

CHAPTER 6: DISCOURAGING INAPPROPRIATE BEHAVIOR

“Punishing students doesn’t teach them the right way to act.”

George Sugai, 2005

“Unfortunately, most of the practical techniques used by teachers to respond to acting-out children are only of limited effectiveness and some, such as reprimands, arguing, and escalated hostile interactions, can actually strengthen the behaviors they are intended to suppress or terminate.”

Hill Walker, 2000

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

Paul Alberto & Anne C. Troutman, 2012

“When it comes to discipline, it does not make sense for educators to use the criminal justice model first, before employing what they were professionally prepared to use—teaching and mentoring approaches.”

Forest Gathercoal, 2004

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

Bob Algozzine, Chuang Wang & Amy S. Violette, 2011

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Explain to others the role of teaching in response to student social errors.
- ▶ Define for your school what constitutes a “major” or office-managed behavior that warrants an office referral.
- ▶ Develop an office referral form with all essential data fields, and clarify procedures surrounding the use of office referrals.
- ▶ Use respectful strategies for staff-managed “minor” inappropriate behavior.
- ▶ Demonstrate instructional strategies for responding to inappropriate behavior.
- ▶ Develop a process to monitor minor student behavior and guide discipline decisions.
- ▶ Develop an effective system or continuum of supports to address the full range of inappropriate behaviors.

Instructional Approaches for Discouraging Inappropriate Behavior

Even with the most consistent implementation of schoolwide practices covered earlier (i.e., clarifying, teaching and consistently and positively recognizing desired behaviors) some students will still make social behavioral learning errors. Generally, learners fail to use expected behaviors for one of two reasons: 1) absence of knowledge or insufficient understanding of when to use the expected behavior (acquisition skill deficit, “can’t do”), or 2) the social skills are known but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance (performance deficit, “won’t do”) (Gresham, Sugai & Horner, 2001). Many students do not know how to perform the expected behavior appropriately, or don’t know it well enough to routinely use it at the appropriate times. Note that a *skill deficit* corresponds to the student’s need for *competence* in order to be internally motivated to display the skill or knowledge, described in Chapter 1 (Ryan & Deci, 2000). For other students, who are not sufficiently motivated or invested in using the appropriate behavior, the *performance deficit* corresponds to the students’ need for *relatedness* and *autonomy* to be internally motivated (Ryan & Deci, 2000). Either problem - skill deficit or performance deficit - requires more teaching, practice, and feedback to resolve.

PUNISHMENT ALONE, IS NOT THE ANSWER

In operant conditioning, ***punishment* is by definition a consequence that decreases the likelihood that the problem behavior will recur** (Skinner, 1938). Punishment describes an aversive consequence event that decreases the behavior it follows. Implementing in limited fashion as warranted, a consequence intervention to decrease the likelihood that problems will recur, or implementing punishment, is indeed prudent. Balancing the type, severity or the level of the consequence to ensure that the punishment serves the intended function of decreasing problem behavior (Skinner, 1938) and does so in a way that does not engender mere compliance, but rather leads toward student self-regulation (Ryan & Deci, 2000), is key.

Unfortunately, schools have a long history of using punitive push-out approaches for misbehavior (e.g., removal from class, in school suspension, detention, expulsion, etc.). Indeed, years of research indicates that exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998) and punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997). In re-reading the sentences above, it becomes clear that **what is intended to serve as a punishing consequence to decrease problem behavior, in fact often functions as a reinforcing consequence that either increases or escalates problem behavior.**

During a typical school day, teachers make hundreds of split-second decisions in response to colleagues, students, administrators, etc. Typically, these decisions are fairly benign, such as how to respond when a website used for instruction is suddenly unavailable. When dealing with behavior, however, the decisions can have lasting consequences, and teachers must learn to be aware of their choices and patterns of response to ensure they are reliably following the schoolwide continuum of discouragement. This point of awareness, when a problem behavior has just occurred, and the teacher is going to respond, is known as the *vulnerable decision point* (VDP) (McIntosh, Barnes, Eliason, & Morris, 2014). At this vulnerable decision point, the teacher must pause, consider the behavior and possible responses in an objective manner, and then respond.

Teachers will face vulnerable decision points throughout the school day in response to student problem behavior. It is important to note that during vulnerable decision points (VDPs), when adults are deciding

how to respond to the behavior, such as whether to refer problem behavior to the office, or what type of corrective consequence to assign to discourage or decrease problem behavior in the classroom, implicit bias is more likely to influence the decision-making of the adults (McIntosh, Barnes, Eliason, & Morris, 2014). *Implicit bias* is an unconscious association regarding some groups which are activated involuntarily and without an individual's awareness or intentional control (Staats, 2014). The occurrence of implicit bias influencing VDPs is illustrated by data that demonstrates disproportionality in office discipline referrals (ODRs). For example, black males are significantly more likely to be referred to the office for problem behavior than their white counterparts and black males receive significantly more punitive consequences than their white counterparts (Losen, 2011). Implicit bias may also be compounded by ambiguity in both definitions of problem behaviors and response procedures. Additionally, although not verified in educational research, in other fields such as medicine, context specific variables such as time of day (e.g., before lunch hunger or end of day fatigue), impact decision making as well (Gailliot, Peruche, Plant, & Baumeister, 2009). By relying on extensive or zero-tolerance punishment alone, and in vulnerable decision points where implicit bias can often be in play, the documented response systems of schools interfere with more productive, consequence interventions, particularly for marginalized or at risk demographic groups (Skiba & Peterson, 1999).

