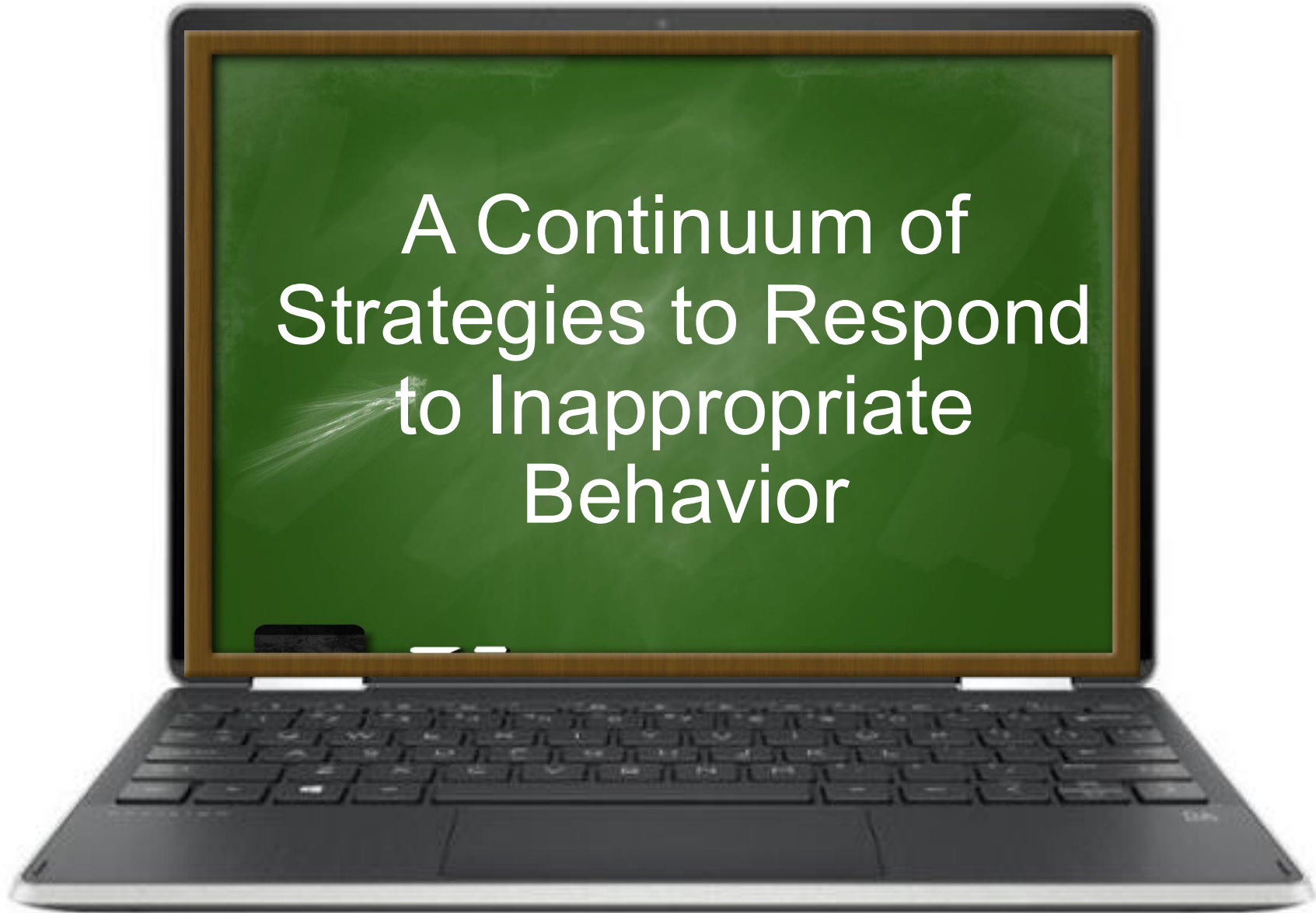


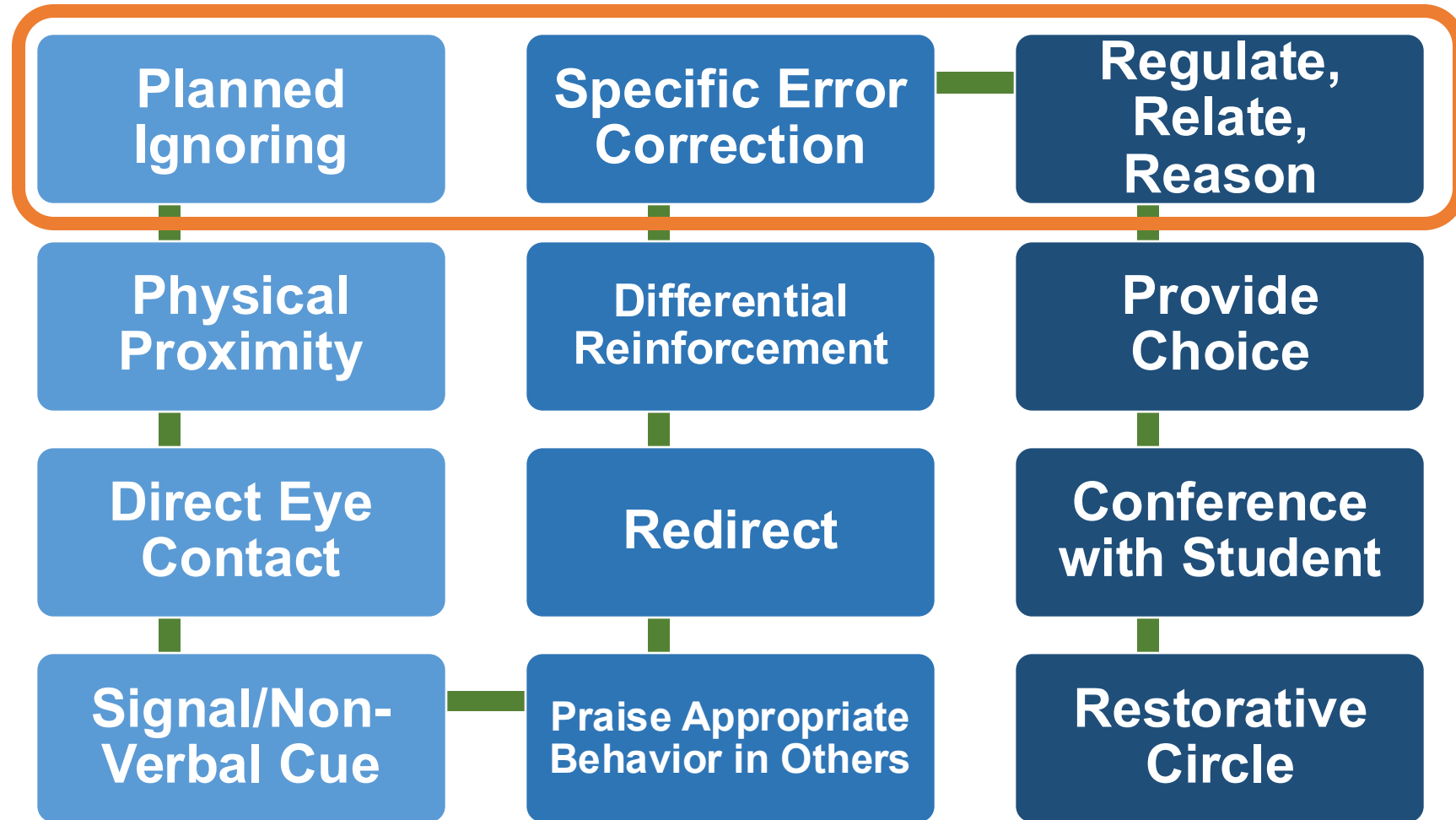
# A Continuum of Strategies to Respond to Inappropriate Behavior





# How do teachers typically respond to inappropriate behaviors in the classroom?

# Continuum of Response Strategies



# Continuum of Response Strategies

| What It Is                                                                                                                                                                   | What It Is Not                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Toolkit of evidence-based practices</li><li>• Used in response to minor negative behavior</li><li>• Organized by intensity</li></ul> | <ul style="list-style-type: none"><li>• List of punishments</li><li>• Process for teachers to follow in order to reach a punishment</li><li>• Clip chart or name on board</li></ul> |

