



Positive Behavioral Interventions & Support

*Module 5: Discouraging
Problem Behavior*

Ohio PBIS Training Modules



Ohio
PBIS
Network

Module 1

Introduction to PBIS

Module 2

Developing Clear School-wide
Expectations

Module 3

Teaching Behavior Expectations
Across All Settings

Module 4

Encouraging and Acknowledging
Desired Behavior

Module 5

Discouraging Problem Behavior

Module 6

Data-Based Decision-Making

Learning Objectives

Module 5: Discouraging Problem Behavior



Ohio PBIS Network

- Develop a systematic, proactive plan for discouraging problem behavior for your building or district
- Review and, if needed, revise office discipline referral forms to further support PBIS implementation

“Punishing students doesn’t teach them the right way to act.” George Sugai, 2005

George Sugai, 2005



The more students know the rules and consequences for misbehavior and are aware that the rules in school are applied fairly under a “system of laws” the less victimization and disorder is present in the school.
Mayer & Leone (1999)

The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student.”
Alberto & Troutman, 2012



When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure, not personal.

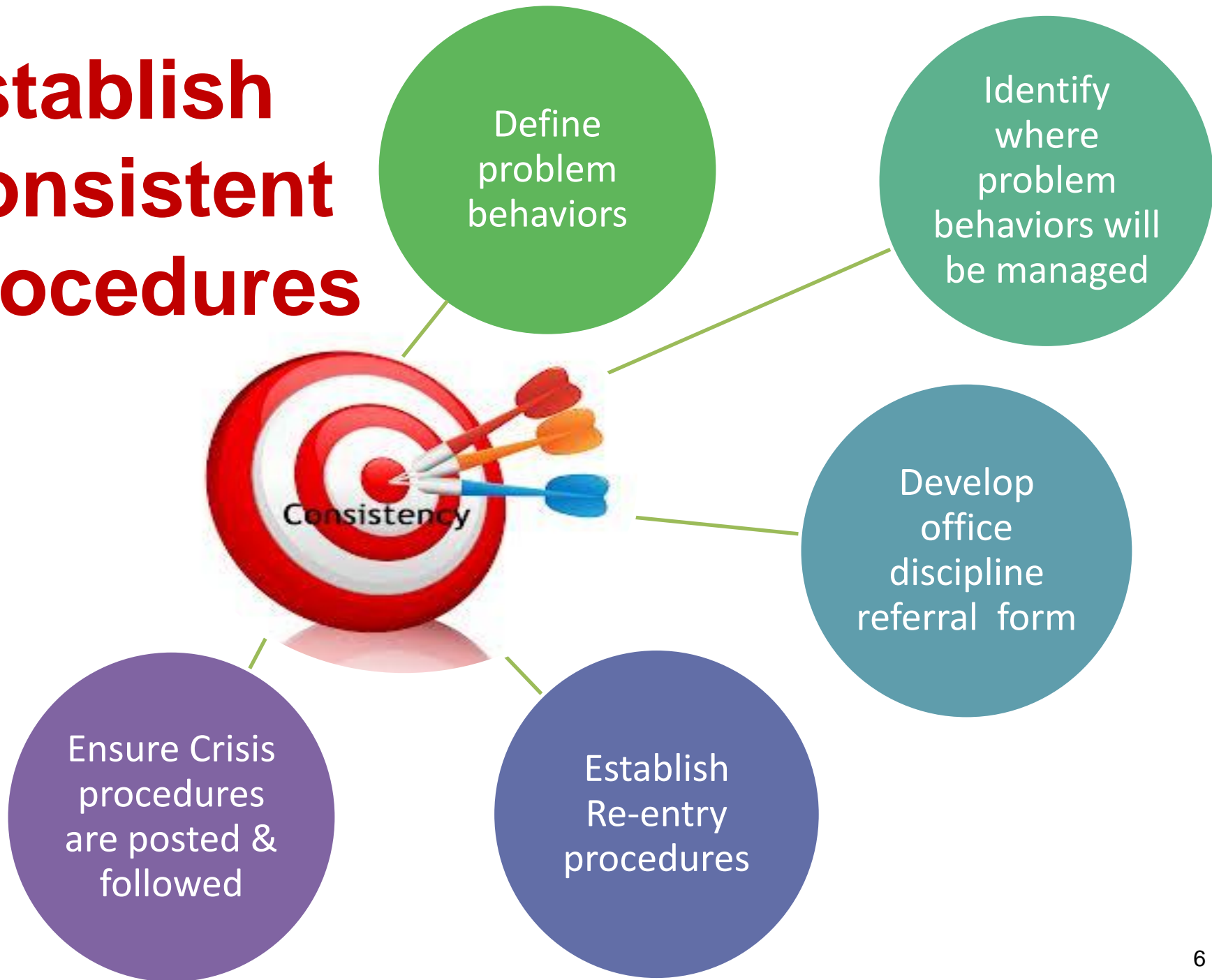
Algozzine, Wang & Violette, 2011

© Original Artist / Search ID: aban401



“Every day it’s the same thing. My class starts out as Sesame Street and by three o’clock it ends up as Jerry Springer.”

Establish Consistent Procedures



Strategies for Prevention



- Proactively teach expectations and rules
- Ensure that there is a greater ratio of positive to negative interactions (e.g., 5:1)