As we learned in Chapter 1, proactive discipline practices are synonymous with teaching. Given that most schools already have a discipline policy in place that includes consequences for inappropriate behavior, your task is to develop a continuum of procedures for discouraging inappropriate behavior that focuses on teaching, helping students to learn the desired behaviors and when to appropriately use them (Lewis & Sugai, 1999). Prevention is the key. When inappropriate behaviors occur, educators should first assess setting or antecedent events that could be adjusted and ask the questions: “Do we have clear expectations?” “Have they been thoroughly taught?” They should also assess their reinforcement strategies: “Are we consistently using strategies to encourage the desired behaviors?”

One of the most effective approaches is to view inappropriate behavior as a teaching opportunity to clarify and re-teach expectations. The same calm instructional approaches used when students make academic errors should be used first to correct social behavioral errors – pointing out the problem through specific feedback, re-teaching, providing guided and unguided practice, and follow-up feedback to indicate progress. The more clarity and consistency that is brought to your schoolwide response planning, the less likely that during VDPs, implicit bias will sway decision making.

The amount of error correction or discouraging necessary to reach the end goal of self-regulation will be dependent on chronological and developmental age of students, students' prior knowledge of and experience with desired behaviors, the context or setting events and the students' understanding that the procedural skills desired by adults will increase their overall success in the classroom, schoolwide and eventually in life outside of school. This chapter will guide you to develop instructional approaches and a system that provides a continuum of instructional responses to address and remediate inappropriate behavior.

The Power of Correcting Social Errors Through Teaching

- ▶ Upholds and demonstrates the importance of expectations.
- ▶ Restores order to the learning environment.
- ▶ Interrupts the inappropriate behavior and prevents practice of that behavior.
- ▶ Capitalizes on the teachable moment; the learner is active, the learning is relevant.
- ▶ Gives the child a chance to learn to be successful, to learn valuable social skills.
- ▶ Increases probability of future correct behavior.
- ▶ Decreases future time out of learning/instruction.
- ▶ Builds relationships with students.
- ▶ Maintains a positive learning climate.

DISCUSSION



How does this teaching approach to student inappropriate behavior align with present thinking of your staff? Does your staff view inappropriate behavior as a teaching opportunity?

Building a Continuum to Discourage Inappropriate Behavior

Realizing the value of correcting social behavior errors, schools must have a system in place that allows staff to efficiently and effectively respond to a range of inappropriate behavior, from relatively minor ones such as talking out or being off-task, to chronic minor behaviors, and to more serious or major problems such as physical or verbal aggression. This continuum thinking begins with making a clear distinction between behaviors that are serious enough to warrant an office referral and those which can and should be managed by staff within the context of the classroom or non-classroom settings. It requires staff to have clarity on what behaviors are “staff-managed” and which are “office managed.” Most systems also encourage opportunities for staff to seek assistance from others such as parents, a grade level team, or a teacher assistance team when staff-managed behaviors are not responding to typical strategies. Figure 6.1 depicts a continuum of responses to a range of student behavior (Colvin, 2007).

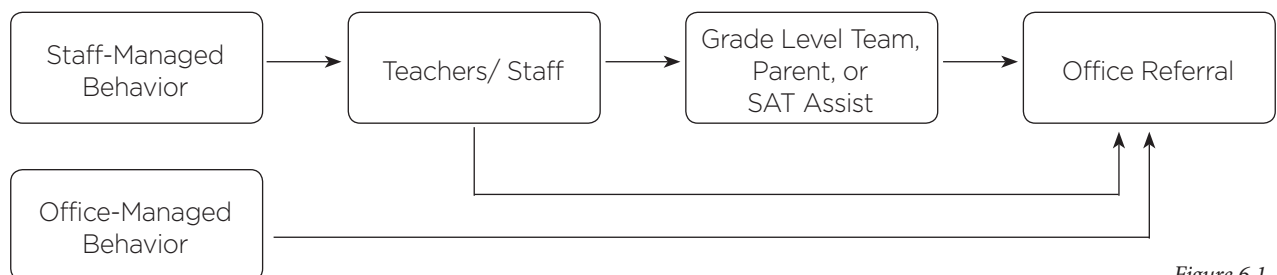


Figure 6.1

In this continuum, *staff-managed behavior* is addressed by the teacher or staff using best practices that include correction and re-teaching. If the inappropriate behavior persists or intensifies, it is important to know when to step away from the situation before the inappropriate behavior escalates beyond what can be appropriately managed in the instructional environment. It is also important to know students

well enough to anticipate those who are more likely to escalate when confronted by staff. If the behavior continues to persist then the student may be referred to the office. The assumption is that staff have done all they can to correct the problem, that the behavior is not responding to intervention, and the student is not being successful.

For *office-managed behaviors*, the behavior is a serious or chronic disruption, concerns safety for the student or others, or is a potentially illegal behavior. This will typically result in actions taken in the office that may include more intensive teaching, restitution activities, strategies to help the student handle future situations, or phone calls home.

To operationalize this system, you will need to: 1) know strategies to respond to minor or staff-managed behaviors, 2) define what constitutes major or office-managed behavior, and 3) develop related data gathering tools. (Adapted from Colvin, 2007, pp. 65-66)

DISCUSSION



What systems are currently in place for responding to a full range of behavior problems in your school? How might clarifying a continuum of responses help your staff and students?

Office-Managed Behavior

One of the most confusing and often frustrating issues in school discipline is the use of office referrals. Teachers and administrators sometimes differ on what constitutes an appropriate referral and what should happen during and after the referral (Cotton, 1995; Newcomer, Lewis & Powers, 2002). Administrators often state that students are sent to the office for a wide range of misbehaviors from “minor” ones such as not having a pencil to those that are more “major” such as physical aggression. If a school’s goal is for staff to be more consistent in upholding their expectations, the staff must determine what behavior is typically staff-managed and what is office-managed.

