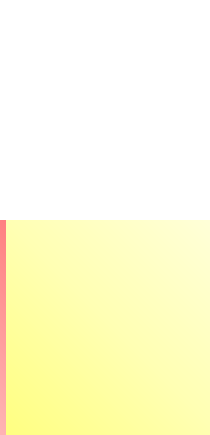
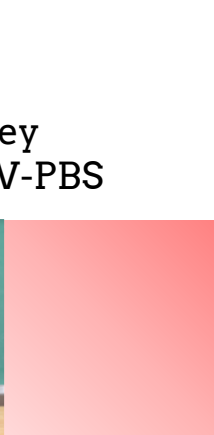


# Responding to Minors: *How to Keep Students in the Classroom*



Danielle Starkey  
MU Center for SW-PBS

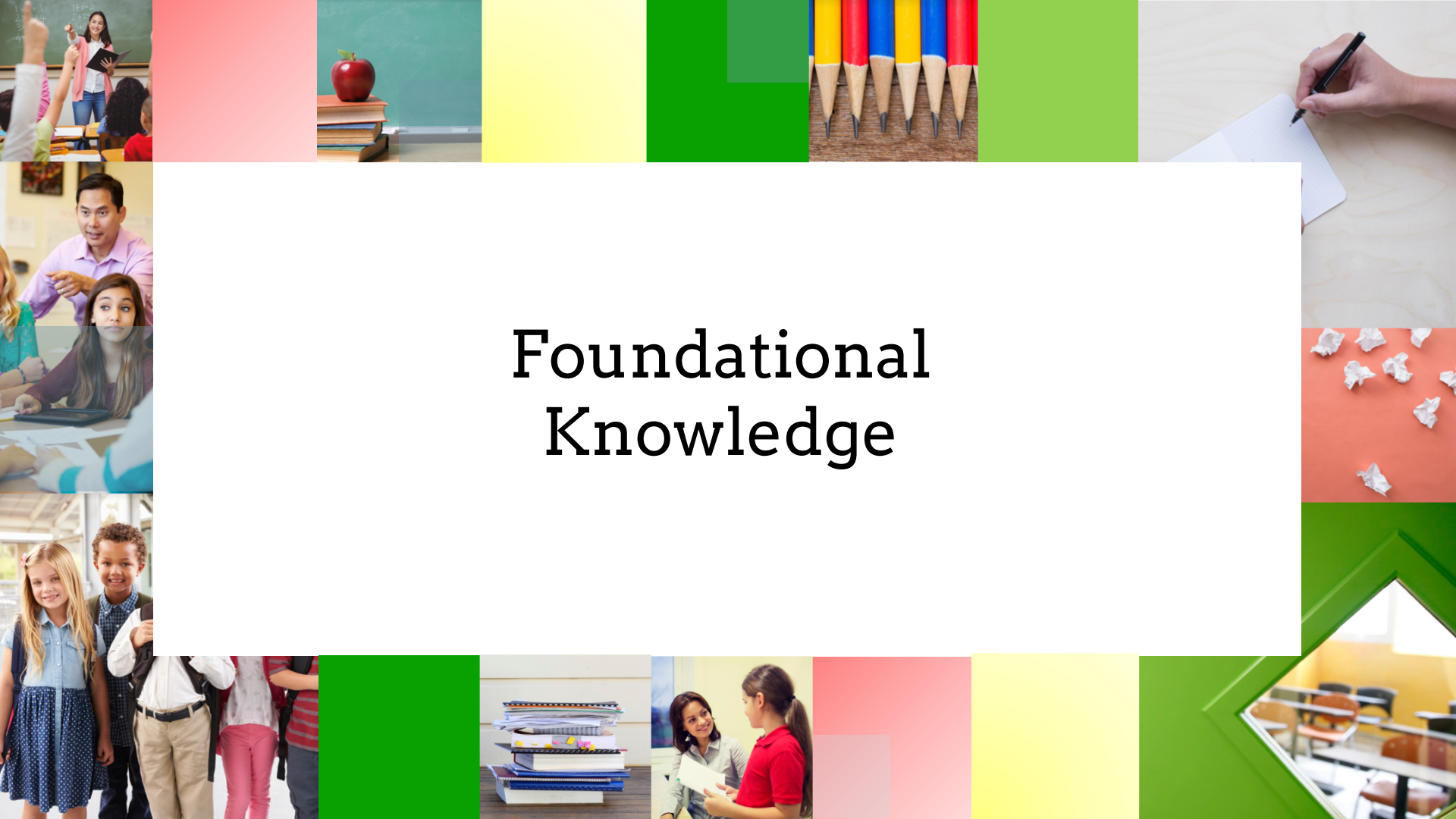
# Outcomes

- Understand the role of teaching in response to student social errors.
- Demonstrate instructional strategies for responding to inappropriate behavior.



# Expectations & Rules

- Be Respectful
  - Promptly respond to attention signal
  - Participate in session activities
  - Use notes for side bar conversations
  - Raise hand to speak; be loud and clear
- Be Responsible
  - Silence cell phones—reply appropriately
  - Tidy area at end of session



# Foundational Knowledge

## Academic Systems

### Tier Three

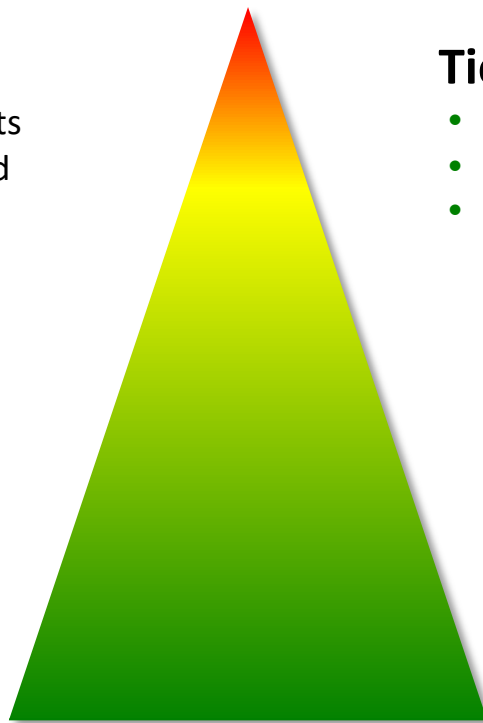
- Individual Students
- Assessment-based
- High Intensity

