

Course: Discouraging Inappropriate Behavior

Lesson: Continuum of Responses Part II: Staff-Managed Behaviors

Transcript

This lesson describes general considerations for responding to inappropriate behavior and a continuum of instructional strategies for responding to staff-managed, or “minor”, behavior.

There is 1 handout that will be referenced during this lesson. If you have not downloaded it from the lesson website, please pause the video while you access this document.

By the end of this lesson, you will be able to:

- Use respectful strategies for staff-managed “minor” inappropriate behavior.
- Demonstrate instructional strategies for responding to inappropriate behavior.

Even with the most consistent implementation of schoolwide practices covered in the previous courses, some students will still make social behavioral learning errors. For many students their inappropriate behaviors will never reach the level of an office referral, but the behaviors will interrupt academic learning for them, as well as other students in the classroom. Minor misbehaviors take away from valuable instructional time and can negatively impact school climate. Staff need to be properly equipped with research based strategies to respond efficiently and effectively to all behaviors that run counteractive to your schoolwide expectations and rules.

Here are key terms and acronyms that will be used in this lesson.

Office-managed behavior: Behaviors that include potentially illegal activities, serious disruptions to learning, or unsafe acts that pose a danger to the student or others. The administration is directly involved with office-managed behaviors. These behaviors are often referred to as ‘majors’.

Staff-managed behavior: All inappropriate behaviors that are not listed as office-managed. Staff are responsible for managing and intervening with these behaviors. These behaviors are often referred to as ‘minors’.

Determining staff-managed behaviors that require intervention is relatively easy once office-managed behavior has been defined. All staff are expected to manage inappropriate behavior that is not listed as office-managed. This includes those that have been identified through staff consensus for schoolwide and non-classroom settings. While these are classified as minor behaviors, it is essential that they not be overlooked and that staff address and correct them just as they would an academic error. Minor misbehaviors take away from valuable instructional time and negatively impact school climate.

It is critical to remember the importance of prevention when managing misbehavior. As educators it is our job to use strategies to decrease the likelihood the behaviors will occur in the first place. When student misbehavior is a concern, teachers are encouraged to reflect on their use of two preventive strategies: active supervision and pre-corrects.

ACTIVE SUPERVISION (MOVING, SCANNING, and INTERACTING).

Effective teachers scan continuously for appropriate and inappropriate behavior. They are also continuously up and moving about, interacting with the students and providing supportive interactions.

PRE-CORRECTS.

Pre-corrects are a means to proactively remind ourselves and others about the rules and procedures that have been agreed to and practiced to fluency, thereby becoming routines. A pre-correct is used as a general reminder preceding the context in which the behavior is expected, such as transitions or beginning of a class period. Pre-corrects provide students with a reminder that will increase the probability of their success.

An example of a pre-correct would be a teacher reminding students of the hallway expectations directly before the students move to that location:

“Remember, to be respectful in the hallway we walk on the right side.”

- How consistently do staff in your building engage in active supervision and provide pre-corrects to students in order to prevent inappropriate behaviors from occurring?
- How will you share information regarding these two preventive strategies with them?

Pause the video, and when you are ready, continue watching.

When minor misbehaviors occur, a series of best practice procedures exist for individual staff to handle them. Before learning a few of those strategies, there are some general considerations:

CONSISTENCY. Misbehavior can occur in all school settings and therefore, all staff need to respond consistently. It is less important what the agreed upon response is than that something is consistently utilized. Consistency is one of the main keys to changing behavior.

USE LEAST INTRUSIVE STRATEGY. The disruptive influence of the teacher’s response should be no greater than the disruption of the student. Staff will want to use strategies that are least intrusive for the behavior, its frequency or severity.

SPECIFIC, YET BRIEF. Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. Be short and concise, and then disengage quickly. Address the concern as a learning error and use the same objective and targeted feedback you would use with an academic

error.

QUIET, RESPECTFUL INTERACTION WITH THE STUDENT. First, make quiet contact in close proximity with the student, securing their attention. Next, state your request or re-direct in a respectful matter-of-fact manner to encourage compliance and relationship building. A private, quiet, personal contact will help with compliance as well as relationships.

REFOCUS CLASS IF NEEDED. If the inappropriate behavior will require a bit of time, first refocus the attention of the class on their tasks at hand. Then deal privately with the student. Most correction strategies can be handled within the classroom or setting, while still maintaining respect for the student and the learning of the entire class.

Not all student misbehavior requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimize the behavior before it gets out of hand and requires more extensive intervention. It should be pointed out that all responses to misbehavior will work best when, after pausing for the student to demonstrate the desired behavior, teachers remember to provide encouraging feedback to them for doing so. Following their behavior change with this specific positive feedback serves to strengthen the likelihood students will use the desired behavior again.

While there are many strategies for dealing with misbehavior, a range of indirect and direct strategies form a continuum of strategies for staff to use to discourage inappropriate behavior.

Indirect strategies are actions to minimize the misbehavior before it gets out of hand and requires more extensive intervention. **Indirect** strategies are unobtrusive and carried out quickly during instruction.

There are three indirect strategies recommended here:

1. Proximity
2. Signal or Non-Verbal Cue
3. Ignore/Attend/Praise

Proximity

Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.