DEFINING BEHAVIORS WARRANTING AN OFFICE REFERRAL

School district policy often dictates a list of behaviors warranting an office referral. Office referral behaviors typically include potentially illegal behavior, serious disruptions to learning, or unsafe behavior that poses danger to the student or others. An example list is included in Figure 6.2.

Once you have agreed upon these behaviors for your school, written definitions should be developed for each. Sample definitions can be found on page 185. Additional examples used in the Schoolwide Information System (SWIS) (May, Ard, Todd, Horner, Glasgow & Sugai, 2003) can be found on page 186.

Possible Office-Managed Behaviors

- Possession of weapons
- Fighting or assault
- Possession of controlled substances
- Theft
- Vandalism
- Abusive language
- Disruption to the learning environment
- Noncompliance
- Leaving the school grounds without permission
- Chronic behaviors not responding to teacher intervention

Figure 6.2



ACTIVITY

With your team, determine the behaviors that should be office-managed for your school. List them below, and then define each to ensure thorough understanding by all staff and consistency in using office referrals.

Office-Managed Behaviors

Problem Behavior	Definition

EXAMPLE

Missouri Middle School Office-Managed Behaviors¹

Problem Behavior	Definition
1. Possession of weapons	Being in possession of any items designed as weapons including simulated weapons (e.g., knives, chains, clubs, brass knuckles, firearms, gases such as mace, etc.)
2. Fighting or assault	Fighting involves the mutual exchange of physical contact such as shoving and hitting with or without injury. Assault is when one student or group of students may be inflicting bodily harm to another student or staff member.
3. Possession of controlled substance	Being in possession of or using any form of alcohol, drugs, or tobacco. Includes all mood-altering substances or imitation of that have not been medically prescribed for the student.
4. Theft	Taking property belonging to the school or any individual or group without prior permission.
5. Vandalism	Intentionally causing damage to or defacing school property or the property of others.
6. Abusive Language	Verbal threats or swearing audibly directed at staff or other students.
7. Disruption to the learning environment	Having sustained, disorderly behavior that prevents instruction from continuing or continuing with difficulty after reasonable attempts to correct the behavior.
8. Noncompliance	Refusal to follow directions, accept “no” for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.
9. Leaving school grounds without permission	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff.
10. Chronic behaviors not responding to interventions	A pattern of frequent or increasingly complex behavior that is resistant to the use of staff-managed interventions. Assistance has been sought and multiple efforts attempted.

Adapted from Colvin, 2007

SWIS Office Referral Definitions

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/ Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Skip class	Student leaves or misses class without permission.
Truancy	Student receives an unexcused absence for ½ day or more.
Tardy	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor inappropriate behavior in the school).
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

CONSTRUCT OFFICE REFERRAL FORM

Once you have clearly defined what behaviors are to be office-managed, you will want to consider your office discipline referral (ODR) form. ODR forms provide a count of the number of behavior incidents, the types of inappropriate behaviors that take place, the time of day of incidents, the location or where incidents occur, the possible motivation of the behavior, and the students who are involved. They allow you to calculate the time that students are out of instruction. An average per day per month for ODRs can indicate trends throughout the year and across years, and provide great information to guide your discipline efforts.

The ODR form needs to include some important factors that will ensure that you can answer the key questions: “Who is involved?” “What happened?” “Where and when did it happen?” “How often does it happen?” and “Why did it happen?” The factors you will want to include on your ODR form are listed in Figure 6.3. A comprehensive discussion regarding the importance and use of this data for ongoing monitoring of your discipline efforts is included in Chapter 7. There are many versions of functional office discipline referrals. Some sample forms are included later in this chapter.

Items for Your ODR Form

- Student name
- Referring staff name
- Date of incident
- Time of incident
- Inappropriate behavior with designation of office-managed or staff-managed
- Location of incident
- Others involved
- Possible motivation
- Administrative decision

Figure 6.3

PREPARING STAFF

Once your office-managed behaviors are defined, the office referral form is aligned with those definitions and inclusive of the essential items; you will want to prepare staff for using ODRs consistently. This will include a thorough understanding of the form, the staff’s role in making a referral, and what they can expect will happen in the office during and after the referral (problem resolution, possible consequences, data entry, and visits to referring staff, etc.). Possible roles of the teacher or staff in making an office referral are as follows:

- ▶ Work consistently to address staff-managed behaviors and refer students appropriately, according to definitions for office-managed behaviors.
- ▶ Thoroughly complete the ODR form; be prepared to visit with an administrator if necessary.
- ▶ Send the student to the office; use an escort or call for help if safety is an issue.
- ▶ Notify office when student has been sent.
- ▶ Be prepared to visit with administrator to determine restitution, make up work, additional interventions, etc.
- ▶ Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student.

ENSURING OFFICE CAPACITY

Of course, carefully thinking through what constitutes an appropriate referral, preparing a functional ODR form, and preparing staff is only useful when aligned with what transpires in the office during the referral process. For the majority of routine problems referred to the office, the administrator or designee will meet

with the student, review the referring problem, teach/remind about acceptable behaviors for handling the situation in the future, deliver consequences, and help prepare the student for a successful return to their school activities. To adequately plan how to address more serious issues a clear system of operation should be in place. The system should include comprehensive planning, practicing of strategies, problem-solving and communication among stakeholders; including how law enforcement officers or crisis teams will work within the school system.



ACTIVITY

With your team, review your current office discipline referral form. Does it include the essential items? How does it need to be revised? Who will be responsible for completing the revision? How will you train staff on office-managed behaviors and their role in discipline referral?