### Tier Two

- Some students
- High efficiency
- Rapid response

### Tier One

- All students
- Preventive, proactive



## Behavioral Systems

### Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

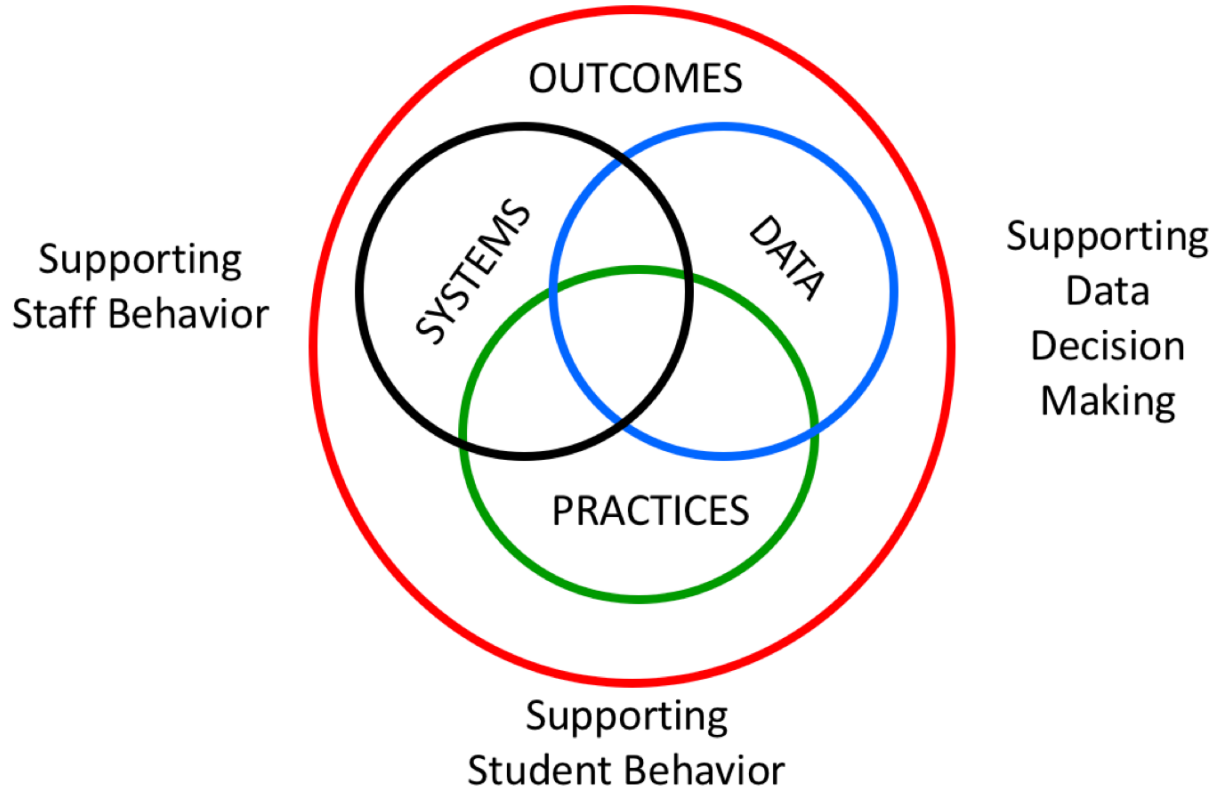
### Tier Two

- Some students
- High efficiency
- Rapid response

### Tier One

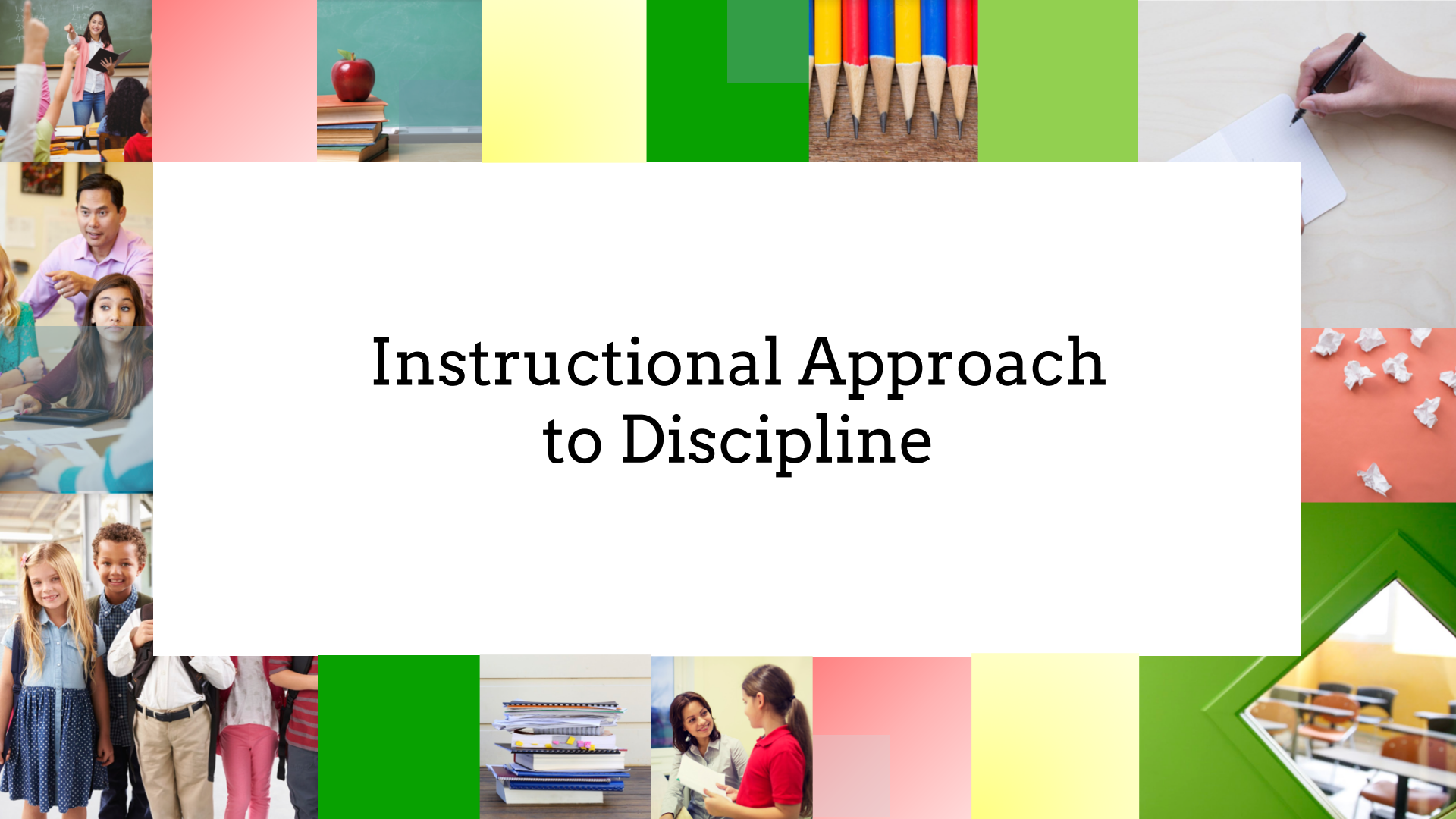
- All settings, all students
- Preventive, proactive