- Modify environmental factors that contribute to misbehavior
- Consequences are explained, posted, reviewed regularly, and delivered consistently and in a timely manner
- Tie management of problem behavior back to the schoolwide expectations

Strategies for Prevention

Before you consider punishing inappropriate behavior you should...

- Clearly identify the behavior you want to see
- Teach students how to perform the behavior
- Acknowledge students for engaging in the identified behavior expectations



When Prevention Isn't Enough



5 Step Approach to Setting LimitsSM

1. Explain ***which*** behavior is inappropriate.
2. Explain ***why*** the behavior is inappropriate.
3. Describe ***what*** behavior is expected.
4. Give reasonable choices with consequences (make sure you can follow through with the consequences).
5. Allow time for the student to make a choice.
6. Enforce the consequences you set.

Nonviolent Crisis Intervention[®] training program

Addressing Chronic or Predictable Behavior Errors

Pre-correction can be used as a prevention strategy

- Anticipate problem behavior
- Know *what* they are going to do *when*
- Given the context, we can predict the behavior
- If we can predict it, we can prevent it!





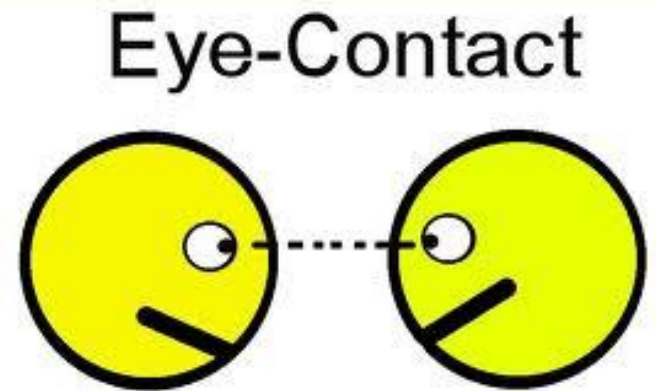
Responding to Negative Behavior

- Immediate and consistent
- Use and/or pair with natural consequences
- Use the “least intrusive strategy” to get desired behavior
- Ensure that re-teaching occurs

Least Intrusive Strategies

- Short verbal cues/questions
- Eye contact, subtle gestures
- “Pregnant pause”
- Move to front of room, stop instruction, make eye contact
- “Heading off”

