



Positive Behavioral Interventions & Support

Classroom: Discouraging Inappropriate Behavior

Ohio | Department of Education

Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Outcomes

At the end of the session, you will be able to...

- Understand the role of teaching in response to student social errors.
- Use simple techniques for responding to “minor” inappropriate behavior and demonstrate error correction strategies.
- Use additional consequences to respond to “minor” inappropriate behavior.



Ohio
PBIS
Network



The Ohio PBIS Network would like to thank Dr. Tim Lewis and Missouri Schoolwide Positive Behavior Support. Without the knowledge and support of Dr. Lewis and Missouri SW-PBS, these materials could not have been created.



<http://pbissmissouri.org/>



Reasons for Inappropriate Behavior

Skill Deficit—

absent skill levels or insufficient opportunity to learn and practice the expected behavior

Performance Deficit—

a lack of motivation to perform the preferred behavior

Either problem—

absent skill or lack of motivation

- *requires more teaching and practice to resolve.*



MO SW-PBS

Punishment is not the solution



Punitive approaches such as removing students from class, in-school suspension, detention, and expulsion are ineffective at producing long-term reductions in problem behavior.

Punishing problem behavior without a positive, proactive instructional approach has been shown to actually to increase aggression, vandalism, truancy, dropout rates

Discipline is Teaching

dis·ci·pline n. 1. **teaching** to act in accordance with rules; 2. activity, exercise, *instruction*, or a regimen that develops or improves a skill; training; 3. punishment inflicted by way of correction and training.

Random House Unabridged Dictionary

dis·ci·pline (fr. Latin *disciplina*; teaching, learning)
Instruction that corrects, molds or perfects character and develops self-control.

Webster's New Collegiate Dictionary

Prevention is Key



When inappropriate behaviors occur, assess setting or antecedent events and ask:

- *Do we have **clear expectations**?*
- *Have they been thoroughly **taught**?*
- *Are we consistently using **strategies to encourage desired behaviors**?*

The best defense is always a great offense.

Building Relationships & Discouraging Negative Behaviors



<https://www.teachingchannel.org/videos/teacher-student-relationship>

Upholding Expectations

“Teachers should focus on increasing positive behavior and interactions by consistently enforcing expectations.”

Shores, Gunter & Jack, 1993

“When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them.”

Evertson, Emmer & Worsham, 2003

Instructional Approaches for Discouraging Inappropriate Behavior



Responding to Errors

Academic

- Identify error
- Re-teach correct response
- Model/demonstrate
- Provide guided practice & feedback
- Provide independent practice
- Monitor
- Provide feedback

Social Behavioral

- Identify the error
- Re-teach expected behavior
- Model/demonstrate
- Practice
- Monitor
- Provide encouragement
- Correct and re-teach as needed

The Power of Correcting Social Errors

Builds relationships with students

Restores order to the learning environment

Interrupts the inappropriate behavior, preventing practice of that behavior

Gives the child a chance to learn to be successful

Increases probability of future correct behavior

Decreases future time out of learning/instruction

Demonstrates care and concern by the adult

Maintains a positive learning climate

Activity:

With a partner, reflect on what you have heard:

Do you view inappropriate behavior as a teaching opportunity?

How does this teaching approach to student inappropriate behavior align with your present thinking?



Strategies to Address “Minor” Inappropriate Behavior



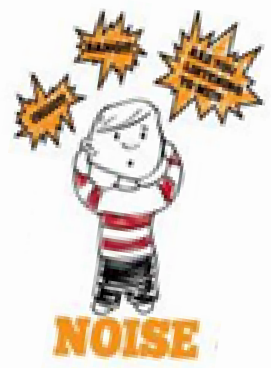
Staff-Managed Behavior

All staff are expected to manage *any* inappropriate behavior that runs counter to your expectations and is *not* listed as office-managed.

This includes any or all behavior that runs counter to:

- *School-wide expectations*
- *Non-classroom expectations or procedures*
- *Classroom expectations or procedures*
- *Any other social skills you have adopted*

Triggers of Behavior



“The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student.”