Preschool Behavior Incident Form

Child's Name _____ Classroom Teacher _____

Person Reporting _____ Date _____ Time _____

PROBLEM BEHAVIOR

Externalizing:

- Physical Aggression
- Inappropriate Language
- Property Destruction

Internalizing:

- Crying, whining through activity
- Isolated play after prompt to join others

Non-compliance:

- Running away
- Refusal
- Disruption of learning
- Self-abuse/stimulation
- Other: _____

LOCATION

- Classroom
- Hallway
- Playground
- Gym
- Chapel
- Restroom
- Field Trip/Bus
- Other: _____

OTHERS INVOLVED

- Peer(s)
- Teacher
- Aide
- Specialist
- Substitute
- Administration
- Other: _____

ROUTINE

- Arrival
- Circle time
- Large group activity
- Small group activity
- Individual activity
- Centers
- Free Play
- Clean up
- Meals
- Nap
- Transitions
- Dismissal
- Other: _____

INITIAL TRIGGER FOR BEHAVIOR

- Adult request/redirection
- Peer provoked
- Difficult task
- Adult not in close proximity
- No peer attention

MOTIVATION FOR BEHAVIOR

- Obtain desired item
- Obtain desired activity
- Gain Peer attention
- Gain adult attention
- Obtain sensory
- Avoid task/activity
- Avoid peers
- Avoid adult attention
- Avoid sensory
- Don't know

CONSEQUENCE FOR BEHAVIOR/TEACHER ACTION

Level One

- Prompt/redirection
- Re-teaching of rule/routine
- Practice skill
- Behavior choice given
- Move within group

Level Two

- Removal from activity
- Conference with student
- Loss of privilege

Level Three

- Moved to safe spot in classroom
- Moved to safe spot in buddy room

CONSEQUENCE FOR BEHAVIOR/OFFICE ACTION

- Safe spot in office
- Student conference
- Parent contact
- Parent Conference
- Behavior contract
- Other: _____

This report will not be sent home. It is for collection for anecdotal information only.

*** If a level 3 consequence is given or office action has to be taken or the behavior is chronic then a copy of this report will be sent home.*

If parents are contacted, note how: In person By phone Date parent contacted: _____

Parent Response _____

EXAMPLE

Elementary Office Discipline Referral Form

Student _____ IEP: Y or N Date _____

Grade: K 1 2 3 4 5 Time of Incident: _____

Classroom Teacher _____ Referred by _____

Location of Incident: (please check)

- Restroom Library Playground Hallway Special event (field trip/assembly)
- Bus area On bus Cafeteria Classroom Other _____

REASON(S) FOR THE REFERRAL: (Please attach narrative of the incident if necessary.)

SAFETY

Minor:

- Physical contact

Major:

- Physical aggression/assault
- Bullying/harassment
- Danger to self or others
- Weapons
- Other _____

RESPECT

Minor:

- Defiance/disrespect/non-compliance
- Inappropriate verbal language
- Disruption

Major:

- Disrespect/non-compliance
- Disruption
- Verbal assault/threat
- Damage or destruction of property
- Inappropriate language
- Other _____

RESPONSIBILITY

Minor:

- Property misuse
- Other

Major:

- Schoolwork/homework
- Incomplete
- Technology violation
- Possession of illegal school objects
- Other _____

POSSIBLE MOTIVATION:

- Attention from peers(s)
- Attention from adult(s)
- Avoid peer(s)
- Avoid adult(s)
- Avoid work
- Obtain item
- Don't know
- Other _____

OTHERS INVOLVED:

- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other: _____

TEACHER ACTION TAKEN PRIOR TO REFERRAL:

- Changed student's seat
- Consulted Counselor
- Sent previous report home
- Conferred privately with student
- Consulted Principal
- Time out in the classroom
- Met with Student Assistance Team
- Telephoned parent/guardian
- Other (Please specify) _____

TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:

- Counselor referral
- Out of school suspension (_____ days)
- Agency referral
- In-school detention
- Time out in office
- Loss of privilege
- Conference with student
- Restitution
- Parent contact
- Individual instruction
- Sent home
- Other: _____

PARENT CONTACTED: (Check one) Call Mail Message Email Conference

COMMENTS: (Use back if needed)

Teacher's Signature: _____ Principal's Signature: _____

EXAMPLE

High School Office Discipline Referral Form

Student _____ Student # _____ Grade _____

Others Involved _____

Referring Staff _____ Date _____ Time _____ Period _____

Location of Incident: (please check)

- Bus Classroom # _____ Media Center Hallway Commons/Common Areas
 Bus Loading Zone Cafeteria Office Restroom Other _____

MAJORS (Office-Managed Behavior)

- | | | |
|---|--|--|
| <input type="checkbox"/> Abusive/Inappropriate Language | <input type="checkbox"/> Cheating/Integrity | <input type="checkbox"/> Tardy # _____ |
| <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Disruption | <input type="checkbox"/> False Alarm |
| <input type="checkbox"/> Fighting/Physical Aggression | <input type="checkbox"/> Forgery/Theft | <input type="checkbox"/> Harassment/Bully |
| <input type="checkbox"/> Property misuse or damage | <input type="checkbox"/> Truancy | <input type="checkbox"/> Use/Possession of Tobacco |
| <input type="checkbox"/> Use/Possession of Alcohol | <input type="checkbox"/> Use/Possession of Drugs | <input type="checkbox"/> Use/Possession of Combustible Items |
| <input type="checkbox"/> Use/Possession of Weapon | <input type="checkbox"/> Vandalism | <input type="checkbox"/> Uncooperative |
| <input type="checkbox"/> Missed Detention | <input type="checkbox"/> Unprepared/No Materials | <input type="checkbox"/> Other _____ |

