



Transcript- Special Episode

The Behavior Reset Every School Leader Needs

Welcome to our special episode of the inclusion Podcast. And it is about the behavior reset that every school leader needs.

We know that behavior challenges are draining your energy, the rest of your staff's energy. We know that behavior is stalling lessons. It's making things feel impossible.

And in this 15 minute episode, we're going to share what every school leader needs to know about behavior. We're going to share what works, what doesn't, and why all the old solutions keep failing. You're going to walk away with a fresh mindset, a bunch of practical tools, and a free bonus dashboard full of ready to use resources that you can use with your team right now.

Wow, that sounds exciting. All in 15 minutes. That's how I'm like, I'm in.

Okay, good. So we are there with you. We've been in school systems.

We're in your buildings. We're learning from what's going on. We're hearing from your emails.

We're answering your phone calls. And we know that you have educators that are in tears. We know you have parents that are ready to quit.

We know that you have families that are calling about safety. And you know, we know that you have every acronym under the sky. You have PBIS and SEL work and PD about behavior problems and a really good MTSS program and, and, and, and, and.

But yet, behavior still is your number one issue.

Well, and Julie, I would say it's like, well, people, I'm going to tell them our secret, but if we want everyone at a conference to come to our session, all we have to do is say, we're going to talk about behavior. And then we look really popular.

I know. People are like, these two are amazing because everyone comes to their session. And it's true.

We're amazing. And people do come to our session because we're amazing, but also because we're giving real strategies about behavior. And it's true that we're all always looking for strategies that will work because if anybody's been in this field more than a hot minute, you know that what you learned in school probably didn't work.

You learned what last year worked, doesn't work this year. And so what we've got to do is figure out what about the PD that we've done before or the things we have in place aren't working. And so let's talk a little bit about some of the issues.

Like we're still using outdated practices. Like we still are go-to. We might call it, we're going to take a, you know, a brain break, but we're still saying, let's leave the room or go somewhere else.

I would definitely say the theme is punishment over support. And we're still doing public shaming in behavior charts. So just as a whole, we're still doing outdated practices and wondering why they're not working.

What else, Julie, do you think is going on and why we don't have what we need yet? We're offering professional development that's just like this one-time thing where it might be this presenter who comes and stands in our auditorium and is delightful. And they're there for 90 minutes. And then we all leave and go back to our classrooms and do things the exact same way.

And so ideas are only shared once. There's not any follow-up and people don't kind of create a shared language or understanding, a shared understanding of this work. And I think, Julie, that leads to what we call resistance or literal eye rolls, because, you know, one person or one building leader or one consultant is saying, ignore the behavior.

Somebody else is saying, no, focus on relationships. And then the teacher's like, which, what is it you want me to do? Right. And so without that shared understanding and that really, really clear message to folks, it's confusing.

And then you add confusion to no bandwidth. So we know how many things educators are expected to do on the daily basis. And it's like, now we're adding something confusing on top of educators who can barely have time to use the restroom, much less create a really meaningful behavior plan.

Right. And then we spend so much time doing the plan, but then who's there to make sure that it actually worked? Nobody wants to go back and revise it because of how painful it was the first time. And there's not always like a roadmap that says, here's my plan.

How do I put it into practice? So much of it is about stop the behavior, you know, find the trigger, reinforce the right thing. But then in reality, it's so much messier than that. So now that we've kind of admired the problem, let's talk a little bit about, and this folks stems from our [Behavior360](https://www.inclusiveschooling.com/inclusion-podcast) On Demand offering about what works and what doesn't.

So Julie, let's just talk a little bit about why some practices are problematic and what would be some things that we would suggest people do instead, knowing that this is just sort of like trying to get our brains wrapped around which practices need to change.

Okay. So if you're taking notes and you're just listening right now, make a T-chart and put what doesn't work on one side and what does work on the other side.

Okay. In the T-chart, I'm going to kind of quickly share with you what no longer works and I can give you all of the research behind it, which we do in [Behavior360](#), but just know that these are, this is the list of what does not work.

Okay.

Behavior charts, token economy systems, public praise, phone calls home for bad behavior, timeouts, detention, suspension, seclusion, exclusion. Hmm. There you go.

That does not work. And some of you are going, oh, great. That's our entire plan.

