**Responding to Minor Problem Behaviors**

**Directions:** List some common behavior problems found in the classroom and brainstorm some effective responses to each behavior that align with evidence-based practices which provide adults with a variety of “Go to Tools” ready to try to manage minor behaviors. You also want identify strategies to prevent this behavior the next time (“Retool Yourself”).

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| **Section A: Student Behavior** | **Section B: Recommended Immediate Response to MINOR Problem Behavior\*** | **Section C: Recommended NEXT TIME Prevention Strategy \*** |
| Observed Disruptive Behavior in the Classroom | Is this a MINOR or MAJOR problem behavior. Why? | Brief, contingent & specific error correction: | Planned ignoring: | Response cost: | Time-out from reinforcement: | Make link to existing SW or CW Expectation: | Make link to student-specific Interests and/or needs: | * Re-Establish Professional Tone
* Build Cultural Consideration
* Change Educational Design
* (Re)Engage Expected Behaviors
* Create Prosocial Environment
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*\* Content under Section B and C are adapted from* [*https://osepideasthatwork.org/sites/default/files/ClassroomPBIS\_508.pdf*](https://osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf) *(see next page for more details).*

**Section B Terms or Responses to problem behavior (Excerpts from** <https://osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf>)

**2.5 ERROR CORRECTION USE BRIEF, CONTINGENT, AND SPECIFIC ERROR CORRECTIONS TO RESPOND TO PROBLEM BEHAVIOR**

An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future

• Delivered in a brief, concise, calm, and respectful manner, typically in private

• Pair with specific contingent praise after the student engages in appropriate behavior

• Disengage at end of error correction and redirection— avoid “power struggles”

Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates.

**2.6 USE OTHER STRATEGIES TO RESPOND TO PROBLEM BEHAVIOR WHEN SELECTING STRATEGIES, RECALL THE PURPOSE OF EFFECTIVE CONSEQUENCES: (A) PREEMPT ESCALATION, (B) MINIMIZE INADVERTENT REWARD OF PROBLEM BEHAVIOR, (C) CREATE LEARNING OPPORTUNITY FOR EMPHASIZING DESIRED BEHAVIOR, AND (D) MAINTAIN INSTRUCTIONAL TIME TO THE REMAINDER OF THE CLASS**

* **Planned ignoring:** Systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained (reinforced) by teacher attention
* **Response cost:** Removing something (e.g., token, points) based upon a student’s behavior in attempts to decrease the behavior
* **Time-out from reinforcement:** Brief removal of: (a) something preferred (e.g., activity, item) or (b) the student from a preferred environment based on undesired behavior

**Section C Guiding Principles & Terms for Classroom Strategies (Excerpts and Adapted from** <https://osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf>)

The guiding principles help establish the fundamental norms, rules, and ethics that are essential to the success of these classroom strategies within a multi-tiered framework. These seven principles are the foundational values that drive the success of these classroom strategies and are important to keep in mind when developing contextually appropriate adaptations of the strategies suggested in this document.

* **Re-Establish Professional Tone** ( business-like, objective, neutral, impartial, and unbiased)
* **Build Cultural Consideration** (of individual’s learning history and experiences; e.g., family, community, peer group)
* **Educational Design Change** (the quality of design and delivery of instruction is considered Instructive)
* **(Re)Engage Expected Behaviors** (they are explicitly taught, modeled, monitored, and reinforced)
* **Create Prosocial Environment** (room is arranged to encourage previously taught social skills and prevent anticipated interpersonal behavior errors)