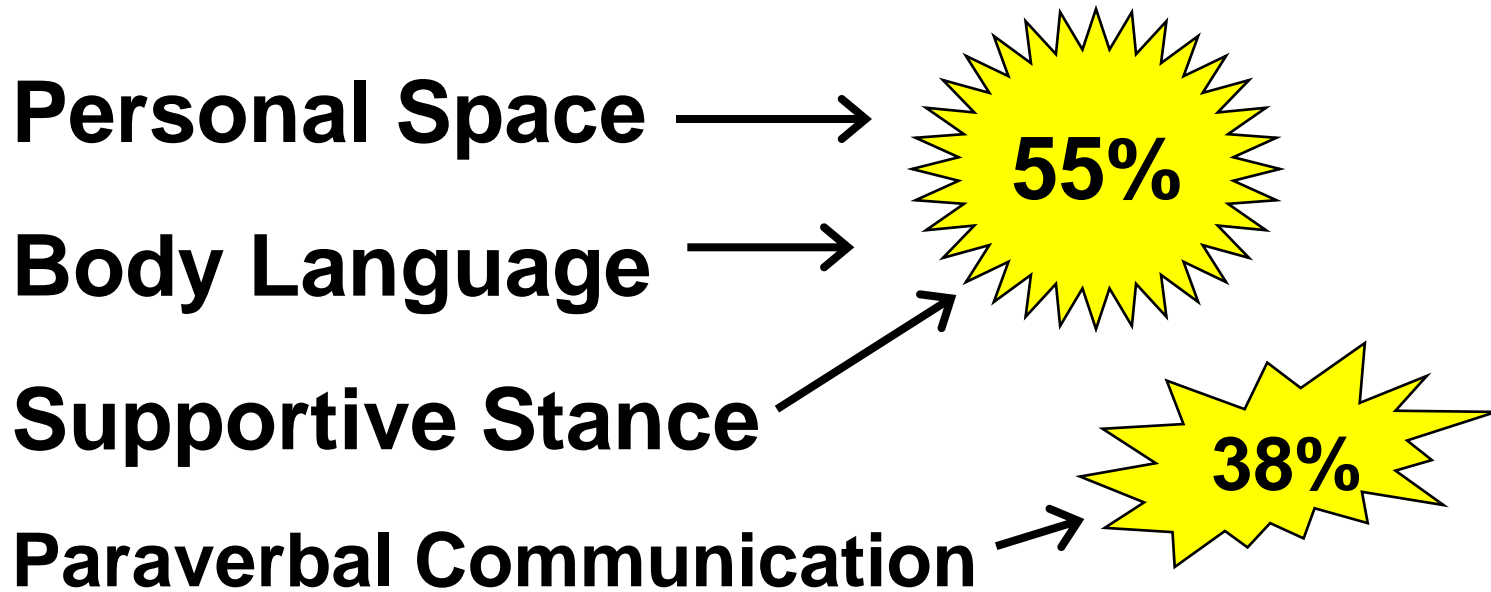
Marzano, Gaddy, Foseid, Foseid, & Marzano (2005)



Remember the power of the relationship...an effective teacher may need to do little more than establish certain cues which indicate a student's behavior is not meeting expectations

How Do You Communicate?

