### Classroom Practice 7: Responding to Behaviour

**WHAT IS IT?**

A teacher’s toolkit of practices organised by resource intensity, for responding to inappropriate behaviour. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

**WHAT DOES IT LOOK LIKE?**

- **Planned Ignoring:** Ignore student behaviours when their motivation is attention, and continue instruction without stopping.
- **Physical Proximity:** Use 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 or adherence to a procedure and routine.
- **Praise the Appropriate Behaviour in Others:** Use Specific Positive Feedback with a different student or group to remind all students of the expected rule/expectation.
- **Redirect:** Restate the desired behaviour as described on the teaching matrix.
- **Acknowledge Approximations:** Reinforce one behaviour and not another. For example, acknowledge the positive behaviour while ignoring the student’s inappropriate behaviour.
- **Specific Error Correction:** Specific feedback that informs the student to stop the undesired behaviour, and to engage in the desired behaviour connected to the expectation or rule.
  - 1. Respectfully address the student.
  - 2. Describe inappropriate behaviour.
  - 3. Describe expected behaviour/rule.
  - 4. Link to school-wide expectation.
  - 5. End with encouragement and acknowledgment.
- **Provide Choice:** Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate resources to complete the task, or offer a different type of activity.
- **Conference with Student:** Ask the five restorative questions. Understand the problem and the alternative behaviour. Provide rationale. Practise and give feedback. Develop a plan. Inclusive circle format and processes to address specific incidents that have occurred and connect learning to school-wide expectations.

**WHY?**

Teachers need a toolkit of behavioural strategies to meet different functions, intensity and rates of inappropriate behaviour. No single strategy will work for all students or in all situations.

- Punishing problem behaviour, instead of correcting through a positive, proactive, educative approach, is linked to increased aggression and antisocial behaviour and reduced teacher/student relationships and self-esteem.

**HOW?**

A formal toolkit of practices should be selected by the school team and implemented through ongoing Professional Learning. **The toolkit should include:**

1. Practices to address skill deficit (lack of a skill to perform a desired behaviour).
2. Practices to address performance deficit (lack of a motivation to perform the desired behaviour).
3. Error Correction as a universal corrective feedback process.

Provide opportunities for self-assessment, peer-observation, and coaching to improve fidelity of the strategies.

**TIPS?**

Use the least resource intense practice possible to achieve the objective. Focus on consistency and patience in responding to behaviour.

- Document the school-wide list of recommended practices in a discipline flow-chart.
- Response practices should communicate support, caring, and relationship building.
- Provide teachers with Professional Learning on function of behaviour to support selection of practice.

**It is not:**

- A list of punishments, nor a process for teachers to follow in order to reach a punishment.
- A public shaming response cost system (clip-charts, names on board).
- A privilege level system.

Adapted from Midwest PBIS Network and MO SW-PBS

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