SPOTLIGHT
Classroom Practice 7: Responding to Behaviour

WHAT IS IT?	WHAT DOES IT LOOK LIKE?	WHY?	HOW?	TIPS?

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.
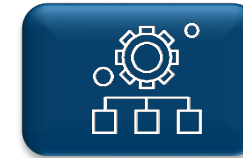
WHAT DOES IT LOOK LIKE?

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 acknowledgement.

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.