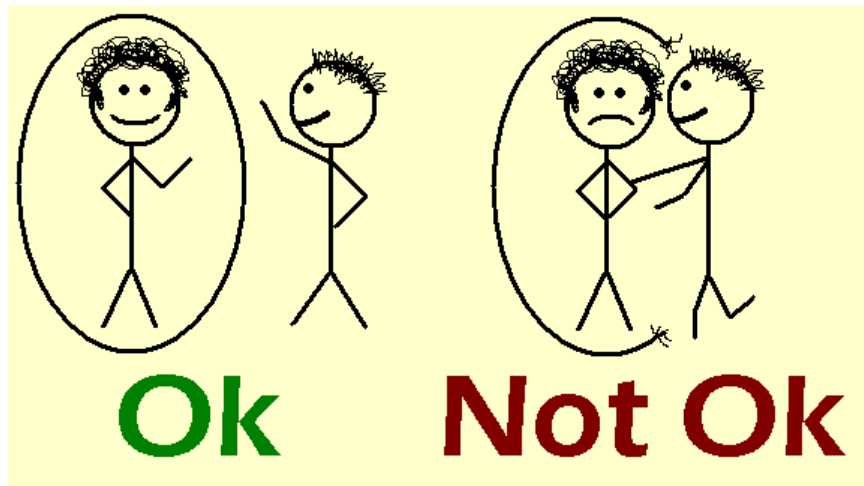
93% of all communication is nonverbal



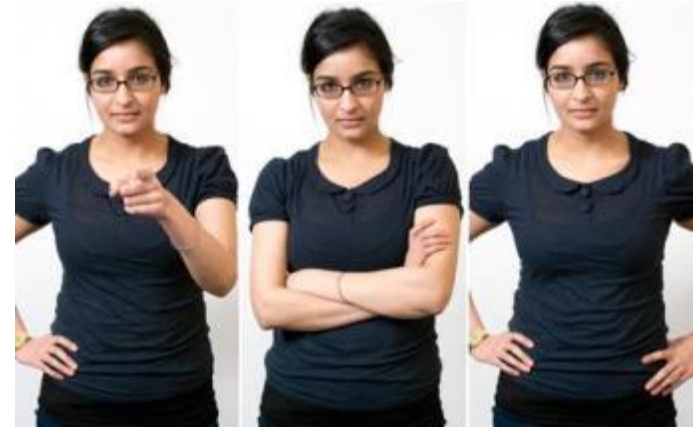
Adapted from Crisis Prevention Institute, Inc.

Personal Space

- Get close enough to show you care
- Average 1 1/2 -3 ft.
- Culture can affect the distance
- Don't forget this also includes personal items!



Body Language



- Facial expressions, gestures, posture, and movements.
- Try not to put your hands in your pockets.
- Pointing is irritating to everyone
- Can serve to escalate or de-escalate a given situation.

Supportive Stance

- Honors personal space
- No direct confrontation
- Opportunity for escape route without student losing face
- Safety for all involved
- Displays respect



Adapted from Crisis Prevention Institute, Inc.

Paraverbal Communication

- How we say what we say
- Link between verbals and nonverbals
- Tone, Volume, Rate

"I didn't **SAY** you were stupid."

"I didn't say **YOU** were stupid."

"I didn't say you were **STUPID**."

Adapted from Crisis Prevention Institute, Inc.

Managing Minor Problem Behavior

- Remove adult and peer attention
- Reinforce appropriate student behavior around the student with the problem behavior

- Redirect student to the expected behavior
- Acknowledge subsequent compliance and expected behavior

- Deliver a warning by providing an opportunity for the student to choose between the expected behavior and a penalty or loss of privilege

- Use additional resources to address the problem
- If problem continues after 3 occasions develop a planned intervention

- Document the problem behavior and the intervention

Corrective Consequences

- Planned ignoring
- Cueing
(verbal/nonverbal)
- Proximity/movement
- Modeling
- Re-teaching
- Redirection
- Restitution
- Confiscation
- Loss of privileges
- Time-out
- Behavior Contracts
- Crisis planning

Why Aren't "Typical" Consequences Effective for Some Students?

Traditional consequences may "feed" the function of the problem behavior:

- *Office referral/Removal = Avoiding a task, taking control of a situation*
- *Interaction with teacher administrator = Obtaining attention (positive or negative)*
- Students may lack necessary problem-solving, social, or self-regulation skills and may need additional instruction.

How Do Staff Deliver the Consequences?



- Identify the problem behavior
- State schoolwide expected behavior
- Describe/model expected behavior
- Student demonstrates expected behavior
- Provide acknowledgement of expected behavior



“It’s not the SEVERITY of your consequences that will make them effective ... it’s the CERTAINTY”

CHAMPS - Safe & Civil Schools (2006)

Identify a Continuum of Procedures to Address Problem Behavior



It is important to identify a continuum of consequences that are matched to the intensity of the problem behavior.

Rethinking Suspension and Expulsion

Use of out-of-school suspension (OSS) and expulsion nationwide has doubled since the 1970s.



Review of research to date suggests that school removal is not an evidence-based practice

- Used inconsistently, often for minor infractions
- Carries inherent risks for racial/socioeconomic discrimination
- Negatively correlated with school climate, academic achievement, and graduation rate

Skiba & Rausch (2006)

Alternatives to Suspension

Peer
Mediation/
Teen Court

Modified
Schedule

Referral to
Community
Agencies/
Diversion

Mini-
Courses

Behavior
Monitoring/
Behavior
Contracts

Loss of
Privileges

Reflective
Activities

Community
Service/
Service
Learning

Cool Off
Passes

Restitution/
Restorative
Justice

ISS/Saturday
School/
Detentions

"New &
Improved"
ISS

Planning for Emergency/Crisis Situations



- Post plan in several key locations
- Plan should include how to respond in extremely dangerous situations (i.e., stranger in the building, violent student, etc.)
- Must be updated on a regular basis, especially after FBA/BIP is developed (plan should include overview of common triggers, best responses, contact person, walkie-talkie “code,” etc.)