Here is an example:

When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help to maintain the desired behavior, "Thanks, Alan for showing respect with your attention."

Signal or Non-Verbal Cue

Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student and the non-verbal cues have already been taught to the group.

Here are two examples:

When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.

The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.

Ignore/Attend/Praise

This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.

Here is an example:

James is off-task during independent work time. The teacher briefly ignores James and specifically praises a student nearby who is on task, "Good work, LeBron. You are working away on your assignment." When James begins to get back to work, the teacher immediately praises him: "Thanks, James for being on task; you'll be sure to get your work done."

Consider the three indirect strategies (Proximity, Signal or Non-Verbal Cue, and Ignore/Attend/Praise).

- Which of these strategies are your staff currently using?
- What techniques do you already use and want to continue?
- What could you add to your repertoire?
- What behavior might you need to eliminate?
- How can you share this with your building staff?

Pause the video, and when you are ready, continue watching.

In addition to the indirect strategies, all staff need to be able to demonstrate instructional strategies for responding to inappropriate behaviors.

For some students, the indirect strategies will not be sufficient and the teacher will have to increase the intensity of the error correct. When this occurs, the teacher moves to more direct correction strategies. These strategies are more instructional in nature, in that they provide explicit information about the expected behavior the student should demonstrate.

Direct correction strategies are suggested for inappropriate behaviors that continue or do not change after indirect strategies have been used.

There are four direct strategies recommended here:

1. Re-Direct
2. Re-Teach
3. Provide Choice
4. Student Conference

Re-Direct

This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A redirect emphasizes the “what” of the behavior instead of the “why.”

Here are a few examples:

“Jason, please begin your writing assignment.”

“Marco, please be respectful and walk on the right side of the hallway.”

“Katie, please raise your hand and wait to be called on.”

Re-Teach

Re-teaching builds on the re-direct above by also reteaching the specific expectation in question and reminding the student of the applicable procedures or routines. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, specific positive feedback should follow.

Here is an example:

“Jason, you need to be responsible by being on-task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand.

Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.”

Provide Choice

Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives— the preferred or desired behavior and a less preferred choice. When options are paired

in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.

Here is an example:

“Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?”

Student Conference

This is a lengthier re-teaching or problem solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. A student conference might include practice.

Here is an example:

“B. J., several times today I have reminded you about being on task. When you are given an assignment, you need to get out a pencil and immediately being working. When you do that you can get done more quickly and move on to things you enjoy more. Tell me what you will do when given an assignment. Let’s practice... How can I help you to do that if you get stuck?” (Then) “Can I get a commitment from you to do that?”

Consider the four direct strategies (Re-Direct, Re-Teach, Provide Choice, and Student Conference).

- Which of these strategies are your staff currently using?
- What techniques do you already use and want to continue?
- What could you add to your repertoire?
- What behavior might you need to eliminate?
- How can you share this with your building staff?

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As with all strategies to address inappropriate behavior, they should be done privately and with instructional demeanor. Use the strategy that is the least intrusive for the behavior. It is also important to remember that when inappropriate behavior occurs, increased teaching and rates of encouragement should also occur. Individual teaching and prompts or pre-corrects can help to avoid the need for correction and allow for frequent specific positive feedback.

Read and reflect on each of the inappropriate behaviors provided in the *Inappropriate Behavior Scenarios* handout.

Answer two questions:

- Which of the techniques or strategies would be best to use for each scenario?
- Why?

Role-play each scene using that selected strategy and your school's expectations or routines.

Pause the video, and when you are ready, continue watching.

During the past 3 lessons, you have learned multiple procedures and strategies for office-managed and staff-managed behaviors. Use these procedures and strategies to create a continuum of response strategies for your school.

Here is Missouri Middle School's flowchart that was discussed in lesson 1. The graphic clearly depicts the steps that staff in the building should take when inappropriate behavior occurs.

Review the handout titled *Missouri Middle School Discouraging Continuum*.

- How will you provide training for your staff on discouraging inappropriate behavior?
- How might you depict your continuum of responses to inappropriate behavior?
- Use the example to guide your discussion and help you build a visual representation of your continuum that you can take back to your staff as a draft for their input.

Pause the video, and when you are ready, continue watching

During this lesson, you learned general considerations for responding to inappropriate behavior and a continuum of instructional strategies for responding to staff-managed behavior.

How will you ensure that all staff have adequate training on responding to staff-managed "minor" behavior?

How will you engage staff in the development of a continuum, or flowchart, of response strategies?

Next steps include updating your Tier 1 Action Plan. Develop action steps and a timeline of completion for training all staff on the instructional strategies for responding to staff-managed behavior and developing your continuum, or flow chart, of response strategies.

When you have completed developing a continuum, or flow chart, of response strategies for your building, please submit it to your MO SW-PBS Tier 1 Consultant.

Additional information about *Staff-Managed Behaviors* can be found in Chapter 6 of the *Missouri SW-PBS Tier 1 Team Workbook* which can be found at www.pbissmissouri.org.

When you are ready, continue to the next lesson, *Using Additional Consequences*, where you will learn how to select and strategically use additional consequences.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 1 Team Workbook* available on the Missouri SW-PBS website.

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