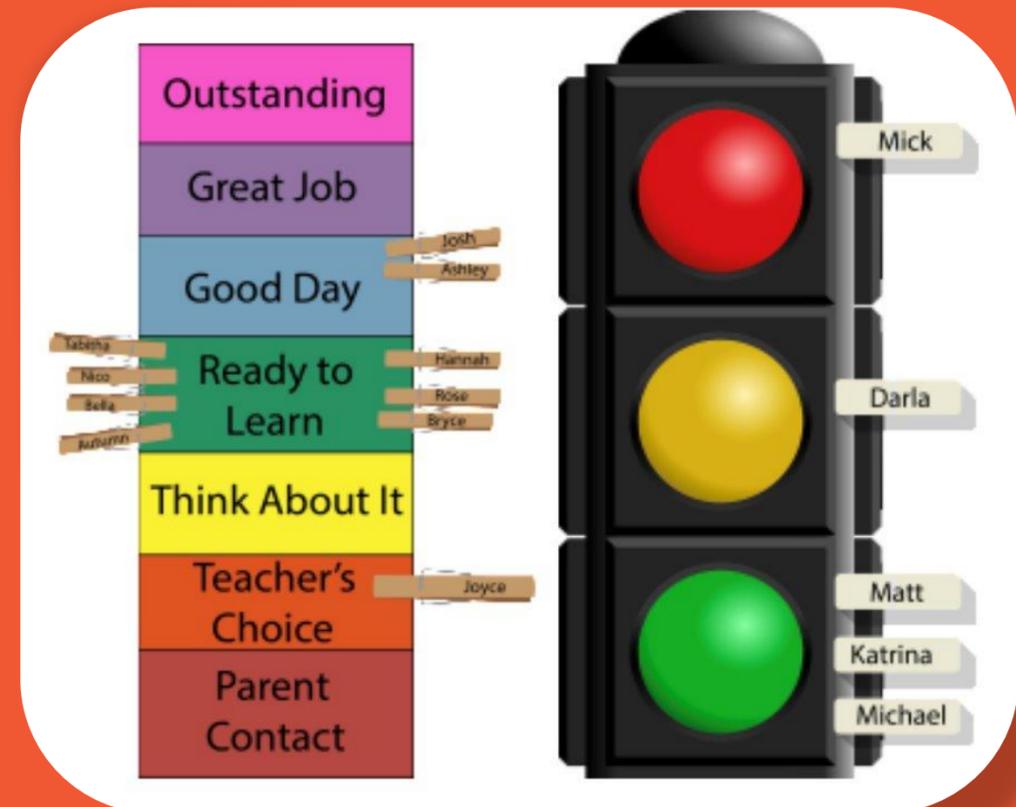




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What Works *(And What Doesn't)* **in Behavior “Management”**

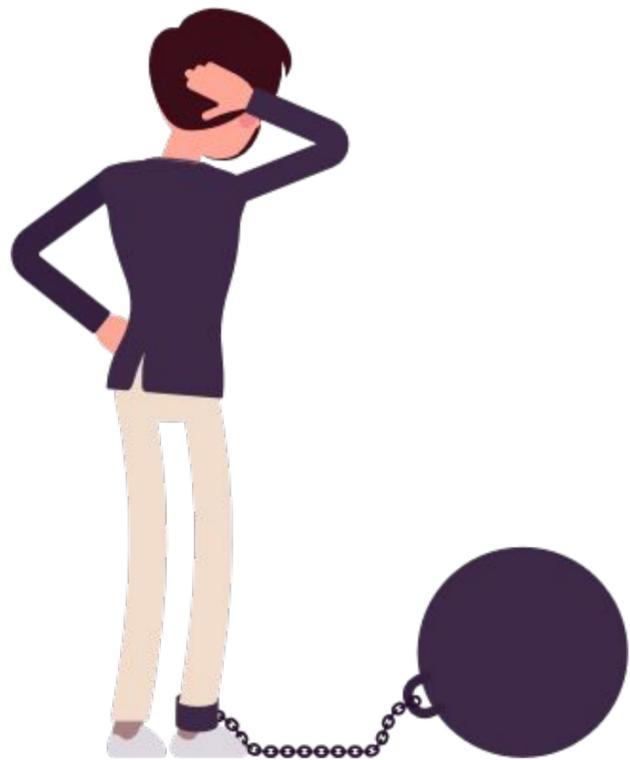
Ditch the Behavior Charts



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Overview of 8 Problematic Practices

1. Behavior Charts and Clips
2. Token Economy Systems
3. Public Praising as Passive Manipulation
4. White Dominant Cultural "norms" for "good and bad" behavior
5. Negative Calls Home
6. Timeouts and Other "Well-intended" Variations (e.g., forced quiet time and breaks)
7. Detention and Suspension
8. Seclusion and Exclusion



The Problem with Public Behavior Charts and Clips



- Public behavior tracking systems (e.g., stoplights, clip charts, point systems) have been normalized, but **normalization ≠ effectiveness**.
- These tools were designed to increase compliance and offer “real-time feedback,” yet they **often cause harm, reinforce shame, and fail to teach meaningful regulation skills**.
- Despite good intentions, these practices **can backfire and actually increase challenging behavior**.

The Harms of Public Behavior Systems

Shame and Stigma

Public tracking causes embarrassment and leads students to internalize negative labels that harm their identity and belonging.

No Instructional Value

These systems focus on behavior, not the causes or skills students need to learn.

Loss of Trust

They weaken student-teacher relationships and create disconnection.

Punishment ≠ Support

_Color-coded systems may control behavior short-term but don't build regulation or autonomy.

Milo, “The Boy on Red”

“He came home and cried in his closet every night, finally escalating to the point where he screamed, ‘I just deserve to die. I will always be red.’ — Milo's mother





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Harm Disproportionately Falls on Students Systemically Marginalized by the Educational System

1. Milo's identity was shaped by a clip chart that branded him as a daily "problem."
2. His public behavior status overshadowed his strengths and humanity, leading to severe emotional distress.
3. Students with disabilities and those with behavior-related diagnoses are disproportionately punished, reinforcing exclusion and inequality.