Define Problem Behaviors

**Classroom
Managed**

Minor Discipline
Offenses

**Office
Managed**

Major Discipline
Offenses

**Illegal/Major
Behavior**

Activity: Major vs. Minor

Major
 Minor

Travis always calls Amanda "Amanda Panda" and he has a crush on her. Amanda hates this name and complains about it.

Major
 Minor

Audrena slams her locker door after going to retrieve her pencil.

Major
 Minor

Andrew carries a container of Skoal in his pocket to school.

Major
 Minor

After being told to stop, a child running down the hall keeps on going and bumps into another child.

Activity: Major vs. Minor

Major
 Minor

During the group lesson, Juan repeatedly scrapes his rubber soled shoe along the tile floor. The other students laugh at the weird noise.

Major
 Minor

Brandy continues to call another student a "name" despite being reminded of the respectful expectations several times, and begins to call the student's home nightly despite being asked not to.

Major
 Minor

Johnny was very frustrated by the amount of homework the teacher has assigned, he mumbled under his breath, "I'm not doing this stuff", and he slept the rest of the class period.

Office Referral Requirements

- Student name, grade and teacher
- Date and time
- Referring staff name
- Location
- Problem behavior (major or minor)
- Action Taken
- Possible Motivation
- Others involved



Administrators!

Make ODR a “Teachable Moment”

Use processing forms or problem-solving logs to help students

- debrief and self-evaluate
- devise an appropriate consequence that “fits the crime”

The image shows two overlapping 'Problem-Solving Log' forms. The top form is partially obscured by the bottom one. Both forms have fields for Name and Date, a section for describing the problem, and a grid of icons for selecting details and emotions.

Problem-Solving Log
Name: _____ Date: _____
Describe the problem in your own words. Remember, use an "I" statement.

Extra Details:
Where did it happen?
 At home On the bus Hallway Classroom Playground
 Cafeteria Other _____
How did you feel?
 Angry Sad Scared Happy

Duval Elementary: *Negative Consequences*

The following behaviors are to be handled by referring student to the office:

Problem	Potential Consequences
<ul style="list-style-type: none"> • violence • overt defiance/gross non-compliance • threatening bodily harm • inappropriate comments/gestures • repeated rules violations 	<ul style="list-style-type: none"> • counselor • suspension • detention • contact parent • principal decision

All other rule violations and problem behaviors are to be handled by teachers:

Possible consequences:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> *verbal warning *loss of recess *solitary lunch *loss of privilege | <ul style="list-style-type: none"> *change seating location *student-teacher conference *need escort in hallway *miss computer or free time | <ul style="list-style-type: none"> *time out in other class *in room time out |
|---|---|---|

_____ (name), _____ (location) is being

reminded to follow *Bethel's High Five* because he/she chose not to ...

BE RESPECTFUL

- not treating others and property the way you want to be treated
- being disrespectful
- using inappropriate language
- being dishonest/stealing

BE RESPONSIBLE

- showing lack of self-control
- not accepting consequences
- refusing to participate in class activities

BE HELPFUL

- being uncooperative
- being disruptive
- not assisting others
- would not share with others

BE SAFE

- not following directions first time given
- not walking in the building
- threatening others
- intentionally causing/attempting to harm others

BE READY TO LEARN

- not having materials ready
- not having work done on time
- being inattentive and not focused
- not demonstrating effort

ACTION TAKEN

- discussed with student
- note sent home/call to home
- recess time lost/detention
- Principal Referral
- Other _____



Teacher _____

Date _____

Sample Correction Procedures: Dodge City Elementary

Staff Managed (Minor) Problem Behaviors

Staff managed behaviors are “minor” problems that can be redirected quickly without significantly disrupting the flow of instruction or school activity, do not require the direct contact with the office, and if performed infrequently would not be considered a problem.