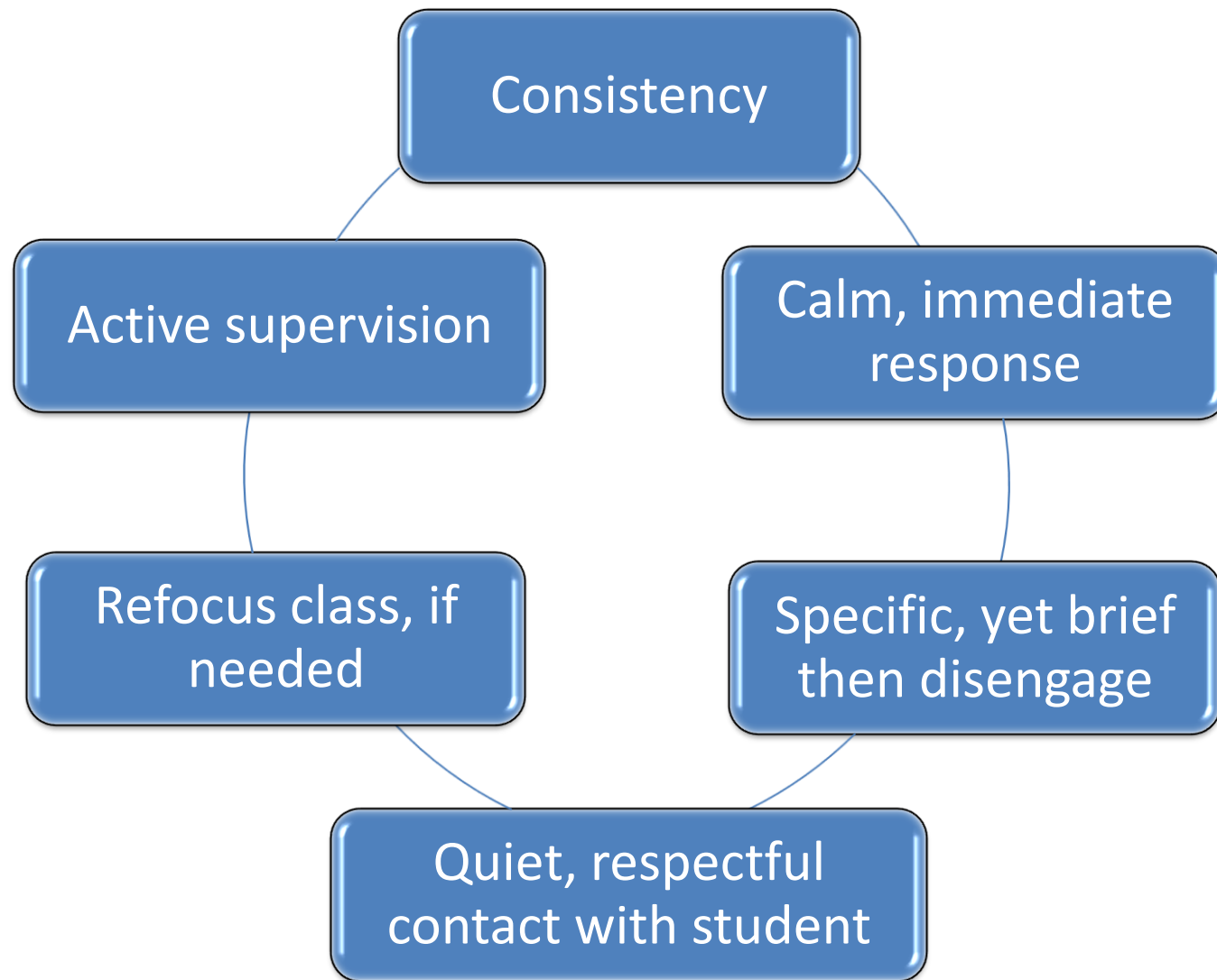
Alberto & Troutman, 2012



High rates of teacher attention to *inappropriate* behavior is prevalent in our schools. This attention for misbehavior exceeds attention to appropriate behavior, and contributes to the continuation of much problem behavior.

White, 1975

Responding to “Minor” Behavior



Managing “Minor” Behavior: Non-Examples

“How many times do I have to tell you to work quietly?”

“Didn’t I just tell you to get started?”

“Why are you talking while I’m talking?”

“Do you want me to send you to the office?”

“What do you think you are doing?”

“Quit it right now...stop being so antsy!”

“If you don’t stop bothering others you will have to go to the Safe Seat.”

My Teacher Look: Get Students



<https://www.teachingchannel.org/videos/getting-students-back-on-track>

Managing Minor Behavior

Actions to minimize the misbehavior before it gets out of hand and requires more extensive intervention:

- Proximity Control
- Signal or Non-Verbal Cue
- Ignore/Attend/Praise



Unobtrusive • *Carried out quickly during instruction*

Techniques to Manage Minor Behavior

<p>Proximity Control</p>	<p>The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses.</p>
<p>Signal or Non-verbal Cue</p>	<p>Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues.</p>
<p>Ignore/ Attend/ Praise</p>	<p>Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the inappropriately behaving student. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.</p>

Activity:

“Staff Managed Behavior: Techniques to Manage Minor Behavior” (Handout 1)

- Get into groups of 3 and number off 1 to 3.
- Each person take a technique associated with your number and offer examples of its use, sharing when it might be most appropriate.
- Be prepared to share.

