

Continuum of Responses to Inappropriate Behavior

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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).

	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.
What does it look like?	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. 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. 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	

Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices, 2010.

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Self-and Observational Assessment Tool for:
Continuum of Responses to Inappropriate Behavior

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2		Somewhat = 1		No = 0	
	Disruptions did not take place during observation.		Some disruption(s) took place, but other peers were not impacted.		Disruptions took place impacting the ability of peers to learn
	Teachers uses continuum (a minimum of 3 strategies observed) to respond to inappropriate behavior		1-2 strategies used other than general correction		No strategies used, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.)
	Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.		Some Inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner.		- Most of the inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner, or - No behaviors were corrected
	When using 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 observed during error correction.		Error Correction was not used
	Teacher follows error correction with BSPS as soon as student displays appropriate behavior		Teacher delivers BSPS at least 50% of the time in response to student displaying appropriate behavior after having received an error correction		- Teacher does not use BSPS to reinforce student 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

Data Tool for Behavior Specific Praise and Continuum of Strategies to Respond to Inappropriate Behaviors

Observe and monitor the during a 10-20 minute period and during predictable problematic times

Start Time: **End Time:**

Observation Data for Praise and Corrections:	Tally:	Total Count:
General Praise for behavior (great job; thumb's up; etc.)		
Specific Praise for behavior (identify the student or group, name the behavior, name the expectation met)		
Corrections to Inappropriate Behavior Verbal, redirect, prompt, gesture, proximity control, etc.		
Specific Correction to Inappropriate Behavior (identify student or group, name the behavior or expectation not met, name the behavior expected)		
<i>Final Ratio of Praise to Corrections:</i>		

Response Strategies Used:

☐ Planned Ignoring	☐ Praise the Appropriate Behavior in Others	☐ Re-teach	☐ Provide Choice
☐ Direct Eye Contact	☐ Redirect	☐ Specific Error Correction	☐ Conference with Student
☐ Physical Proximity	☐ Praise Approximations (Differential Reinforcement)	☐ Regulate, Relate, Reason	☐ Restorative Circle
☐ Signal/Non-Verbal Cue	☐ Other:	☐ Other:	☐ Other:

Notes: