



S.H.I.F.T. HACK

From Correction to Connection: Driving Positive Behaviour Management

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TODAY ...



 **What is the S.H.I.F.T. hack?**

- **Who can use it?**
- **When is it used?**
- **How is it used?**

 **QUESTIONS**

A stylized, hand-drawn letter 'S' in a reddish-brown color with a slight shadow, set against a light orange background.

SELF AWARENESS

Through structured self-analysis, students gain insight into their actions and the impact their behaviour has on others.

A stylized, hand-drawn letter 'H' in a reddish-brown color with a slight shadow, set against a light orange background.

HOLISTIC APPROACH

At different stages during the "SHIFT" in behaviour, parents and teachers play an integral role in the student's behaviour management.

A stylized, hand-drawn letter 'I' in a yellow color with a slight shadow, set against a light orange background.

INDIVIDUALISED TASK

Written reflective task needs to be individualised/ personalised to the student and the specific behaviour for it to be transformative.. SMART goals need to be set for achievement.

A stylized, hand-drawn letter 'F' in a green color with a slight shadow, set against a light orange background.

FOLLOW UP

Follow up regularly to ensure student's reflection remains linked to their behaviour goals.. What have they changed? What has worked? What hasn't?

A stylized, hand-drawn letter 'T' in a green color with a slight shadow, set against a light orange background.

TRANSFORMATION

Change is a gradual process. 'WINS' need to be rewarded, positive reinforcement (Santrock J.W, 2014) increases the desired behaviour .

TODAY ...



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 **QUESTIONS**

Who?



When?

Lachy, Yr 10.

A dishonest and defiant student, who consistently lied to teachers, parents and friends.

Teachers had issued him with multiple detentions, but deceitful behaviour continued. Needed to try something different...

TODAY ...



 What is the S.H.I.F.T. hack?

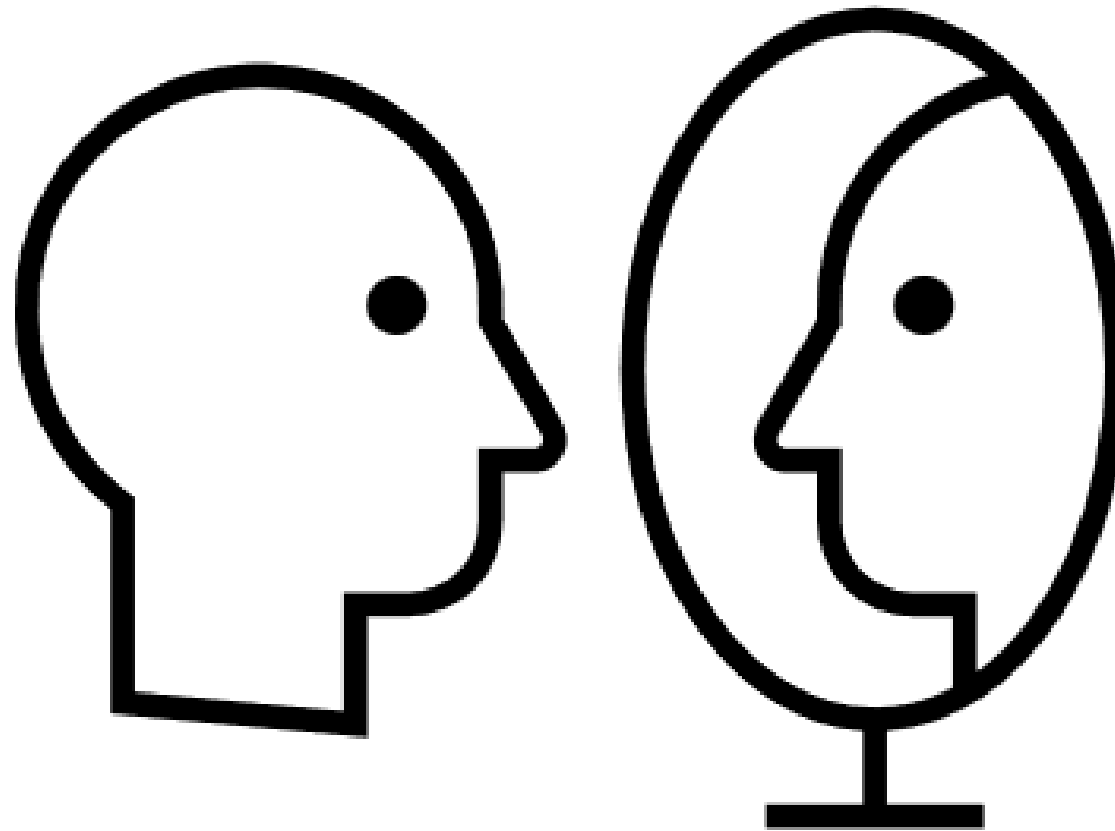
- Who can use it?
- When is it used?
- How is it used?