Example Staff-Managed Problem Behaviors

- Minor theft/cheating
- Name/calling/teasing
- Minor vandalism
- Running in the hallway
- Being in an unsupervised area
- Disruptive transitions
- Littering
- Play fighting/rough play
- Chewing gum/spitting
- Inappropriate displays of affection
- Inappropriate dress/disruptive dress
- Disrespect toward adults/peers

Example Staff-Provided Consequences

- State rule, redirect
- Conference with student
- Re-teach rules
- Restitution/clean-up duty
- Use of a partner teacher for time-outs
- Time owed
- Time out in the classroom
- Call to parent
- Behavior contract
- Loss of privileges

General Procedure for Minor Problem Behavior

Instances of minor problem behavior will usually involve stating the behavior expectations and redirecting the student to the appropriate task/activity. Staff will work hard with a student to get the inappropriate behavior corrected before a detention or an office-managed referral is assigned. The staff will correct two minor incidences of similar behavior before an office referral is given for the third incident in the same day. A suggested procedure to follow might be:

- 1st incident: State the rule and redirect the student
- 2nd incident: Give a 5-minute time-out in classroom or against the wall and talk to the student about what to do differently.
- 3rd incident: Student is referred to the office. This third minor incident is transformed into a major incident for reporting purposes. The behavior incident referral for is completed. This third incident of the same problem behavior will be followed by a phone call to the parents.

Spinning Hills Middle School Behavior Notice

Name: _____ Date: _____

Dear Parent/Guardian,

This letter is to inform you that your child has reached the sixth box on his/her "choices needing improvement" chart. The sixth box indicates that your child has lost the privilege of attending this month's reward activity.

These are the responsibilities that he/she has failed to demonstrate:

_____ Be Respectful _____ Be Responsible
_____ Be a Problem Solver _____ Be Trustworthy

Comments:

Please be aware that the seventh box on the "choices needing improvement chart" is an office referral. If you have any questions regarding this letter, please feel free to call me at school (867-5309).

Sincerely,

Menu for Effectively Responding to Classroom Misbehavior

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
BEHAVIORS	<ul style="list-style-type: none"> · Talking out · Off Task · No Materials · No Homework · Delay in following directions · Dress Code Violation · Non-compliance 	<ul style="list-style-type: none"> · Disrespect · Defiance · Verbal Aggression · Mild Physical Aggression · Class Disruption · Repeat Offenses 	<ul style="list-style-type: none"> · Strong and Repetitive Defiance · Physical Aggression · Severe Verbal Aggression · Severe/Repetitive Class Disruptions (i.e., Temper Tantrums) <p>* Non-negotiable items from your school handbook.</p>
RESPONSES	<ul style="list-style-type: none"> · Proximity · Change Seating/Location · Verbal Reprimand · Signal/Gesture/Look · Record Misbehavior · Model/Practice Expectation · TEACHING AND PRACTICE OF EXPECTED BEHAVIOR · Discussion with Student · Planned Feedback · Reference Behavior Monitor/Feedback Sheet · Social Skill Correction Procedure · Pre-Correction · Humor · <u>Planned</u> Ignoring · Parental Contact 	<p><u>Previous responses plus:</u></p> <ul style="list-style-type: none"> · Positive Practice · Conference with Teacher (paired with Behavior Improvement Form) · Timeout · Time Owed · Loss of Privileges, points, etc. (Response Cost) · Restitution · TEACHING AND PRACTICE OF EXPECTED BEHAVIOR · Emotional Reaction (only 2x a year) 	<p><u>Previous responses plus:</u></p> <ul style="list-style-type: none"> · Reference Level System · Individualized Behavior Intervention Plan · TEACHING AND PRACTICE OF EXPECTED BEHAVIOR · Parent Involvement · De-Escalation · Interagency Support · Detention · Suspension

The graphic features the word "TEAM" in large, blue, serif capital letters. Behind the letters are silhouettes of five people standing in a line, holding hands. The background is a blue gradient with a reflection effect below the figures. To the right of this graphic, the word "Time" is written in a large, blue, serif font, slanted slightly upwards to the right.

TEAM Time

- How and when should we address problem behavior?
- How can we build connections to our expectations and reward system?
- What backup consequences will we need?
- What training or support will staff need?
- How will we monitor ourselves?

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