So that makes sense. Now, Kristie, on the right-hand side of their T-chart, we're going to give them very quickly, well, what does work?

Yeah. And as with all things in behavior, it's not quite as simple, but we'll say connection, helping students.

This has got four parts to it, but helping students feel safe, seen, soothed, and secure. You can just write four S's. So one, connection.

Two, the four S's. Three, change your language so that we are thinking about stress behavior, needs versus misbehavior and wants. Doing things that are still giving students feedback, but it's positive and specific.

We're also looking to, I would say, remediate the environment, not the student. So a practice that does work is examining the environment and thinking about where is there disconnection and stressors.

Yeah.

Those would be the ones I would say. Did I miss anything that you would have, like, called out?

Yeah. Use private over public feedback.

Okay. So offer guidance and connection privately with kids instead of publicly. I would add to that that we ask students what they need, and we build solutions with them, not for them.

And maybe also, like, teaching rules, being consistent, ensuring friendships, offering choice. Right now, you can't keep up. Don't worry.

There's a transcript for this podcast episode, and we'll make the T-chart for you. But what we really want you to do is sit down with that T-chart, maybe add and subtract so it looks like your reality, and look and see if you've got too many things on the left which are outdated, harmful, ineffective. Maybe at one time we thought they were effective, Julie, but now what we know about trauma-informed care, what we know about neurodiverse students, what we know about the brain develops and how it develops, we got to change our practices.

So Julie and I would really argue that what leaders need to know is what really works and doesn't work in terms of dealing with behavior and doing a 360 in terms of moving away from those outdated, harmful practices. We'd also say leaders need to know there is a different approach. So one of the downloads that you can get in the show notes for this episode, this special episode, is our approach to behavior, kind of a brain-based humanistic model.

We'll link to that as well because it tells you what that is and all the research behind it. And then Julie, maybe the big one is mindset. So before we talk a little bit about where we put all their solutions in one place, you could talk a little bit about how leaders need to also understand how to shift mindsets.

Oh, it's a big one. And so we know that if you're listening to this episode, you're probably already somebody who has really decent mindsets about what is the most innovative ways to think about behavior. And I think the challenge is how do I help my colleagues? How do I make sure that others get this mindset going? So we have a handout called 10 Mindset Shifts for Supporting Student Behavior and Rethinking Behavior.

And so I'm just going to share a couple with you. So you might hear someone say they're just being defiant. And what we want to move from just being defiant to they're signaling a need.

It's really the human's nervous system that's responding to overload. It's not them trying to do something like get attention or escape or do something that is really nefarious. Instead, it's actually a need in a human's nervous system.

And they're looking for things like regulation or clarity or connection or relief. And so we move from those phrases like they're being defiant to they're signaling a need, or we've got to fix this kid, like we've got to figure out how to get this kid to stop, blah, blah, blah, to we've got to fix this environment. Because so often, it's what's happening in the environment that's causing the behavior.

And we get into that in [Behavior360](#) in a deep, deep way. I could read all of these to you. But I'm going to just do one more.

Because we hear it all the time. They're making a bad choice. That's what I hear all the time.

Make a good choice. You're making a bad choice. This isn't a good choice.

Use a good choice. Instead, what we know to be true about the brain is that kids who are behaving in ways that we do not expect are often not making a choice at all. But instead, their nervous system is responding to overwhelm.

And they are doing the best they can with the skills they have. So when I have this mindset of they're making a bad choice, I think this kid's doing this on purpose. They're trying to send me over the edge.

They're trying to punish me. They're trying to make me leave this profession compared to this human is doing the best they can with the skills they have. And I'm going to support them to learn new and better skills.

So I'm curious how this is sounding to folks. It's like too good to be true, or yes, you are speaking my love language, or I'm not so sure. Punishment, it's kind of working out for us, right? Rewards and punishment, we're doing just fine.

So regardless, kind of, where you are, we want you to know that, you know, given that you've got a thousand different priorities, and many of these initiatives are, you know, historically been in place before you even took on the leadership role. And what you need are tools that you can present to your staff and your team tomorrow. So associated with this special episode is a [Behavior360](#) bonus dashboard.

