![The Association of Independent Schools of New South Wales — ais nsw. POSITIVE PRACTICES FOR CLASSROOM MANAGEMENT. Continuum of Response Strategies](image)

Responding to Behaviour: Continuum of Response Strategies

Definition

A continuum of Response Strategies for behaviour is a menu of strategies that use instructional responses to respond to minor classroom behaviour, such as calling out and out of seat behaviours, that are generally managed by the classroom teacher.

Rationale

- Even with the most effective, data-driven, and proactive classroom management plan, teachers will still experience student behaviour that does not meet the school's expectations. A continuum of strategies for responding to inappropriate behaviour is a critical feature of a comprehensive classroom management plan and will help teachers be prepared to respond to behaviours not meeting their expectations.

- Systematic correction of student academic and social behavioural errors and performance feedback have a positive effect on behaviour.

- Error corrections that are brief (i.e., 1 to 2 words) are more effective than longer error corrections (i.e., 2 or more phrases), and corrections that are delivered consistently are more effective to those delivered inconsistently.

- Inconsistent implementation and reminders of behavioural expectations by the class teacher can result in students being uncertain about what the expectations are and that the expectations apply to them.

- The way in which a student is spoken to can affect how the student responds. To avoid power struggles and ensure agreement from students, provide directions clearly and specifically by using few words combined with an opportunity for the student to respond, i.e. wait time.

- Power struggles are more likely, and disrespectful behaviour may increase when directions and/or feedback is vague, sarcastic, or overly wordy.

- Exclusion and punishment are ineffective at producing long-term reduction in problem behaviour.

Components
Strategies to Respond to Behaviour:

- Planned ignoring
- Physical proximity
- Signal/Non-Verbal Cue
- Direct Eye Contact
- Praise the Appropriate Behaviour in Others
- Redirect
- Support for Procedures/Routines
- Reteach
- Differential Reinforcement
- Error Correction*
- Provide Choice
- Conference with Student

*Error correction (EC) is a highly recommended strategy to include in the continuum. EC is an informative statement provided by a teacher or other adult following the occurrence of an inappropriate behaviour. It is **contingent** (occurs immediately after the undesired behaviour); **specific** (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and **brief** (after redirecting back to appropriate behaviour, move on).

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Steps to specific and contingent error correction are:

- Respectfully address student
- Describe inappropriate behaviour
- Describe expected behaviour/rule
- Link to expectation on whole-school matrix
- Redirect back to appropriate behaviour

Tips for Implementation

- Be consistent and respond to behaviour each time it occurs
- Respond using a calm and respectful tone and demeanour
- Be specific and brief in what you want student to do instead - refer to your posted classroom rules and procedures
- Increase active supervision
- Increase pre-corrects
- Respond privately
- Refocus the class if needed

Definitions of Response Strategies

Planned Ignoring	Ignore student behaviours when their motivation is attention and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring and concern.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student.
Signal / Non-Verbal Cue	Teacher gestures to prompt a desired behaviour, response, or adherence to a classroom procedure and routine.
Praise the Appropriate Behaviour in Others	Identify the correct behaviour in another student or group and use behaviour specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behaviour as described on the teaching matrix.
Support for Procedures / Routine	Identify and install a classroom routine to prevent the problem behaviour. Provide a booster lesson for a routine already in place.
Re-teach	State and demonstrate the behaviour. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behaviour and not another. For example, reinforce the positive behaviour while ignoring the student's inappropriate behaviour.
Error Correction	Specific directions that prompt or alert the student to stop the undesired behaviour and to engage in the desired behaviour.
Provide Choice	Give choice to accomplish the task in another location, change order of task completion, use alternate resources to complete the task or a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behaviour. Tell why the alternative is better. Practice. Provide feedback.