "Use Consequences to Get Honesty"

18. How do I know when to ignore and when to address negative behaviors?
    Disk 4, Part 13: "Use Selective Attention"

19. How do I discretely remind students to monitor their escalating behavior without drawing unneeded attention to the student?
    Disk 4, Part 16: "Cuing"

20. How do I use humor in the classroom tactfully without belittling or offending students?
    Disk 4, Part 18: "Harmless Humor Never Hurts (No Sarcasm)

21. How do I provide replacement behaviors for students that typically rely on negative behaviors?
    Disk 4, Part 24: "Replacement and Reciprocity"

22. When a student replies negatively to compliments, how should I interpret this behavior and how should I respond? (Ex: Teacher: I really like how you used the red and blue colors in your painting." Student: "You're only saying that because you know it's bad.")
    Disk 5, Part 6: "Embracing Negativity"

23. How do I avoid the "blame game" between myself and students? (Ex: Teacher: If you would have been faster in the bathroom, you wouldn't have been late for gym." Student: "Well if you would have let me go earlier, I wouldn't have been late.")
    Disk 5, Part 9: "The Blame Game"

24. How do I maintain the rules in my classroom throughout the school year so that students do not lose focus on what is expected of them?
    Disk 5, Part 10: "Rule Deflation"

25. How should I react when students make excuses for misbehaving in class?
    Disk 5, Part 12: "Excuses"

26. How do I make my students more aware of themselves and their actions in school? What should I do if they have unrealistic expectations of themselves?
    Disk 5, Part 15: "False Self-Perception"

27. If students are dealing with problems at home, such as divorce, how should I handle and react to their feelings in school?
    Disk 5, Part 18: "Behavior Problems Stemming From Divorce"

28. Is there a systematic process I can use to hold students accountable for their negative behavior?
    Disk 6, Part 2: "Alternative Response Process"

29. How should I confront students when they are acting out inappropriately without being overly abrasive or confrontational?
    Disk 6, Part 4: "Step 2: Confront (Meet It Head On, Honestly)

30. If a student is unaware of the events that trigger their negative behavior, how can I make them aware of these environmental triggers so they can avoid the problem in the future?
    Disk 6, Part 5: "Step 3: Identify the Triggers Preceding the Misbehavior"

31. What should I do after I have confronted the student about his or her behavior?
    Disk 6, Part 10: "Step 8: Consequences and Amends"

32. When is the best time to talk to students about modifying their negative behavior?
    Disk 6, Part 11: "Introduce the Process During Calm Times"

33. How do I encourage students to use positive self-talk in the classroom?
    Disk 7, Part 2 & 6: "Thoughts Create Feelings (Such as Anger) & "Constructive Self-Talk"

34. How can I manage triggers in the classroom?
    Disk 7, Part 3 & 4: "Diminish the Potential" & "Manage the Situation"

35. How can I encourage students lacking appropriate communication skills to talk and share their feelings with me or another adult?
    Disk 7, Part 8: "Communicate"

36. When I confront students about their negative behavior, they often have difficulty moving on from the issue. How can I help in providing closure for my students?
    Disk 7, Part 10: "Move On"

This listing was developed by Chrissy Natter, a former student of Dr. Mac, and graduate of his program in teaching students with behavior disorders.