So [Behavior360](#) is an on-demand offering that Julie and I have for pre-K-12 educators that are everything we've talked about and so much more. Hours and hours of very consumable content that's the very latest about how to support staff in supporting students with behaviors that are challenging. So to get you started, we have this [Behavior360](#) bonus dashboard and everything we've talked about from the T-chart, to the 10 ways to shift mindsets, to the research is found on that dashboard.

So Julie...

Wait, Kristie, is this for free? Like I just go there and I get it and I can have all this stuff?

Yeah, all you need to do is go to the following website or URL. So you're going to go to [inclusiveschooling.com](https://www.inclusiveschooling.com) forward slash, and these are going to be numbers, 360-podcast. So it's about [Behavior360](#) and it's in the inclusion podcast.

So it's [inclusiveschooling.com/360-podcast](https://www.inclusiveschooling.com/360-podcast). Enter your name, your email, and you'll get immediate access to the bonus dashboard. You can share it with anyone you want.

Share it like they didn't have to come to listen to this podcast. You can just give it to people.

Yeah, just give them [inclusiveschooling.com/360-podcast](https://www.inclusiveschooling.com/360-podcast).

Okay, I'm jazzed because I spent a lot of time looking at this right before the episode and I was like, this is going to really solve a lot of problems just to begin with. This is really going to help so many people immediately just looking at these mindset shifts, just looking at these pieces. So I'm going to just tell you that this [Behavior360](#) that Kristie's been mentioning is a lot of important things.

It is short little trainings because nobody has time for big long trainings. It has mindset and strategy mixed together. It is ready to go to use in your PLCs, in your staff meetings.

It's on demand. Educators can do it on their own time. They can do it during staff meeting time, during training time, and it's built for teams, not just individuals.

So essentially, you're going to want to invest in [Behavior360](#) so that everybody can have the same language, the understanding, and the communication and the skills and the strategies about how to do this work effectively. Yeah, so really, you don't need another initiative. You don't even need more time.

You just need a better approach that is going to really get at the heart of how we sustain changes in behavior through relationships, co-regulation, and ensuring students are in a place that they're ready to learn. And you can start that by accessing that free 360 bonus dashboard. And then that will allow you to start leading with change in a way that doesn't burn your staff out or yourself.

Thank you for tuning in. And don't forget to subscribe and catch up on past episodes, where we share valuable insights, straight talk, and practical steps to challenge outdated special education practices. You can find every episode with the show notes at [inclusiveschooling.com/inclusion-podcast](https://www.inclusiveschooling.com/inclusion-podcast) to build more inclusive schools together.

SHOW NOTES

Key Takeaways

- **Old behavior practices don't work:** Behavior charts, token economies, suspensions, and public shaming are outdated and ineffective.
- **What does work is relationship-based:** Strategies rooted in connection, safety, co-regulation, and environmental adjustments create lasting change.
- **Mindset shifts matter:** Moving from “students are making bad choices” to “students are signaling unmet needs” is a crucial reframe for school leaders.
- **Consistency across the system is essential:** One-off PD sessions without shared language or follow-up create confusion and resistance.
- **Leaders need tools, not more initiatives:** What's missing is a clear, ready-to-use approach that can be shared with staff right away.

Episode Download/Handout

We've created a [Behavior360 Bonus Dashboard](#) — a free collection of ready-to-use resources, including:

- A T-chart outlining what works vs. what doesn't
- 10 powerful mindset shifts to reset your approach to behavior
- Research and strategies you can start using immediately with your team

👉 Access the free dashboard here (enter your name and email the first time) - inclusiveschooling.com/360-podcast

Highlights from the Dashboard

- **Julie's Favorite:** The ready-made T-chart that helps leaders quickly identify harmful practices to phase out and supportive practices to lean into.
 - **Kristie's Favorite:** The 10 Mindset Shifts handout that reframes defiance, misbehavior, and "bad choices" as stress responses — helping staff see behavior through a brain-based, compassionate lens.
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Practical Tips

- **[06:35]** Instead of relying on behavior charts, token economies, or timeouts, start by strengthening **connection and consistency** in daily routines.
- **[11:15]** Use **private over public feedback** to maintain dignity and reduce shame — this simple shift can immediately change student engagement.
- **[13:50]** Encourage staff to ask: "*What's happening in the environment?*" rather than "*What's wrong with this student?*" to uncover root causes and develop more effective supports.