

What is it?

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

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

What does it look like?

Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behaviors 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 behavior or adherence to a procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix
Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation. <ol style="list-style-type: none"> 1. Respectfully address the student 2. Describe inappropriate behavior 3. Describe expected behavior/rule 4. Link to school-wide expectation on matrix 5. End with encouragement
Regulate, Relate, Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
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 supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions (What happened?, What were you thinking of at the time?, What have you thought about since?, Who has been affected by what you have done and in what way?, What do you think you need to do to make things right?). Understand the problem and the alternative behavior. Provide rationale. Practice and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations (Costello et. al., 2010)

Why?

Educators need a tool kit of behavioral teaching strategies to meet different functions, intensity, and rates of inappropriate behavior. No single strategy will work for all youth or in all situations.

Punishing problem behavior, instead of correcting through a positive, proactive, educative approach, is linked to increased aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Zazroff, 1990; Skiba, Peterson, & Williams, 1997).

Trauma-Lens? The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason).

How?

A formal toolkit of practices should be selected by the Tier 1 Team, and installed through ongoing PD. The toolkit should include 1) practices to address **skill deficit** (lack of a skill to perform a desired behavior), 2) practices to address **performance deficit** (lack of a motivation to perform the desired behavior), and 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 behavior.
- Document the school-wide list of recommended practices in a discipline flow-chart.
- Response practices should communicate support, caring, and relationship building.
- Provide teachers PD on function of behavior 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, etc.)
 - A privilege level system

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

Self-Report and/or Peer Observation Tool

Assessment Type (circle): Self-Report or Direct Observation

Schedule (circle): Baseline or Follow-up

School: _____ **Teacher:** _____ **Grade:** _____ **Subject:** _____ **Room:** _____ **Date:** _____ **Time:** _____

Yes = 2		Somewhat = 1		No = 0	
Disruptions did not take place during observation.		Some disruption(s) occurred but peers were not impacted.		Disruptions occurred impacting the ability of peers to learn.	
Teachers uses continuum to respond to inappropriate behavior. <i>(minimum of 3 strategies observed)</i>		1-2 strategies used other than general correction.		No strategies used or strategies used were not recommended &/or supported (e.g. shouting, response cost, etc.) &/or did not change the behavior.	
Inappropriate behavior is addressed in a calm, consistent, brief, immediate, & respectful manner.		Some inappropriate behaviors were not addressed in a calm, consistent, brief, immediate, &/or respectful manner.		Most inappropriate behaviors were not addressed in a calm, consistent, brief, immediate, &/or respectful manner, or no behaviors were corrected.	
When using specific error correction, the following five steps are observed: 1. Respectfully address student 2. Describe inappropriate behavior 3. Describe expected behavior 4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior		3 or 4 out of the 5 steps were observed during specific error correction.		Specific error correction was not used.	
Teacher follows error correction with behavior specific praise (BSP) as soon as student displays appropriate behavior.		Teacher delivers BSP at least 50% of the time in response to student displaying appropriate behavior after an error correction.		Teacher didn't use BSP to reinforce students after receiving error correction, or there is evidence of a response cost system in the classroom (clothespin, flip cards, etc.), or no behaviors were corrected.	

Behavior Specific Praise & Strategies to Respond to Inappropriate Behavior: *Observe/monitor 10-20 mins. during problematic times*

Start Time:	PRAISE & PRE-CORRECTIONS		TALLY	TOTAL
	General praise for behavior <i>(e.g., great job, thumb's up, etc.)</i>			
	Behavior Specific Praise <i>(e.g., student/group, behavior & expectation identified)</i>			
End Time:	Corrections for inappropriate behavior <i>(e.g., verbal, redirect, prompt, gesture, etc.)</i>			
	Specific correction inappropriate behavior <i>(e.g., student/group & behavior/expectation not met identified)</i>			
	Ratio of Praise to Corrections			
Response Strategies Used: <i>(circle all that apply)</i>				
Planned Ignoring	Praise Others' Appropriate Behavior	Reteach	Provide Choice	
Direct Eye Contact	Redirect	Specific Error Correction	Conference with student	
Proximity	Praise Approximation	Regulate, Relate, Reason	Restorative Circle	
Signal/Non-verbal Cue	Other:	Other:	Other:	

Notes:

Also consider using the [FLPBIS Classroom Assistance Tool \(CAT\)](#).

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