# Systems, Data, and Practices





Antecedent	Behavior	Consequence
Conditions or circumstances that alter the probability of a behavior occurring.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.



# Instructional Approach to Discipline



# ***Discipline*** Defined

*dis•ci•pline* (fr. Latin disciplina; teaching, learning)  
**Instruction** that corrects, molds or perfects  
character and develops self-control.

*Webster's New Collegiate Dictionary*






# Prevention is Key!



1. Do we have clear expectations?
2. Have they been thoroughly taught?
3. Are we consistently using strategies to encourage desired behaviors?

# KEY 1:

## Do we have clear expectations?

Expectation	All Settings	Classroom
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>◆ Keep hands, feet and objects to yourself</li><li>◆ Report dangerous behavior to staff</li></ul>	<ul style="list-style-type: none"><li>◆ Stay in assigned work area</li><li>◆ Use materials appropriately</li></ul>
<b>Be Respectful</b> 	<ul style="list-style-type: none"><li>◆ Use respectful language</li><li>◆ Use a conversational tone</li><li>◆ Keep all areas of the building free of debris</li></ul>	<ul style="list-style-type: none"><li>◆ Actively listen</li><li>◆ Use academic language</li></ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"><li>◆ Follow Directions</li><li>◆ Arrive to school and class on time</li><li>◆ ID Badges with you at all times</li></ul>	<ul style="list-style-type: none"><li>◆ Bring needed supplies</li><li>◆ Complete and submit all assignments on time</li><li>◆ Use technology appropriately</li></ul>



# KEY 2:

## Have they been thoroughly taught?

Sample Middle School Lesson: Following Directions  
(Initial Teaching for Acquisition)