 QUESTIONS



SELF AWARENESS

Through structured self-analysis, students gain insight into their actions and the impact their behaviour has on others.

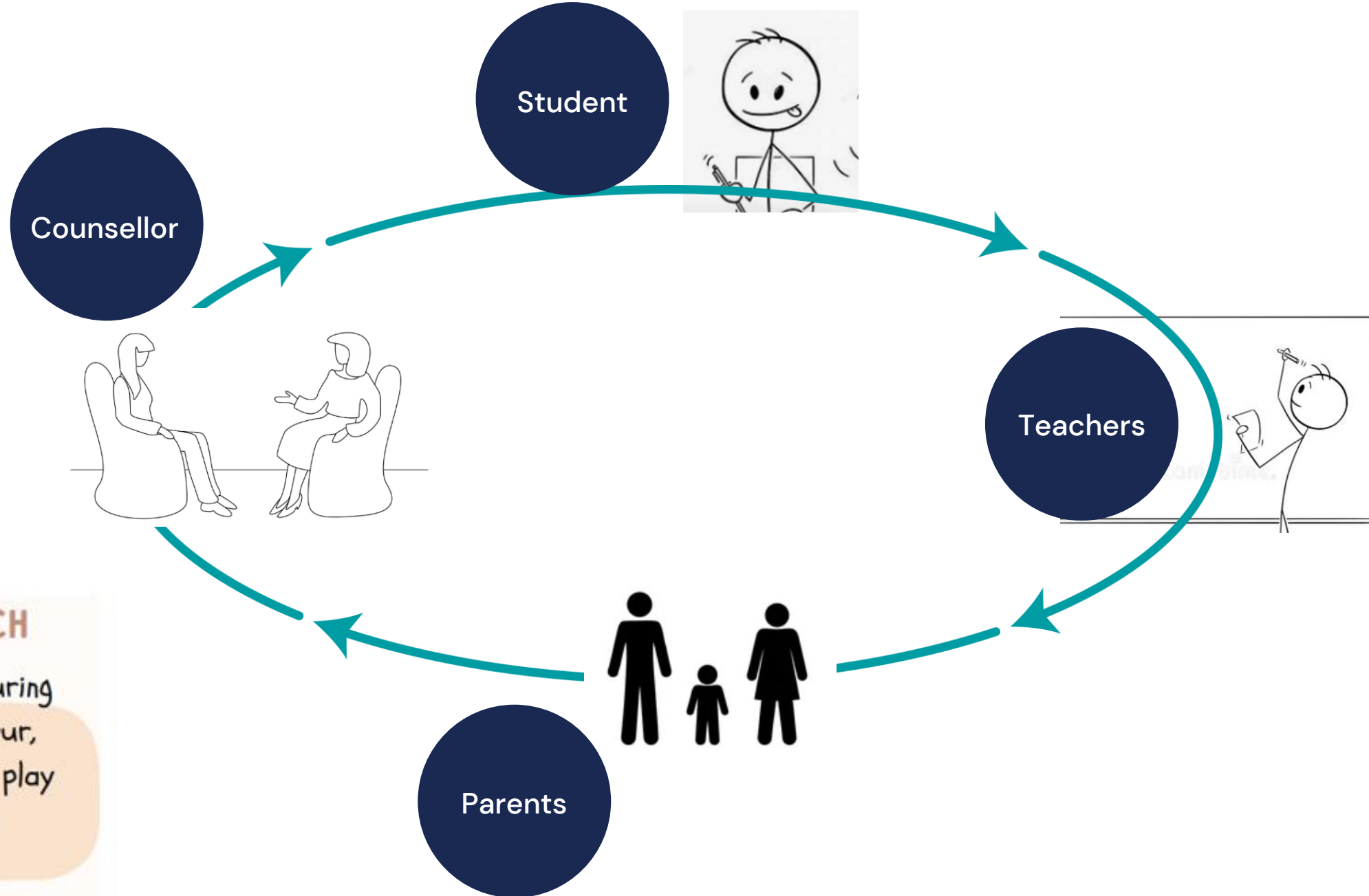


HOW?



HOLISTIC APPROACH

At different stages during the "SHIFT" in behaviour, parents and teachers play an integral role in the student's behaviour management.



A.I. CAN HELP



INDIVIDUALISED TASK

Written reflective task needs to be individualised/ personalised to the student and the specific behaviour for it to be transformative. SMART goals need to be set for achievement.

2. Write an essay where you reflect on a time when *you* were dishonest.
 - a. What was the context?
 - b. How did it make you feel?
 - c. Were others impacted?
 - d. How did your dishonesty make others feel?
 - e. What were the consequences?
 - f. Describe the feelings you had. ie. Guilt, anxiety, shame etc caused by lying.

1. Teenagers lie for many reasons.... Fear of punishment, desire to be independent or to be socially accepted or because they have low self-esteem. Think about why you lie.

Write an essay examining the relationship between honesty and self-respect.

- a. What does honesty mean to you?
- b. How does honesty connect to your own sense of worth?
