

## Behavior Management Made Easy

The process we suggest for making behavior management seem effortless requires first and foremost an understanding of the twelve essential elements of a *brain responsive* learning environment. Then taking a new look at human needs, power and the empowerment model, and a discussion regarding power vs. force. The brain is a complex exchange of electro-chemical causes and effects. It is the most advanced piece of technology available today, and each human has one. To learn and think about the brain's needs and functions seems like appropriate if not required training for anyone who has a brain. :)

Human beings have two basic set of needs. Primary needs and secondary needs. The primary needs are air, water, food, sleep, elimination of wastes, escape from pain and sex - emerging at puberty. The brain operates if and when the primary needs are adequately met. When primary needs go unmet the brain will be nearly incapable of managing a cognitive process such as learning new information or being tested over recently acquired knowledge. A hungry student, an unrested student, or a student dealing with physical abuse are all ill-equipped to engage effectively in complex cognitive processing. The psychological effects of primary needs going unmet are often times the core issue behind behavior challenges faced by parents and teachers of developing children. Most parents would agree that the coping skills of their own children will be impeded and often times absent when they are tired and/or hungry.

Primary needs are instinctual, we are born with them. Secondary needs are psychological and we learn them from our environment and those that teach, parent, coach and lead us. They are not crucial to survival, however they are equally influential and necessary when the goal is to achieve and to thrive. The understanding of strategies and tactics that naturally meet the secondary needs are the solution to creating self-directed, self-reliant doers and dreamers.

Like many psychological traits, our secondary needs develop, then find outward expression in a wide variety of ways. Teachers, parents, coaches and leaders cannot necessarily make up for extreme cases where unmet needs have led to illness and debilitation, but each classroom setting must at least provide the empathy and knowledge that learners are often times negotiating and experimenting with ways to meet their secondary needs. Some of which are more effective than others. It is a mentor's job to help them know the difference without judging them for mistakes along the way.

When primary needs are consistently met and secondary needs are respected and allowed to develop and adapt, the learning and instruction blossoms as engagement naturally reduces behavioral challenges. As each of us processes information we are impacted to some degree by the ways we constantly meet our primary and secondary needs. They represent a baseline of sorts from which the learning process may begin.

## *The EIGHT SECONDARY NEEDS*

<i>achievement</i>	<i>reach or attain a desired objective, level, or result by effort, skill, or courage</i>
<i>power</i>	<i>the ability to do something or act in a particular way, esp. as a faculty or quality</i>
<i>autonomy</i>	<i>freedom from external control or influence; independence</i>
<i>connectedness</i>	<i>together or in contact so that a real or notional link is established - denoting a state</i>
<i>inquisitiveness</i>	<i>curious or inquiring</i>
<i>gregariousness</i>	<i>(of a person) fond of company; sociable</i>
<i>assertiveness</i>	<i>having or showing a confident and powerful personality</i>
<i>status</i>	<i>the relative social, professional, or other standing of someone or something</i>

The fact that secondary needs are learned, means that our individual needs will vary greatly as will our methods of meeting them. It should be noted that all seven primary needs and eight secondary needs are life long realities that we all must negotiate over time. That means that teachers, parents, coaches and leaders are also having their effectiveness impacted by their own needs and coping skills.

**Peak at the Key Points addressed in the series: Teach to the Brain and the Heart Will Follow™, Online 6-Week Course The Brain Responsive Approach to Teaching and Parenting.**

### 1. Brain Responsive

- a. Three faculties of the mind: emotion, cognition and reflection.
- b. The twelve essential *brain responsive* elements™: presence of safety, thinking is becoming, meaning; pattern and connections, collaboration, choice, enrichment, movement, mastery, forward communication, adequate time, professional development, personal learning.

### 2. Empowerment vs. Deficit Remediation

- a. Power vs. force.
- b. Strength and talent based.

### 3. Seven **Primary** Human Needs

1. air
  2. water
  3. food
  4. sleep
  5. elimination of wastes
  6. escape from pain
  7. sex - emerging at puberty.
4. Eight Secondary Human Needs
1. achievement
  2. power
  3. autonomy
  4. connectedness
  5. inquisitiveness
  6. gregariousness
  7. assertiveness
  8. status
5. Four *Power* Perceptions
1. I am significant
  2. I am capable
  3. I am successful
  4. I am responsible.
6. Four *Power* Expectations
1. Personal Best
  2. Truthfulness
  3. Active Listening
  4. Dignity and Respect.
7. Practical Strategies
- a. Look upon behavior challenges as *unmet needs*.
  - b. Relationship Building
  - c. Presence of Safety
  - d. Learner Characteristics and Champion Attributes.
8. Behavior Expectations
9. Models of behavior

## **Tips for Success**

At [www.BrainAcademe.com](http://www.BrainAcademe.com) there is a surefire way to discover and implement a *brain responsive* approach to teaching and learning! Members will receive and have access to webinars, seminars, newsletters, video blasts, eGuides, eBooks, audio downloads, keynote presentations and more full of *brain responsive* strategies and techniques that can be put to immediate use. Adopting a *brain responsive* approach

means you see that you have your own personal set of strengths and talents to share and build upon. It also displays a personal desire to grow and learn while building upon strengths and talents and encouraging a constant state of improvement. Become *brain responsive* and implement a “recognition program” soon. No one ever said, “I wish I would not have received this award!”

In our book, *Teach to the Brain and the Heart Will Follow, 1,001 Strategies to Reach the Heart of Every Learner*, the recognition program stands as one of the most influential and successful strategies we can recommend to engage, inspire and grow ALL learners. We ask that you take the following actions right now. Yes, now before you finish this eGuide! We ask that you commit to becoming a master *brain responsive* teacher, parent, coach or leader. We ask that you find a way to implement a recognition program for honoring the efforts and talents of your learners. And, for honoring YOU for your efforts, we’ve posted the link to the Learner Characteristics and Champion Attributes templates. You have permission to use, print, share and distribute any of the templates you’d like. However, plan it now. Honor the learners in your life today!

Join the Brain Academe’s online course to learn more... <http://www.teachtothebrain.com/online-course-get-started-link/>

and start your journey of becoming a master *brain responsive* teacher, parent, coach and leader today!

We hope you found value in this eGuide and that you will visit us at our websites:

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