Expectation	<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	Following Directions means: <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise hand to clarify questions</li> <li>• Begin work immediately</li> </ul>
Context <i>Identify the location(s) where behavior is expected.</i>	All Settings
Orientation Plan <i>For underclassmen and new students to the building</i>	<ul style="list-style-type: none"> <li>• Orientation for all 6th graders will be during the first week of school and the week after each school break. Teachers are to teach all school-wide and classroom behaviors and routines. Special attention is given to teach following directions.</li> <li>• All grades will review school-wide and classroom behaviors and routines the first day of school.</li> <li>• New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below.</li> <li>• New students will be assigned a student Team Viking Volunteer for their first week of school.</li> </ul>
Tell <i>Introduce the behavior and why it is important</i>	<ul style="list-style-type: none"> <li>• "Today we are going to review the skill I can follow directions."</li> <li>• Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others.</li> <li>• "It is important to follow directions of all adults in the building because it helps</li> </ul>
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>	<ul style="list-style-type: none"> <li>• Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then said to himself, "I can do that!" and started to do the assigned work. When he finished his work early, he got a book to read (example).</li> <li>• Teacher models non-example: The adult supervising in the hallway asked Alfred to quiet his voice and Alfred replied with a disrespectful tone, "You're</li> </ul>
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>	<ul style="list-style-type: none"> <li>• The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, "It's 00001." The cafeteria worker smiled and said, "Thanks, enjoy your lunch."</li> <li>• Students are in the cafeteria and one is talking on a cell phone. The supervising adult asks the student to hand over the phone (school policy).</li> </ul>



# KEY 3:

Are we consistently encouraging?



# Teaching in Response

## Academic

- Identify error
- Re-teach correct response
- Model/demonstrate
- Provide guided practice & feedback
- Provide independent practice
- Monitor
- Provide feedback

## Social Behavioral

- Identify the error
- Re-teach expected behavior
- Model/demonstrate
- Practice
- Monitor
- Provide encouragement
- Correct and re-teach as needed




# General Considerations for Responding to Minors

# Why Students Make Behavioral Errors

- **Skill Deficit** – Absence of knowledge or insufficient understanding of when to use the expected behavior.
- **Performance Deficit** – Absence of effective reinforcement to support consistent use of the skill.



# General Considerations

1. Active supervision
  2. Consistency
  3. Calm, immediate response
  4. Specific, yet brief
  5. Quiet, respectful contact with student
  6. Refocus class, if needed
- 

# 1. Active Supervision

Move

Interact

Scan



## 2. Consistency

- It is not the size of the punishment that changes behavior.






# 3. Calm, Immediate Response

- Do not take behavior personal
- Consider the error similar to an academic error



# 4. Specific, Yet Brief

Expectation	All Settings	Classroom
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>◆ Keep hands, feet and objects to yourself</li><li>◆ Report dangerous behavior to staff</li></ul>	<ul style="list-style-type: none"><li>◆ Stay in assigned work area</li><li>◆ Use materials appropriately</li></ul>
<b>Be Respectful</b> 	<ul style="list-style-type: none"><li>◆ Use respectful language</li><li>◆ Use a conversational tone</li><li>◆ Keep all areas of the building free of debris</li></ul>	<ul style="list-style-type: none"><li>◆ Actively listen</li><li>◆ Use academic language</li></ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"><li>◆ Follow Directions</li><li>◆ Arrive to school and class on time</li><li>◆ ID Badges with you at all times</li></ul>	<ul style="list-style-type: none"><li>◆ Bring needed supplies</li><li>◆ Complete and submit all assignments on time</li><li>◆ Use technology appropriately</li></ul>

# 5. Quiet, Respectful Contact

- Maintain student's dignity
- Minimize attention for unexpected behavior
- Show respect