MINORS (Staff-Managed Behavior)

- | | | |
|---|--|---|
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Physical Contact/PDA |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Disruption |
| <input type="checkbox"/> Not Prepared for Class | <input type="checkbox"/> Other _____ | |

POSSIBLE MOTIVATION Comments:

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Avoid Adult | |

ADMINISTRATIVE ACTION

- | | | |
|---|---|---|
| <input type="checkbox"/> Time in Office | <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Conference with Student |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> ASD _____ (Date) | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Referred to Guidance | <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Bus Action/Suspension |
| <input type="checkbox"/> In-School Suspension | <input type="checkbox"/> Out of School Suspension | <input type="checkbox"/> Assistance Team Referral |
| <input type="checkbox"/> Saturday Detention | <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Discipline Points _____ |
| <input type="checkbox"/> Other _____ | | |

COMMENTS:

PARENTS: A copy of this referral has been given to your student or sent home for your review. We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in the school environment. Should you have any questions, please contact us at 214-0000.

ADMINISTRATOR: _____ Principal _____ Assistant Principal A _____ Assistant Principal B

COUNSELOR: _____ A _____ B _____ C _____ D

HOME SCHOOL COMMUNICATOR: _____

Instructional Strategies to Discourage Inappropriate Behavior

Determining staff-managed behaviors that require intervention is relatively easy once office-managed behavior has been defined. All staff is 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 your 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 using pre-corrects.

ACTIVE SUPERVISION (MOVING, SCANNING, INTERACTING). Madeline Hunter used to say, “Inspect what you expect.” 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. When teachers use prompts, it not only sets students up for success but also reminds the teacher to watch for the desired behaviors across the school day.

PRE-CORRECTS. Pre-corrects are a means to proactively remind ourselves and others about the rules and procedures that have been agreed to, but which you anticipate students will not follow or demonstrate. 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, to increase the likelihood the desired behavior will occur. Pre-corrects provide students with a reminder of what to do to increase the probability of their success.

GENERAL CONSIDERATIONS WHEN CORRECTING MISBEHAVIOR

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 needs 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.

SUMMARY FOR STAFF MANAGED BEHAVIOR

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. Certain behaviors surface spontaneously during a lesson or activity and are minimally disruptive. Teachers have a number of tried and true strategies that have been proven effective across time (Dhaem, 2012; Long & Newman, 1980; Maag, 2001; Van Acker, 1993). The advantage of these strategies is that they are unobtrusive and can be carried out quickly during the instructional activity.

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 list of **indirect** and **direct** instructionally-based strategies are suggested. 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. **Direct** correction strategies are suggested for inappropriate behaviors that continue or do not change after indirect strategies have been used. When implementing these direct strategies, interact with students using the language from the matrix. Interact privately and match your response with the frequency and severity of the behavior. It is also important to increase teaching opportunities and praise students' efforts to follow the established rules. A range of indirect and direct strategies form a continuum of strategies for staff to use to discourage inappropriate behavior. See the following pages for more detail about this continuum.

A Continuum of Strategies to Discourage Minor Inappropriate Behavior

Indirect Strategies

Technique	Explanation	Example
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	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 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(s) and the non-verbal cues have already been taught to the group.	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.	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, Muhammad. You are working away on your assignment." When James begins to get back to work, the teacher then, immediately, praises him: "Thanks, James for being on task; you'll be sure to get your work done."

Direct Strategies

Strategy	Explanation	Example
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.”	“Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.”
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. 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.	“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. (Pause) 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.	“Arionna, you are asked to get on-task and begin your work or you can finish this task later today during our special activity. I will watch to see if you would rather begin now.” or “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.	“B. J., several times today I have reminded you about being on task. When you are given an assignment, you need to... 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?”

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.

DISCUSSION



Review the document *A Continuum of Strategies Discourage Minor Inappropriate Behavior* quickly. Which of these strategies is 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?

ACTIVITY



Read and reflect on each of the inappropriate behaviors listed below. Answer two questions: 1) Which of the techniques or strategies would be best to use for each scenario? 2) Why? Role-play each scene using that selected strategy and your school's expectations or routines.

1. Fred is blurting out answers during a review of yesterday's lesson.
2. Burke pushes the swing and almost hits Chloe. He had difficulty using the swings correctly at the last recess.
3. Betty is digging in her purse during an independent seatwork assignment.
4. After re-directing Jake for being off-task, he is again turned around, trying to get Marc's attention.
5. Jane barked at the cafeteria server, saying, "Yuk! I hate that!"
6. Amy is daydreaming and looking out the window during instruction.
7. Wilma does not have a pencil again today to complete the class activity.
8. Aaron has been sighing, rolling his eyes, and complaining when he is assisted with his work for the last couple of days.
9. The class is getting loud during their paired group work activity.
10. Jason walks into class after the bell has rung again today; he has been tardy three days this week.
11. During small group work, Talia calls out, "Hey, Jackson took my marker!"
12. Fred and Jose run to line up at the door when the teacher announces time for lunch.
13. Zach has his cell phone out during class. The teacher re-directed Zach about his phone use several times recently.

Using Additional Consequences

The strategies that have been introduced are all consequences. That is, using the A-B-C model, they are the “C”–consequences or responses that occur following a behavior and serve to decrease future occurrences of inappropriate behavior. Although in technical behavioral terms they are called “punishment,” these consequences are not designed to be punitive, but instead instructional—a means to help the student learn the appropriate behavior. In the previous activity, you may have found yourself seeking additional consequences for some of the example behaviors. Teachers use consequences daily in response to inappropriate behavior (e.g., loss of an activity, making up missed work, returning and walking again, etc.), particularly when inappropriate behavior is repetitive or not responding to teaching strategies alone. In this section we will explore how to select and strategically use additional consequences. Some basic understandings about effectively using consequences are included below.

