

## **MO SW-PBS Classroom Discouraging Unexpected Behavior**

**PRACTICE:** A continuum or menu of strategies to discourage unexpected 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).
- ▶ Feedback for both expected and unexpected responses/behaviors, is perhaps as simple and as important as any that a teacher can provide during instruction. (Scott, Hirn & Cooper, 2017)

**Aligns to MO Teacher Standards:** 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

### **What is it?**

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

### **Implementation:**

- ▶ Be consistent and respond to misbehaviors each time they occur.
- ▶ Increase active supervision and pre-corrects (e.g., what To-Do before it is expected).
- ▶ Respond privately, using a calm and professional tone and demeanor.
- ▶ Be specific and brief in what you want the student to do instead—refer to your posted classroom rules and procedures.

| 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 them positive specific feedback when they follow the rules.  |
| <b>Signal, Nonverbal Cue</b>  | Non-verbal signal or cue indicates 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 a student behaving in the expected manner in proximity to a student who is not following expectations while not giving eye contact. | Student is off task, ignore them, and tell the student next to them how they are being on task. When student gets on task, give them 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 them 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 a book, pencil and paper out, start reading or writing right away and raise your hand if you need help). Have students practice.     |
| <b>Provide Choice</b>         | Stating two alternatives, the expected 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 the 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.             |



## 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.

Scott, T. M., Hirn, R., & Cooper, J. (2017). *Teacher and student behaviors: Keys to success in classroom instruction*. Rowman & Littlefield.

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.



## Classroom Discouraging Unexpected Behavior: Self Assessment

**Practice:** The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

On numerical response questions, please rate your implementation using the following scale:

1 - Rarely 2 - Sometimes 3 - Almost Always 4 - Always

**There is a continuum or menu of strategies that use instructional responses to be consistent and respond to unexpected behaviors each time they occur.**

When responding to student unexpected behaviors, how consistently do you apply strategies of...

- rearranging student seating or proximity to teacher? 1 2 3 4
- redirecting the student? 1 2 3 4
- student choice of compliance with expected behavior or alternative less preferable to the student? 1 2 3 4
- provide non-verbal signals to remind the student of expected behavior? 1 2 3 4
- brief, clear, and private verbal reminder of expected behavior? 1 2 3 4

When minor behavioral issues occur, how often do students show you they know what your response will be? 1 2 3 4

**Correction of behavioral error includes a specific and brief description of the expected behavior (classroom matrix, procedures, and routines)**

- When redirecting a behavioral error, how often do you... 1 2 3 4
- rearrange student seating or proximity to the teacher? 1 2 3 4
  - verbally redirect students using a calm, professional tone? 1 2 3 4
  - succinctly tell the student the expected behavior? 1 2 3 4

When responding to students who have corrected their behavior, how consistently do you...

- provide immediate positive feedback? 1 2 3 4
- provide descriptive feedback that reinforces how and why the behavior is expected? 1 2 3 4

**Systems and strategies are in place to allow instruction to continue when behavioral errors occur.**

When responding to behavioral errors, I minimize disruption to instruction by using verbal instructions and actions that are...

- specific? Yes      No
- brief? Yes      No
- respectful to all students? Yes      No

When responding to behavioral errors, how consistently do you use strategies to refocus the rest of the class on a task? 1 2 3 4

When responding to behavioral errors...

- I collect data on how much instructional time is lost for all students due to addressing the disruption. Yes      No
- I implement strategies for reducing loss of instructional time. Yes      No



## Discouraging Unexpected Behavior: Practice Profile

| Discouraging Unexpected Behavior  |  |   |   |  |
|---|--|---|---|--|
| Essential Functions   | Exemplary/ Ideal Implementation  | Proficient  | Close to Proficient   | Far from Proficient  |
| <p>There is a continuum or menu of strategies that use instructional responses to be consistent and respond to unexpected behaviors each time they occur.</p> | <ul style="list-style-type: none"> <li>• Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency,</li> <li>• fidelity, and equity in response to unexpected behavior.</li> <li>• Students can predict teacher response to minor behavioral errors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior.</li> </ul>  | <p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p>   | <p><i>(Follow-up professional development and coaching is critical.)</i></p>   |
|   |  |   | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• No evidence of direct or indirect strategies used in response to unexpected behavior OR</li> <li>• Clear errors in consistency, fidelity, and equity of strategies are evident.</li> </ul>  |
| <p>Correction of behavioral error includes a specific and brief description of the expected behavior (class- room matrix, procedures, and routines)</p>       | <ul style="list-style-type: none"> <li>• When providing error correction, the teacher speaks in a calm, professional tone to re- direct student and clarify the expected behavior, e.g., "Kelly, please read the question silently to yourself. Be ready to show your response."</li> <li>• Teacher follows with contingent positive specific feed- back as soon as student per- forms expected behavior, e.g., "Thank you for being respectful to other students by reading silently."</li> </ul> | <ul style="list-style-type: none"> <li>• 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."</li> </ul>               | <ul style="list-style-type: none"> <li>• When behavioral error occurs, teacher is inconsistent in the use of professional tone and/ or behavior specific error correction.</li> </ul>   | <ul style="list-style-type: none"> <li>• When behavior- al error occurs, teacher uses negative verbal response (stop, quit, no, don't) with no redirection or clarification of expected behavior AND/ OR</li> <li>• Tone and demeanor are sarcastic, combative, or disrespectful.</li> </ul> |
| <p>Systems and strategies are in place to allow instruction to continue when behavioral errors occur.</p>   | <ul style="list-style-type: none"> <li>• When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive.</li> <li>• If individual attention is required, the teacher uses strategies to refocus the rest of the class on task.</li> <li>• Minimal instructional time is lost for all students, including the student who requires additional support.</li> </ul>   | <ul style="list-style-type: none"> <li>• When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive.</li> <li>• If individual attention is required, the teacher uses strategies to refocus the rest of the class on task.</li> </ul> | <ul style="list-style-type: none"> <li>• When responding to behavioral error, the teacher is in- consistent in the use of actions that are specific, brief, respectful, and minimally disruptive.</li> </ul>  | <ul style="list-style-type: none"> <li>• When responding to behavioral error, the response is unclear and/ or disruptive.</li> <li>• All or most students are disengaged from instruction while the teacher addresses the behavior.</li> </ul>   |