# 6. Refocus Class

- Use strategies to maintain engagement in learning



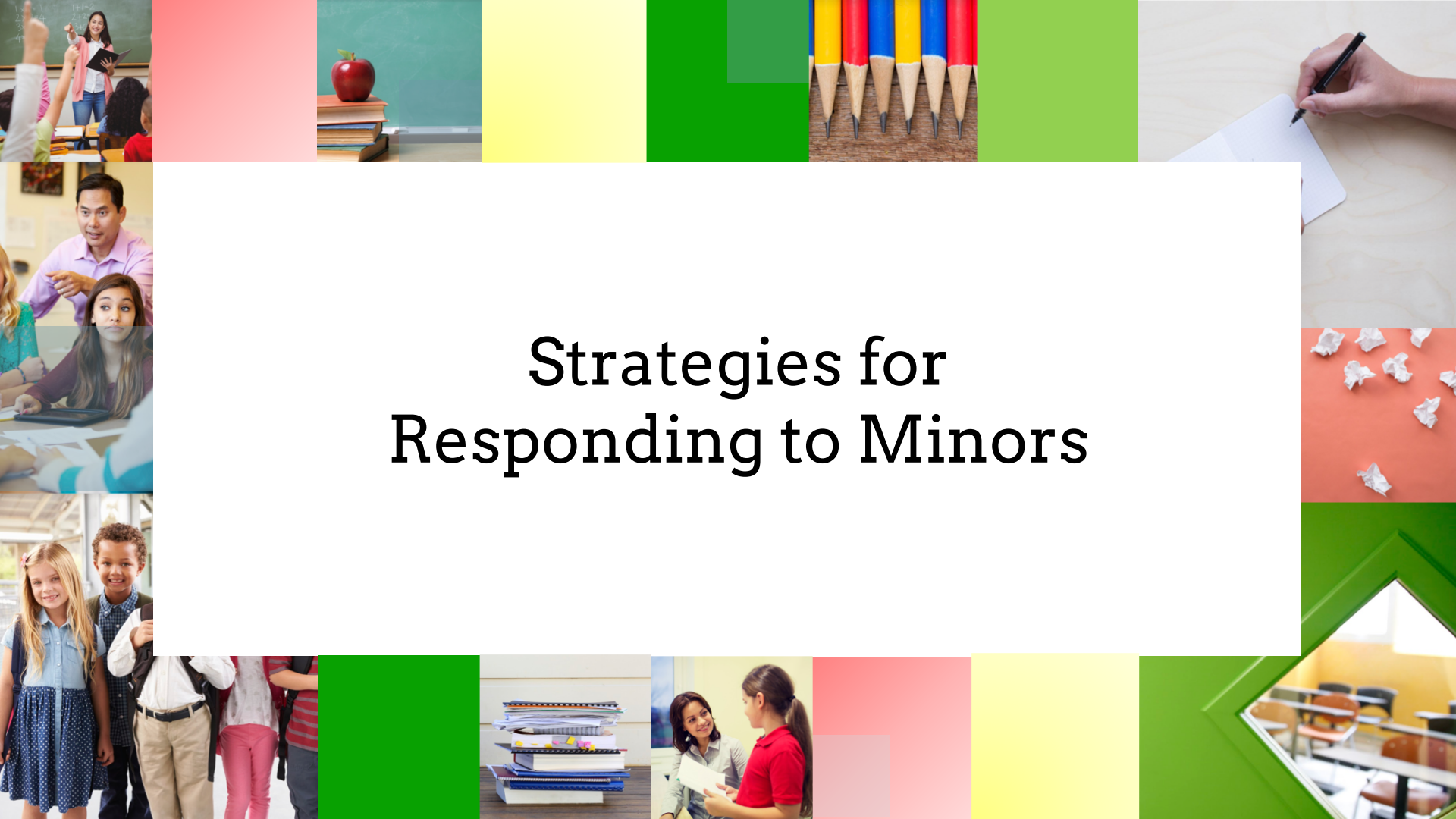
# General Considerations

1. Active supervision
  2. Consistency
  3. Calm, immediate response
  4. Specific, yet brief
  5. Quiet, respectful contact with student
  6. Refocus class, if needed
- 



If you can predict it,  
you can prevent it.