CONSEQUENCES ARE NOT PUNITIVE. Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all effective learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

CONSISTENCY, NOT SIZE IS IMPORTANT. It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, they will be more likely to use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY. Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as appropriate for the student. Fairness doesn't mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

RESPONSE COST SYSTEMS CAN PROMOTE CHRONIC BEHAVIOR. “Response cost is when points, tokens, privileges, or other reinforcers already given to a student are removed contingent on instances of a specific behavior or behaviors” (Storey & Post, 2012, p. 92). Some common examples include red, yellow, green cards; taking away points already earned; taking away tickets, and taking away earned free time. With a continuum of strategies, we are better off to use the least intrusive consequence for the frequency or severity of the behavior and increase our teaching efforts. Response cost alone can be discouraging to students. Students who struggle with social behavioral issues may perceive that they can’t meet the goals or expectations and therefore give up. Response cost may actually increase the likelihood of inappropriate behavior rather than reduce it.

RESTITUTION. Restitution is a logical consequence, and is one that is a logical outcome of the student’s behavior, allowing the behavior and consequence to be easily linked in the student’s mind. Restitution is when the student repairs damage or makes amends as a result of the inappropriate behavior. Some examples are assigning homework when a student does not finish work in class; when class did not transition from one activity to another quickly, they were delayed in getting work done and would then be late to ____; when student was running in the hall he had to return and walk. Developing a menu or continuum of consequences specific to each non-classroom area or for each classroom procedure will help you to avoid illogical consequences such as the removal of recess or detentions, which tend to be overused in many schools (Ramstetter, Devore, Allison, M., Ancona, Barnett, ... & Okamoto; 2013). Figure 6.4 lists some common consequences that have educational relevance; Figures 6.5 and 6.6 depict specific classroom procedures and some consequences selected by that teacher that reflect logical, setting-specific responses to social behavioral errors. In summary, use consequences as needed to help students change their inappropriate behavior. Be sure to pair any additional consequence with teaching and within an environment of a 4:1 ratio of specific positive feedback to corrective feedback.

SOME CONSEQUENCES ARE INEFFECTIVE. If a teacher notices they are repeatedly using a consequence for the same behavior and the consequence is not changing the behavior, then it’s likely that its time to employ a different consequence. This is an example of that old saying, “If you do what you’ve always done, you’re likely to get what you’ve always gotten.” This could be a good time to work with your colleagues to come up with other strategies or consequences to try.

EXAMPLE

Some Possible Consequences

- Being detained for teaching
- Planning or problem solving
- Extra practice or role-play of social/behavioral skill
- Make up missed work
- Restitution
- Mediation essay
- Teach others
- Note sent home
- Alteration of activity Phone call to parents
- Temporary removal from activity until learning occurs
- Make amends to others
- Loss of privilege
- Contract
- Office referral
- Parent conference
- Referral to counseling or behavior groups

Figure 6.4

EXAMPLES

Classroom Transitions

How to Transition

1. When you hear teacher's signal, begin transition in 3-5 seconds.
2. Put materials away quickly and get only 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.

Menu of Consequences

- 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
- Individual role-play/practice at selected time
- Group or individual instruction just prior to next transition
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

Figure 6.5

Science Laboratory

Procedures for Lab

1. Work with assigned partner.
2. Participate; do your share of the work, attending to Partner A & B directions.
3. Stay at your workstation except to get supplies.
4. Raise your hand for assistance.
5. Follow all directions carefully, written and verbal.
6. Talk should be quiet and work related.
7. When finished, double-check your worksheet, and then read references for today's lesson.

Menu of Consequences

- 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 as homework, or delay in preferred activity, etc.)
- Loss of privilege to participate 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
- Self-monitoring

Figure 6.6



ACTIVITY

Select a classroom or non-classroom procedure. Brainstorm a list of possible consequences for inappropriate behavior. Be specific and list as many as possible. Are they instructional and logical? That is, do they help the student to learn, do, or practice the desired behavior? When your list is complete order them by increasing intrusiveness.

Monitoring Minor Misbehavior

When students are not responding to staff efforts to teach, encourage, and/or correct minor misbehavior, we want to have a systematic way to move our planning along the continuum and access the staff and specialized services available. Collecting data on minors will promote this early intervention as well as assist teachers to self-evaluate the effectiveness of their strategies. This data may also assist staff to identify specific skills or schoolwide settings that requires more teaching, supervision or encouragement.

With minor misbehavior and teacher correction occurring frequently across the day, it would be impossible to keep track of every occurrence. When should documentation begin? Each school will want to define when the decision to monitor minor behavior should occur. Some typical considerations include: 1) the student is losing instructional time because of his/her behavior, 2) the behavior is occurring frequently, requiring substantial teacher time, or 3) the intensity of the behavior draws attention by those close-by causing disruption to activities. When these types of situations or similar ones occur, staff will want to maintain documentation to help make decisions of when to engage other supports to address the problem.

Data collection does not need to be cumbersome or time consuming. Many schools have a place on their ODR form to also monitor these types of minor behaviors. Other simple strategies include using a teacher log, using forms specifically designed to tally or check off minor behavior as it occurs, or employing simple electronic monitoring software. Some sample formats currently used by schools are included on the following pages.