#1 – Proximity Control

#2 – Signal or Non-verbal Cue

#3 – Ignore/Attend/Praise

Re-Direct



Instructional Responses to Inappropriate Behavior

Re-teach



Provide Choice



Student Conference



A continuum of direct error correction strategies for inappropriate behaviors that continue or do not respond to simple management techniques.

Re-Direct



“Jason, please begin your assignment.”

“Nice job, LeBron, you have begun your assignment.”

“Right now we are all being safe and sitting crisscross.”

“If you want to share a thought Tim, you need to be respectful and raise your hand.”

Class Culture: Attention with Respect



<https://www.teachingchannel.org/videos/attention-getting-signals>

Re-Teach:



The teacher had this private re-teaching session:

“Alan, just a minute ago when I asked you to return to your seat, you glared at me and said, ‘I’m busy, just a minute.’”

What you need to do whenever anyone gives you an instruction is to look right at them, say okay or acknowledge the instruction, and begin to do what you were asked within five seconds.

Do you understand? Are you ready to give it a try? Here is an instruction....Get out your math book and begin doing the odd problems on page 270.”

Very nice! You looked, said okay, and did what I asked immediately. I’m going to give you some other chances to practice later. Thank you for listening to me, Alan.”

Provide Choice



- “Jason, you were asked to get on-task and begin working....or you can do this work later today during our special activity.”
- “Sue, you can work here at your seat quietly without talking with neighbors... or you can work in the student office.”
- “Eric, you can walk quietly with your hands to your self...or you can go to the end of the line and walk with me.”
- “Jimmy, you can play nicely and share your toy with Ellen... or you can put it away and play with something else.”

Student Conference



“Max, I know you were upset because the group didn’t include you. You responded by calling them names and ‘You said I could play.’

A respectful way to handle this is to just walk away and report to an adult.

If you can do that, you won’t get into arguments and someone might be able to help you join the group. Yelling and name calling doesn’t help solve the problem. Do you understand?

Max, let’s think of some things you could say to ask to join a group. How about, ‘Hey guys, can I join your game?’ or ‘Who would like to start a new game with me? Still someone might tell you ‘No.’ So, the next time someone tells you can’t join their group, how will you handle it?

That’s great, Max. Let me know if I can help you with that.



Considerations for Error Correction

- Don't overlook minor misbehavior; don't avoid correcting and teaching.
- Embrace correction as a tool to truly help students; correction is not *punitive*, it is *instructional*.
- Create an expectation for correction, an environment where corrective feedback is the norm.
- Always correct privately; use preferred adult behaviors that maintain respect for the student.

Considerations for Error Correction— *Continued*

- When the student demonstrates the desired behavior, **always follow with praise or positive feedback.**
- Use the strategy that is the least intrusive for the behavior and it's frequency or severity.
- When inappropriate behavior occurs, increase teaching (lessons, pre-corrects) and rates of encouragement (positive feedback).
- When needed, pair instructional error correction strategies with an additional consequence.

“When everyone handles infractions with consistent feedback, students learn that what happens when they misbehave is procedure not personal.”