- c. If you lie to someone, do your feelings of shame or sadness make you feel badly about yourself? If so, how?
- d. Include in your essay a definition of integrity. Why is it so important to the success of relationships that you have/develop integrity?
- e. Is forgiveness an important part of lying? If so, how?

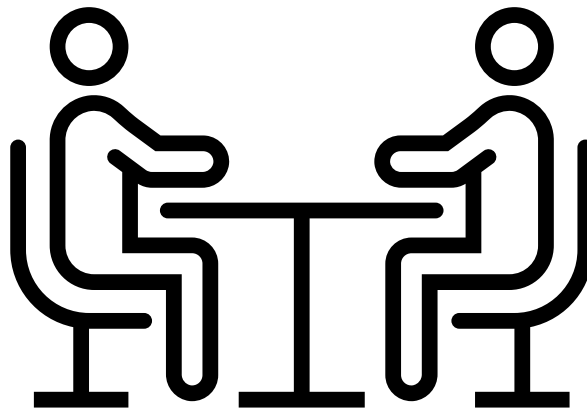
3. Being lied to can have a significant impact on a relationship. Have you ever been lied to by someone you trusted? Be specific....

- a. What was the lie about?
- b. How did it make you feel?
- c. What relationship do/did you have with the person who lied to you?
- d. Describe how you felt – angry, betrayed, hurt etc?
- e. Did your relationship change as a result of the lie?
- f. What did you learn from the experience?



FOLLOW UP

Follow up regularly to ensure student's reflection remains linked to their behaviour goals.. What have they changed? What has worked? What hasn't?



WHAT HAS
CHANGED?

WHAT IS
WORKING
FOR YOU?



STAY CONNECTED TO THE STUDENT ...



TRANSFORMATION

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TODAY ...



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 **QUESTIONS**

REFERENCES

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