Once you have a decision rule for when to begin collecting minor data and have a format for collecting the information, it is also critical to create a system for analyzing the data. To establish such a system you will need to identify someone who will be responsible for collecting the data from all staff on a regular schedule. Then you will establish a process for analyzing and sharing the data-based results with other appropriate stakeholders. Chapter 7 will further address the use of minor data.



ACTIVITY

Determine with your team when you will ask staff to begin gathering data on minor misbehavior. What will your decision rule be? Develop a simple form to facilitate the recording. What will your system be for collecting and analyzing this data? Who will collect it? How often will it be collected?

EXAMPLE

Missouri Middle School—Minor Infractions Log

Student Name	Hour/Time	Date	Corrective Strategy Used	Notes/Behavior	Event #	Date Referral Sent

EXAMPLE

Minor Inappropriate Behaviors

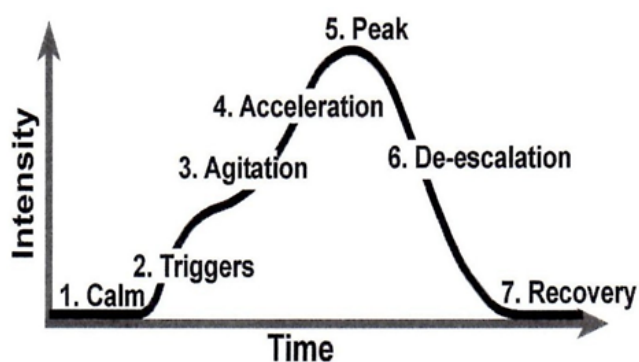
Student Name: _____ Teacher/Grade: _____

Date/Time	Location	Behavior	Possible Motivation	Strategy Consequence	Comments

De-Escalation of Problem Behavior

Even with a proactive plan developed and implemented there will be instances when a small percentage of students still demonstrate intense and possibly dangerous behaviors. Geoff Colvin (2004) first identified the process whereby these behaviors are displayed in the Phases of Acting Out Behavior. Understanding these phases can help all of your staff to recognize when their actions or words can be used to help calm or de-escalate a student or to unintentionally provoke a student. Studies have indicated that a high rate of teacher attention to inappropriate behavior actually encourages continuation of it. Also, attention to misbehavior often exceeds attention to appropriate behavior (White, 1975; Reinke, Herman & Stormont, 2013).

There are 7 phases in the cycle of acting out behavior and they include:



A summary of each of the 7 phases is outlined below. Your team will learn more about each phase and most importantly the most effective strategies for adults to utilize during each phase in your final year of Tier 1 training. During your first years of Tier 1 training your team will be learning about the evidence based practices that are the foundations of the Essential Components of SW-PBS. Implemented together, these practices provide a proactive and preventative process to decrease the number of students and or events that escalate.

1. **Calm** > Students exhibit appropriate, cooperative behavior and are responsive to staff directions
2. **Triggers** > Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of problem behavior.
3. **Agitation** > Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration.)
4. **Acceleration** > Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.
5. **Peak** > Students with acting-out behavior may be a threat to themselves or others.
6. **De-escalation** > This phase is characterized by student disengagement and reduced acting-out behavior.
7. **Recovery** > This is a period of regaining the equilibrium of the calm phase.

Summary

Now that you have considered a full continuum of support for discouraging inappropriate behavior, you may want to summarize the strategies and decision-making processes that will be used in your building. Following the activity below are two different examples that show you different ways to summarize your continuum for discouraging inappropriate behavior.



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 following examples to guide your discussion and help you build a visual representation of your continuum that you could take back to your staff as a draft for their input.

