Discouraging Inappropriate Behavior

Managing Minor Behavior

**Technique Explanation Example**

|  |  |  |
| --- | --- | --- |
| **Proximity Control** | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to  encourage positive behavior. The  teacher is a source of protection and strength and helps the student to control his impulses by her proximity | When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief positive feedback will help to maintain the desired behavior, “Thanks, Alan for showing respect with your attention.” |
| **Touch Control** | A gentle touch on the shoulder or back of chair while moving around the room may serve to avert the student who is moving, turned away, or making noise. | Jake is tapping his feet loudly and rustling papers. The teacher moves close to Jake (proximity) and gently touches his shoulder. Once he is quiet, the teacher praises the attentive behavior (sitting up straight, quiet, etc.). |
| **Signal**  **Non-verbal Cue** | Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a handclap, finger snap, clearing one’s throat, etc. Such a simple cue  of the student’s behavior and is prepared to intervene if the  behavior continues. This works best when the teacher has a relationship with the student(s). | When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.  The group of students is getting restless. The teacher uses her handclap signal to regain their attention, then praises the group and reminds them of her expectations for independent work time. |
| **Ignore/Attend/Praise** | This technique is based on the power of praise or positive feed- back. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise  serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided. | LeBron is off-task during independent work time. The teacher briefly ignores LeBron, and specifically praises a student nearby who is on task, “Good work, James. You are working away on your assignment.” When LeBron begins to get back to work, the teacher then,  immediately, praises him: “Thanks, LeBron for being on task; you’ll be sure to get your work done.” |

suggests that the teacher is aware

Figure 24

190

MO SW-PBS Team Workbook

Discouraging Inappropriate Behavior

Responding to Inappropriate Behavior

If the simple techniques discussed earlier do not result in the desired change in behavior, more direct instructional approaches can be used. With staff-managed behaviors, all are expected to seize every opportunity to establish appropriate student behavior. While there are many strategies for dealing with misbehavior, the following four strategies provide a full yet doable continuum of instructionally based approaches.

**Strategy Explanation Example**

|  |  |  |
| --- | --- | --- |
| **Re-Direct** | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct  includes a specific re-statement of school-  wide and non-classroom behavior or classroom procedure. A redirect emphasizes the “what” of the behavior instead of the “why.” | “Jason, please begin your writing assignment.” (Later) “Nice job, Jason, you have begun your assignment.” |
| **Re-teach** | Re-teaching builds on the re-direct above and re-teaches the specific behaviors or routine. Done privately, it capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. Just as in instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice by demonstrating the behavior. Once the student uses the appropriate behavior, praise should follow. | “Jason, you need to be on-task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job, Jason; it looks like you are ready to work. Let me know if you need help.” |
| **Provide**  **Choice** | Providing choice can be used when re- directs or re-teaching have not worked. This is the statement of two alternatives– the preferred or desired behavior or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing  the choice, and when the student chooses  wisely, provide praise. | “Jason, you are asked to get on-task and begin working or you can finish this task later today during our special activity.”  or  “Jason, you can get organized and work here at your seat, or you can work in the quiet area.” |
| **Student**  **Conference** | This is a lengthier re-teaching or problem solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired  behavior is taught, reasons for the  desired behavior are explored, and a plan made to ensure the behavior is used in the future. A student conference might include practice. | “Jason, several times today I have had to remind you about being on task. When you are given an assignment, you need to…. When you do that you can get done what you have to do quickly and move on  to things you enjoy. Tell me what you  will do when given an assignment. Let’s practice…How can I help you to do that? or Can I get a commitment from you to do that?” |

191 MO SW-PBS Team Workbook