

# Discouraging Inappropriate Behaviors

## Reasons for Inappropriate behavior:

- Skill deficit – student does not know the skill or understand context in which skill is to be used
- Performance Deficit – a lack of motivation to perform the preferred behavior

*Both require more teaching and practice to resolve*





## Why Focus on a Continuum of Strategies to Respond to Inappropriate Behavior?

What is the single most commonly used but *least effective* method for addressing undesirable behavior?

The single most commonly used but least effective method for addressing undesirable behavior is to *verbally scold and berate a student* (Albetro & Troutman, 2006).

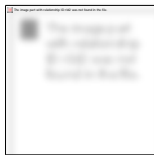
# Definitions of Strategies

<b>Planned Ignoring</b>	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.
<b>Physical Proximity</b>	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.
<b>Signal/Non-Verbal Cue</b>	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.
<b>Direct Eye Contact</b>	The "teacher look" to get attention and non-verbally prompt a student
<b>Praise (BSPS) the Appropriate Behavior in Others</b>	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation
<b>Redirect</b>	Restate the desired behavior as described on the teaching matrix

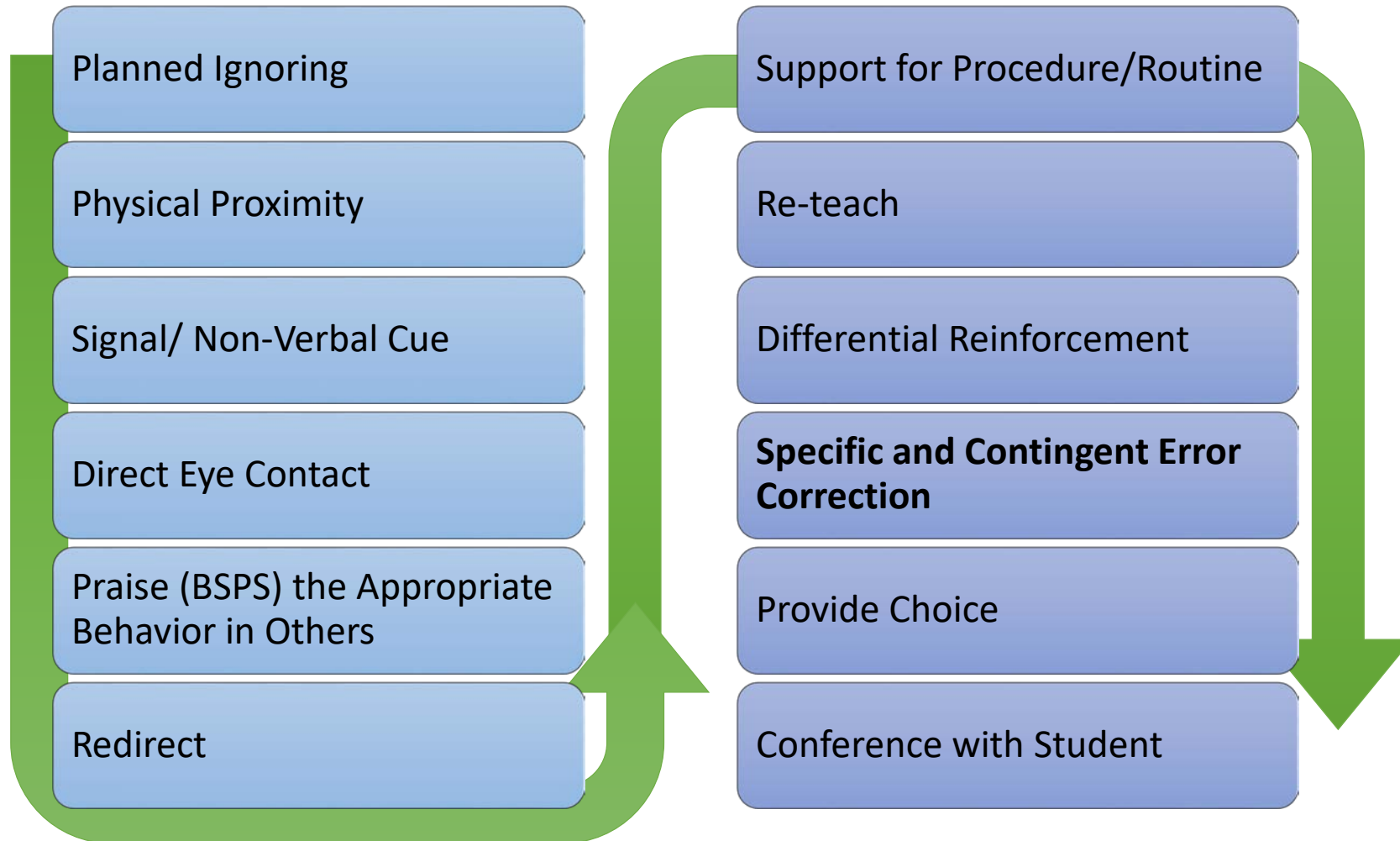


# Definitions of Strategies (continued)

<b>Support for Procedures/ Routine</b>	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place
<b>Re-teach</b>	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
<b>Differential Reinforcement</b>	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring an inappropriate behavior
<b>Specific and Content Error Correction</b>	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
<b>Provide Choice</b>	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
<b>Conference with Student</b>	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.



# Example Continuum of Strategies to Respond to Inappropriate Behavior



# Goals of Specific and Contingent Error Correction

- Interrupt the problem behavior and engage the students in the expected behavior
- Ensure the students exhibit the expected behavior in future occurrences of similar situations
- Avoid escalation of the problem behavior

(Colvin, 2010)

# Steps to Specific and Contingent Error Correction:

Respectfully address student

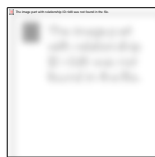
Describe inappropriate behavior

Describe expected behavior/rule

Link to expectation on Matrix

Redirect back to appropriate behavior

**Practice: Come up with a sample Error Correction statement that includes all steps above and is brief!**



Credit to Midwest PBIS

# Error Correction Examples

- After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer”
- After students are talking too loudly during group work, the teacher responds, “Please use a quieter whisper voice while working with your partner”
- When a student is out of her seat when she should be working at her desk, the teacher responds, “Please stop walking around the room and return to your seat to finish your work”





# Error Correction: Non-Examples

- How many times do I have to tell you to work quietly?
- Didn't I just tell you to get your work done?
- Why are you talking when I'm talking?
- Do you want me to send you to the office?
- What's going to happen if I call your mother?
- What do you think you're doing?
- Don't you think you should be using your time better?

# Corrective Strategies

- Specific Praise
  - “Thanks for lowering your voice.”
- Empathy
  - “I know it’s hard to accept criticism.”
- Reality Statements
  - “It sounds like you have some concerns. We can talk about those once we are done talking about this.”
- Coupling Statements
  - “You are looking away. A better choice would be to look at me.”
- Prompt Self-Control/Cool-Down Time
  - “I’m going to give you five minutes to use your self-control strategy. Take those deep breaths and think about how we can keep this small.”