Continuum of Support for Discouraging Inappropriate Behavior

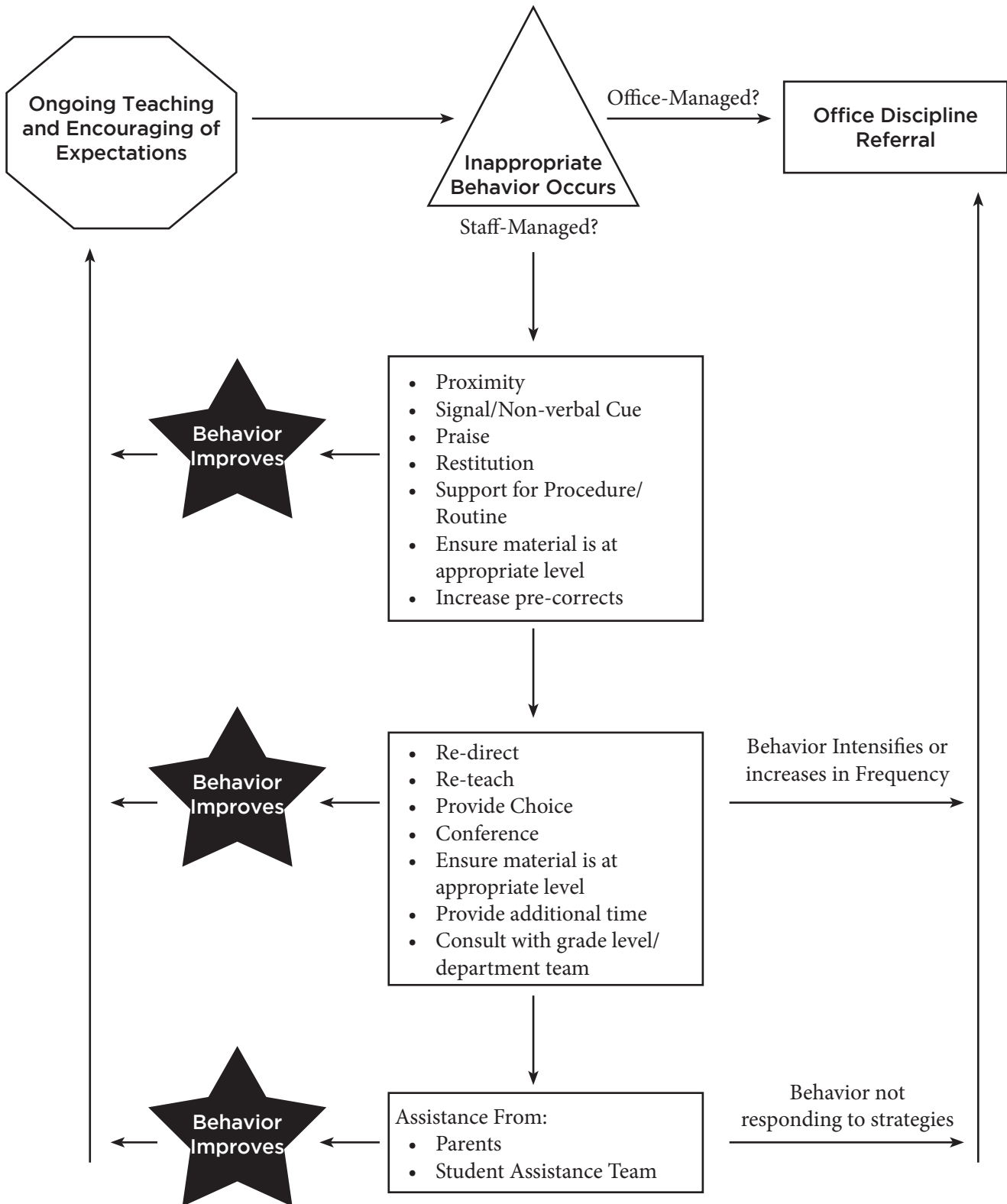


Figure 6.7

Behavior Intensity Levels

Level	Behaviors Minors & Majors Examples such as:	Intensity	Adult Interactions	Documentation
Level 1	<ul style="list-style-type: none"> Refusal to follow directions Scowling Crossing arms Pouting 	Behavior is confined only to the focus student.	<ul style="list-style-type: none"> Ignore Proximity Nonverbal signals Ensure material is at appropriate level Increase pre-corrects 	No documentation required
Level 2	<ul style="list-style-type: none"> Slamming textbook closed Dropping book on the floor Name calling Using inappropriate language 	Behavior disrupts others in the student's immediate area	<ul style="list-style-type: none"> Proximity Redirect Reteach Provide Choice Ensure material is at appropriate level Provide additional time Consult with grade level/department team 	Record as a minor
Level 3	<ul style="list-style-type: none"> Throwing objects Yelling Open defiance of teacher directions Leaving the classroom 	Behavior disrupts everyone in the class.	<ul style="list-style-type: none"> Proximity, Redirect, Reteach, Provide Choice Student Conference May include a consequence to decrease behavior (refer to menu) Provide environmental supports Increase prevention strategies 	These behaviors may require an office interaction.
Level 4	<ul style="list-style-type: none"> Throwing objects Yelling Open defiance of school personnel's directions Leaving school campus 	Behavior disrupts other classrooms or common areas of the school.	<ul style="list-style-type: none"> Assess child's level of escalation. Use response strategies to de-escalate. 	These behaviors do require an office referral. Consider restitution Make home contact
Level 5	<ul style="list-style-type: none"> Display of weapons Assault on others 	Behavior causes or threatens to cause physical injury to student or others.	Implement the safety plan immediately (Ex: Assess safety of all involved parties to determine to remove student or class)	Automatic office referral Restitution Home contact

Figure 6.8

This chapter outlines a number of strategies to address student misbehavior. To tie these strategies to prior learning, the strategies have been identified as antecedent or consequence strategies below.

A - B - C

Antecedent → Behavior → Consequence

- Define expected behaviors/rules and procedures
- Directly teach expected behaviors/rules and procedures
- Pre-correct
- Active supervision
- Calm demeanor
- Proximity

Following Directions

- Specific positive feedback
- Signal/non-verbal cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Provide choices
- Student Conference

ACTIVITY



REFLECTION

Noncompliance is the number one reason for discipline referrals. Using the chart above, write the antecedents and consequences you will use when a student is not following directions in your class (or another setting in the school). What interventions can be used to increase the likelihood that students will exhibit your expected behaviors? **Be specific and include as many as you possibly can.**

A - B - C

Antecedent → Behavior → Consequence

What will I do tomorrow to prevent noncompliance?

The replacement behavior for noncompliance is:

What will I do tomorrow when a student is compliant or noncompliant

Next Steps

Your next steps to implement a system for discouraging behavior are below. Although these activities are not necessarily in order they are all integral to your success in developing clear systems, data and practices to reach the desired outcome of decreasing the need to discourage inappropriate behavior. Next Steps will also help you stay on track with the needed products and activities to be completed. Please bring your completed work and your action plans with you to the next training session.



1. Plan and provide professional learning on strategies for responding to staff-managed (Minor) behaviors.

- General considerations
- Minor behavior techniques
- Response strategies
- Use of additional consequences
- Continuum Chart



2. Define office-managed (Major) behavior and construct an accompanying ODR Form.

- Specific descriptions of office-managed behaviors
- Input from staff; in writing
- Form contains the nine essential contextual factors



3. Train staff on ODRs, and their role when making a referral.

- Definitions of office manage behaviors
- Use of the referral form
- Staff and administrator role



4. Develop system for collecting and analyzing data on minor behaviors; provide training for all staff.

- Determine data decision rule
- Create data form
- Devise system for collecting (who and when) and analyzing