# Clip Charts: Research and PBIS Practices

[Article Link: Ditch The Clip!](#)

| Negative Side Effects                              | Effective Alternatives to Clip Charts        |
|----------------------------------------------------|----------------------------------------------|
| Ineffective in changing behavior class-wide        | Establish positive expectations and routines |
| Contribute to labeling and stigmatization          | Start a positive reward system               |
| Focus on public corrections                        | Use the “Praise Around” strategy             |
| Intensify anxious behavior and decrease engagement | Point positive                               |
| Provide class-wide attention for unwanted behavior | Intervene instructionally but privately      |
| Don’t teach the right way                          | Teach emotional regulation skills            |

# Clip Chart Assessment



- 1. Is it preventative?**
- 2. Is it instructional?**
- 3. Does it encourage prosocial behaviors?**
- 4. Does it teach skills?**

# Video: Planned Ignoring (Secondary)



# 5:1 Ratio

## *Specific Praise to Correction*

### Data Tools:

20 minutes-

Start Time:

End Time:

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

# Error Correction

## *Specific* Praise to Correction 5:1 Ratio



# 14:1 Ratio

## *Specific Praise to Correction*

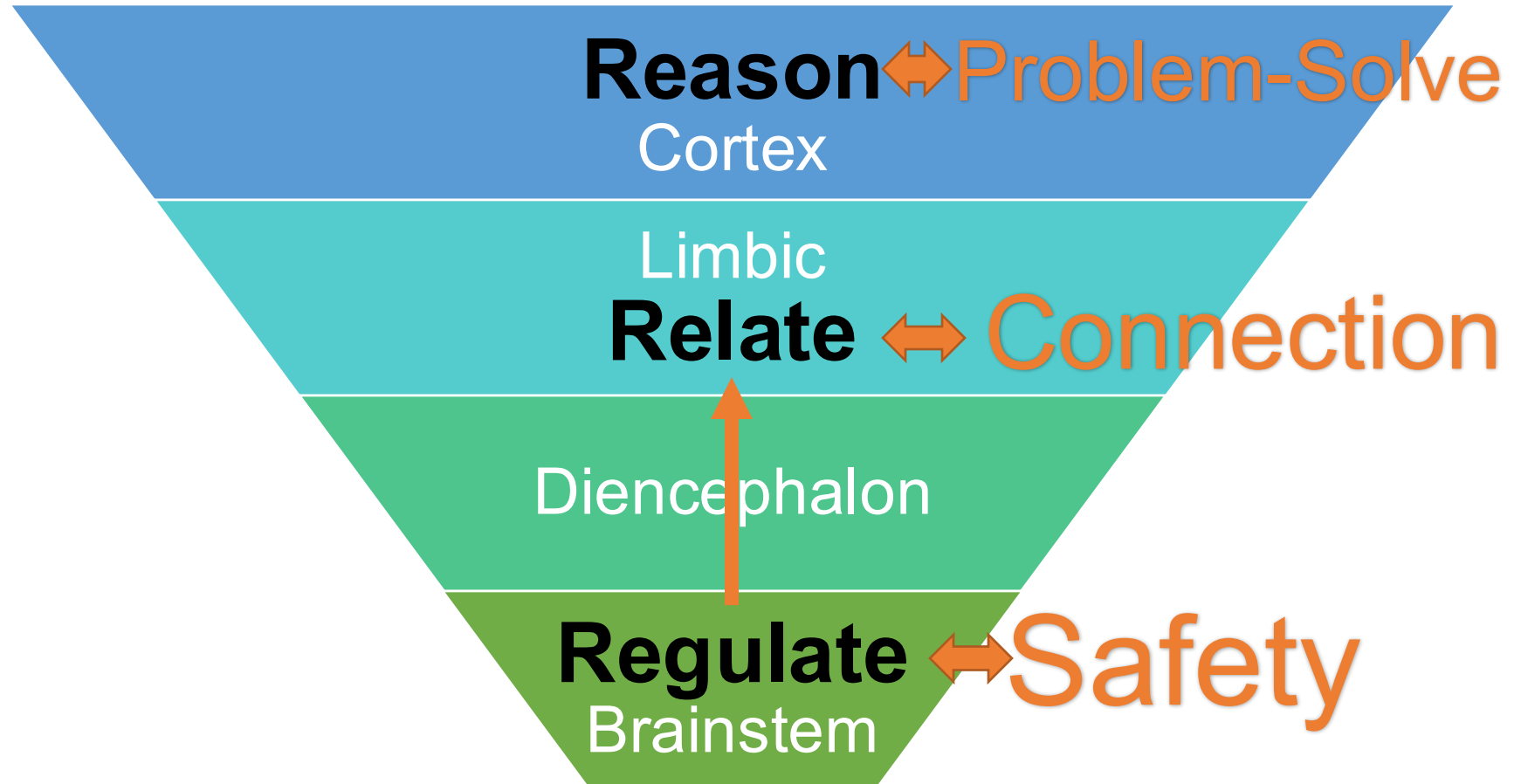
Children Who Experience Trauma

14:1

**“Great teachers  
focus not on  
compliance but on  
connections and  
relationships.”**

*PJ Caposey in Education Week Teacher*

# Regulate, Relate, Reason Sequence of Engagement



Neurosequential Network – Dr. Bruce Perry

# De-escalation Strategies

**Remove peer spectators or take the student to a private or semiprivate setting**

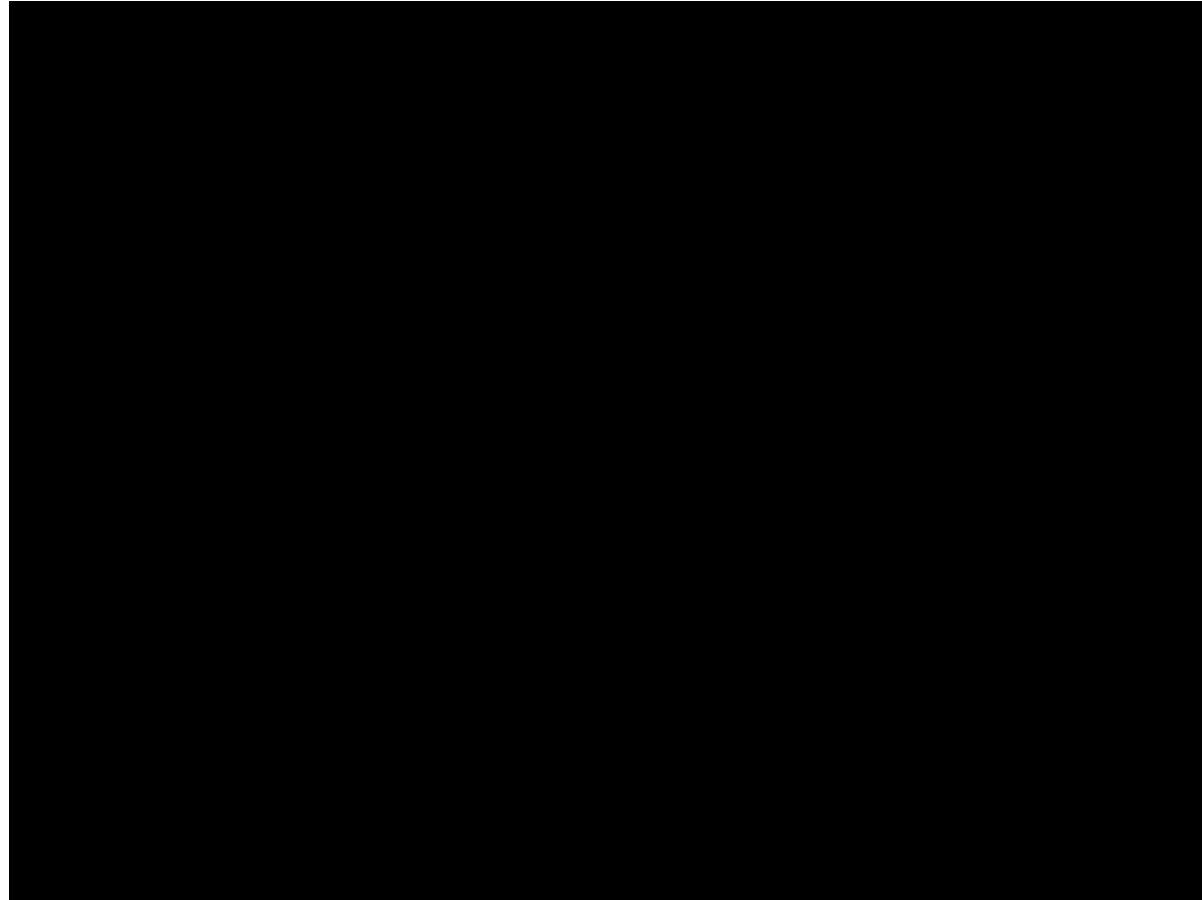
**Provide adequate personal space to the student**

