

# MO SW-PBS TEACHER TOOL

## DISCOURAGING INAPPROPRIATE BEHAVIOR IN THE CLASSROOM

**PRACTICE:** A continuum or menu of strategies to discourage inappropriate behavior has been developed.

**RESEARCH STATES:**

- ▶ Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- ▶ Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

**What are they?**

- ▶ A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

### Strategies to Manage Minor Classroom Behavior

Strategy:	Explanation:	Example:
<b>Proximity</b>	The strategic placement/movement by the teacher in order to encourage positive behavior.	Stand next to a struggling student and give her positive specific feedback when she follows rules.
<b>Signal, Nonverbal Cue</b>	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
<b>Ignore, Attend, Praise</b>	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise.
<b>Re-direct</b>	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 her for following directions.
<b>Re-teach</b>	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.
<b>Provide Choice</b>	Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.)	“You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?” Later, praise student for working quietly.
<b>Student Conference</b>	An individual re-teaching or problem solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

**Implementation**

- ▶ Be consistent and respond to misbehaviors each time they occur.
- ▶ Increase active supervision
- ▶ Increase pre-corrects
- ▶ Respond using a calm and professional tone and demeanor
- ▶ Respond privately
- ▶ Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- ▶ Refocus the class if needed.

### Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I respond to social errors in a respectful way that reduces the probability of escalating behavior.			
2. I use a menu of strategies that focus on learning appropriate replacement behaviors.			
3. I use appropriate strategies to de-escalate or diffuse intense behavior.			



## References

- Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology, 36*, 59–82.
- Mayer, G.R., & Sulzer-Azaroff, B. (1990). Interventions for vandalism. In G. Stoner, M.R. Shinn, & H.M. Walker (Eds.), *Interventions for achievement and behavior problems* (monograph). Washington, DC: National Association of School Psychologists.
- Skiba, R.J., Peterson, R.L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education & Treatment of Children, 20*(3), pp 295-316.

## For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>

