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| **Missouri SW-PBS ETLP Practice Profile** |
| **PRACTICE: A continuum or menu of strategies to discourage unexpected behavior has been developed.** |
| **Discouraging Unexpected Behavior** |
| **Essential Functions** | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | There is a continuum or menu of strategies that use instructional responses to be consistent and respond to misbehaviors each time they occur. | * *Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior.*
* *Students can predict teacher response to minor behavioral errors.*
 | * *Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior.*
 | * *Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used in response to unexpected behavior, though some variability is evident across students, time, or context.*
 | * *No evidence of direct or indirect strategies used in response to unexpected behavior OR*
* *Clear errors in consistency, fidelity, and equity of strategies are evident.*
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| 2 | Correction of behavioral error includes a specific and brief description of the expected behavior (classroom matrix, procedures, and routines)  | * *When providing error correction, the teacher speaks in a calm, professional tone to redirect student and clarify the expected behavior, e.g., "Kelly, please read the question silently to yourself. Be ready to show your response."*
* *Teacher follows with contingent positive specific feedback as soon as student performs expected behavior, e.g., "Thank for being respectful to other students by reading silently."*
 | * *When providing error correction, the teacher speaks in a calm, professional tone to redirect student and clarify the expected behavior, e.g., "Kelly, please read the question silently to yourself. Be ready to show your response."*
 | * *When behavioral error occurs, teacher is inconsistent in the use of professional tone and/or behavior specific error correction.*
 | * *When behavioral error occurs, teacher uses negative verbal response (stop, quit, no, don't) with no redirection or clarification of expected behavior AND/OR*
* *Tone and demeanor are sarcastic, combative, or disrespectful.*
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| 3 | Systems and strategies are in place to allow instruction to continue when behavioral errors occur. | * *When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive.*
* *If individual attention is required, the teacher uses strategies to refocus the rest of the class on task.*
* *Minimal instructional time is lost for all students, including the student who requires additional support.*
 | * *When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive.*
* *If individual attention is required, the teacher uses strategies to refocus the rest of the class on task.*
 | * *When responding to behavioral error, the teacher is inconsistent in the use of actions that are specific, brief, respectful, and minimally disruptive.*
 | * *When responding to behavioral error, the response is unclear and/or disruptive.*
* *All or most students are disengaged from instruction while the teacher addresses the behavior.*
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| Strategy: | Explanation: | Example: |
| **Proximity** | The strategic placement/movement by the teacher in order to encourage positive behavior. | Respond to student error by adjusting proximity to the student. When student performs expected behavior, provide positive specific feedback. |
| **Signal, Nonverbal Cue** | Signals the teacher is aware of the behavior and prepared to intervene if it continues. | Sustained eye contact, head nod or shake, hand gestures (point to work, gesture to look at instruction, gesture to turn toward desk or instruction), place hand on desk, point to presentation/problem on board, etc.  |
| **Ignore, Attend, Praise** | Praise a student following the expected behavior in the proximity of a student who is not following expectations while not giving eye contact. | Student is off task, ignore and provide praise to student nearby who is using the expected behavior. When student who was making the error follows expectations, provide praise. |
| **Re-direct** | Brief, clear, private verbal reminder of the expected behavior from the classroom rules. | “Please follow the directions and put your book away.” Then later, praise student for following directions. |
| **Re-teach** | Specifically instruct the student on exactly what should be done to follow the classroom rule. | Model “on task” behavior (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students practice. |
| **Provide Choice** | Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.) | “Right now, the expectation is to work quietly. You can stay here at your table to work quietly, or move to the separate work area near the bookshelves. Which do you prefer?” Later, praise student for working quietly. |
| **Student Conference** | An individual re-teaching or problem-solving opportunity | Reteach the classroom rule(s). Explain the rationale for following the expectation. Have student practice. Provide feedback. Develop a plan to apply the expectation in the future. |