Bob Algozzine, 2000

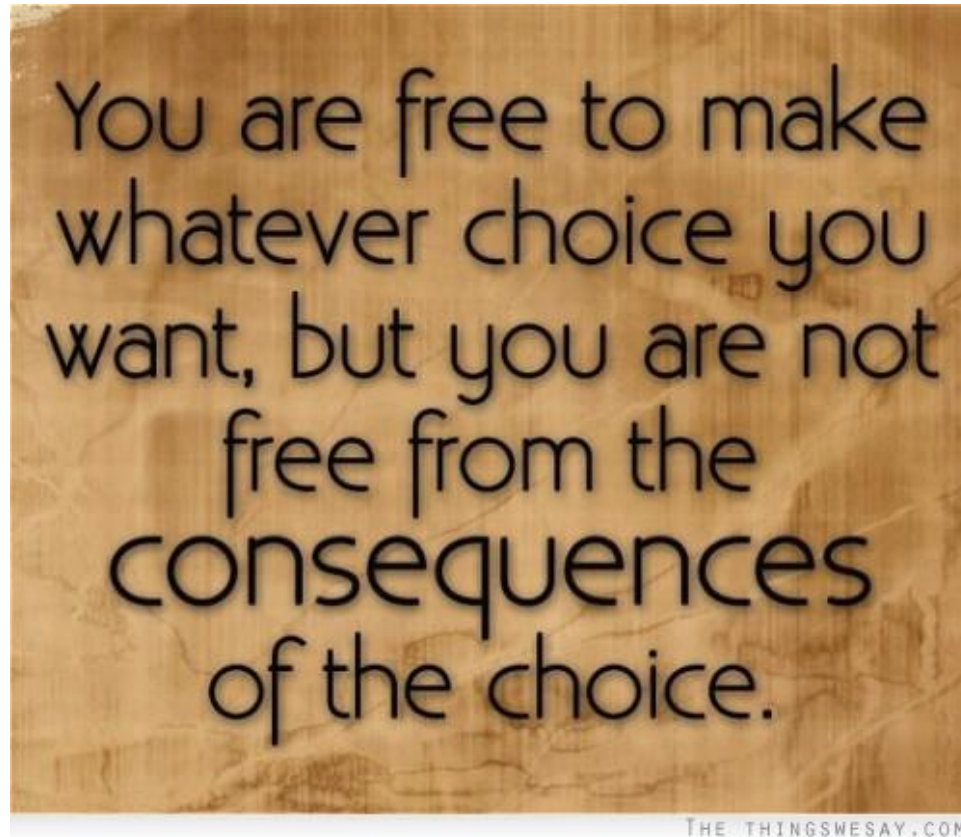


Using Additional Consequences

Consequences: Basic understandings

- Consequences are not punitive.
- Consistency, not size is important.
- Consequences should be selected individually.
- Warning systems promote chronicity.
- Logical consequences are often more effective.

Consequences: Basic Understandings



Logical consequences are often more effective

Some Possible Consequences for Minor Misbehavior

- Extra practice of social/behavioral skill
- Individual role-play or problem solving
- Make up missed work
- Restitution
- Teach others
- Phone call to parents
- Delayed start to activity
- Make amends to others
- Loss of privilege
- Reflection checklist
- Self-monitoring
- Contract
- Parent conferences
- Send note home

Example of Procedure Developed for Transitioning Students

1. When you hear teacher's signal, begin transition in 3-5 seconds
2. Put materials away quickly and get what is needed for next activity
3. Move quietly and quickly
4. Keep hands and feet to self
5. When ready (new materials, new location), give teacher your full attention



Transitioning your Students: Choreographing your Classroom



<https://www.teachingchannel.org/videos/smooth-transitions-in-classroom>

Menu of Consequences

Classroom Transitions

- Go back to seat and do again until reach criterion
- Re-teach procedure with class; practice several times
- Delayed start to activity and related outcomes (*less time for work in class = homework, delay in getting out to recess, lunch, etc.*)
- Individual re-teaching or conference
- Role-play/practice at selected time
- Group or individual instruction just prior to next transition
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

Example of Procedure Developed for Science Laboratory

1. Work with assigned partner
2. Participate; do your share of work
3. Stay at your work station except when getting supplies
4. Raise your hand for assistance
5. Follow all instructions carefully
6. Talk should be quiet and work related
7. When finished, double check your worksheet, then read references for today's lesson



Menu of Consequences Science Laboratory

- Re-direct or re-teach
- Loss of/reduced participation points
- Return to desk (individual, pair or entire group) briefly for re-teaching; try again (may result in more work to do at home, or delay in preferred activity, etc.)
- Loss of privilege to participate for this period; do alternative written assignment
- Being detained after class for re-teaching or conference
- Group or individual instruction just prior to next lab activity
- Behavior plan or mediation essay
- Reflection checklist

Chronic Minor Misbehavior

- Repetitive misbehavior means the current response is not helping the student learn the expectations, just like repetitive academic errors signals the student has not learned the material.
- Is it a skill deficit or a performance deficit?
- Chronic minor misbehaviors may require problem-solving with other staff and parents or an office referral.

Summary:

Responding to “Minor” Behavior

- Address misbehavior consistently and quickly, while still minor.
- Use the strategy that is the least intrusive yet still appropriate for the frequency or severity of behavior.
- If efforts to re-teach are not resulting in behavior change, consider including an additional consequence.
- Always pair a consequence with teaching the desired behavior.
- When problem behavior occurs, increase rate of positive feedback; maintain a 4:1 ratio.
- When problem behavior occurs, increase teaching (lessons and pre-corrects).
- Chronic behaviors may require problem-solving with other staff and parents or an office referral.

Discouraging Inappropriate Behavior in the Classroom – Part I of II



Videos

<http://vimeo.com/86149984>

Discouraging Inappropriate Behavior in the Classroom – Part II of II



<http://vimeo.com/86155208>

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