# Strategies for Responding to Minors

# Non-Examples

- *How many times do I have to tell you to work quietly?*
- *Didn't I just tell you to get started?*
- *Why are you talking while I'm talking?*
- *Do you want me to send you to the office?*
- *What do you think you are doing?*
- *Quit it right now...stop being so antsy!*

# Indirect Strategies

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



# 1. Proximity Control

- Encourages expected behavior
- Promotes active supervision



## 2. Signal or Non-Verbal Cue

- Communicates awareness
- Doesn't disrupt flow of teaching



# 3. Ignore/Attend/Praise

- Ignore minor unexpected behavior
- Attend to expected behavior
- Praise expected behavior



# Summary: Indirect Strategies




<p>Proximity Control</p>	<p>The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses.</p>
<p>Signal or Non-verbal Cue</p>	<p>Non-verbal techniques such as sustained eye contact, hand gestures, picture cues, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues.</p>
<p>Ignore/Attend /Praise</p>	<p>Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the inappropriately behaving student. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.</p>



# Direct Strategies




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

# 1. Re-Direct

Expectation	All Settings	Classroom
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>◆ Keep hands, feet and objects to yourself</li><li>◆ Report dangerous behavior to staff</li></ul>	<ul style="list-style-type: none"><li>◆ Stay in assigned work area</li><li>◆ Use materials appropriately</li></ul>
<b>Be Respectful</b> 	<ul style="list-style-type: none"><li>◆ Use respectful language</li><li>◆ Use a conversational tone</li><li>◆ Keep all areas of the building free of debris</li></ul>	<ul style="list-style-type: none"><li>◆ Actively listen</li><li>◆ Use academic language</li></ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"><li>◆ Follow Directions</li><li>◆ Arrive to school and class on time</li><li>◆ ID Badges with you at all times</li></ul>	<ul style="list-style-type: none"><li>◆ Bring needed supplies</li><li>◆ Complete and submit all assignments on time</li><li>◆ Use technology appropriately</li></ul>

“John, the expectation is that we are **respectful by actively listening.**”




# 2. Re-Teach

Expectation	All Settings	Classroom
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>◆ Keep hands, feet and objects to yourself</li><li>◆ Report dangerous behavior to staff</li></ul>	<ul style="list-style-type: none"><li>◆ Stay in assigned work area</li><li>◆ Use materials appropriately</li></ul>
<b>Be Respectful</b> 	<ul style="list-style-type: none"><li>◆ Use respectful language</li><li>◆ Use a conversational tone</li><li>◆ Keep all areas of the building free of debris</li></ul>	<ul style="list-style-type: none"><li>◆ Actively listen</li><li>◆ Use academic language</li></ul>
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“John, the expectation is that we are **respectful by actively listening.**”

“Active listening means that we have our eyes on the speaker or materials, and respond when necessary.”

# 3. Provide Choice

Expectation	All Settings	Classroom
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>◆ Keep hands, feet and objects to yourself</li><li>◆ Report dangerous behavior to staff</li></ul>	<ul style="list-style-type: none"><li>◆ Stay in assigned work area</li><li>◆ Use materials appropriately</li></ul>
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“John, the expectation is that we are **responsible and complete the assignment on time.**”

“You can write the 1-page essay in your journal, or use the computer to type it out.”

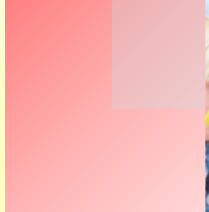
# 4. Student Conference

- Lengthier conversation
- Includes re-teaching, role play or practice
- Plan for future use of expected behavior

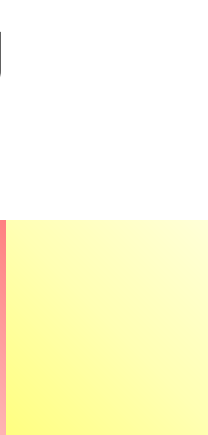
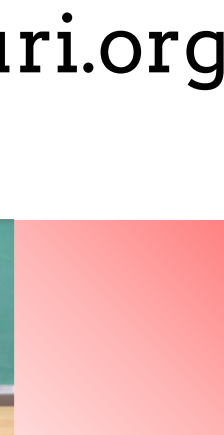


# Summary: Direct Strategies

Re-Direct	Brief, clear, private verbal reminder of the expected behavior. A re-statement of school-wide and non-classroom behavior, or classroom procedure.
Re-Teach	Builds on the re-direct by specifically describing the steps required to instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives—the preferred or desired behavior or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.



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