**Maintain a calm demeanor, speak softly with a level voice, even in the face of intense verbal disrespect or threats from the student**

**Make sure the student feels heard**

**Acknowledge the student's emotional condition empathetically and respectfully**

# Video: De-escalation (Elementary)



# Continuum of Response Strategies

## Elementary Schools

| TEACHER STRATEGIES AND RESPONSES                                |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development Module for Classroom Pyramid Practices |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       |
| Strategy/Response                                               | Definition                                                                                                                                                                                                                                         | Examples                                                                                                                                                                                                                                                                                              |
| Re-Teach/Practice                                               | Instruct student on expected behavior, model the expected behavior, have student practice expected behavior and acknowledge the expected behavior.                                                                                                 | Remind students of expectations or rules prior to activity or transition, have students repeat/share expectations or rules regularly, have student exhibiting challenging behavior name the expectations and model expected behavior, acknowledge other students for exhibiting appropriate behavior. |
| Re-direct                                                       | Re-focusing student's attention on another task or topic with little to no attention paid to the challenging behavior occurring. Give minimal acknowledgement to the issue at hand while focusing on something more appropriate to the moment.     | Let a student who dislikes roomings have a morning helper job or start their day with something they enjoy doing as a reinforcement, if a student is running up the slide at recess, point out the swings and state "Look there is an empty slide for you."                                           |
| Change of Seat                                                  | Move student to another work area where they can still be actively engaged such as preferred work desk/table, the floor, teacher's desk, or a special table. *Teach students to recognize when they need a quiet work area and how to ask for one. | Provide seating that provides for individual space and needs, teach students to recognize when they need a quiet work area and how to ask for one, give student exhibiting challenging behavior a choice of a "better" work space, allow student to sit in a special area to complete a task.         |
| Signal/Non-Verbal Cue or Reminder                               | Initial intervention when challenging behavior first occurs. Give student signal to engage in an alternate, appropriate behavior in a brief and concise manner without showing emotion or judgment. Only use once for each occurrence.             | Remind student of appropriate behavior at the first sign of challenging behavior occurring.                                                                                                                                                                                                           |
| Provide Physical Comfort (ES Only)                              | Provide appropriate soothing to a student in the form of a hug, rocking, pat on the back, etc.                                                                                                                                                     | If student is crying, provide comfort by sitting with them and rubbing/patting their back to calm them down and then engage them back into an activity.                                                                                                                                               |
| Time with Teacher or Support Staff                              | Student spends one to one time with his/her teacher or an administrator, counselor, behavior specialist, etc.                                                                                                                                      | Have student spend quality one on one time with teacher or support staff discussing challenging behavior and <i>also</i> building a nurturing and responsive relationship.                                                                                                                            |
| Time in Different Classroom                                     | Student is removed from primary classroom for a limited period of time (no more than 15 minutes) to spend some time in a neighboring classroom with a different adult supervising.                                                                 | When a student is exhibiting challenging behavior have an agreement with a neighboring teacher that the student can come join their class for between 5 to 15 minutes. Student will be expected to participate in the activity/lesson taking place in the class in which they are sent.               |

## Secondary Schools

| TEACHER STRATEGIES AND RESPONSES              |                                                                                                                                                                                                                                                    |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development Module for Classroom |                                                                                                                                                                                                                                                    |
| Strategy/Response                             | Definition                                                                                                                                                                                                                                         |
| Re-Teach/Practice                             | Instruct student on expected behavior, model the expected behavior, have student practice expected behavior and acknowledge the expected behavior. Remind students of expectations or rules prior to activity or transition.                       |
| Re-direct                                     | Re-focusing student's attention on another task or topic with little to no attention paid to the challenging behavior occurring. Give minimal acknowledgement to the issue at hand while focusing on something more appropriate to the moment.     |
| Change of Seat                                | Move student to another work area where they can still be actively engaged such as preferred work desk/table, the floor, teacher's desk, or a special table. *Teach students to recognize when they need a quiet work area and how to ask for one. |
| Signal/Non-Verbal Cue or Reminder             | Initial intervention when challenging behavior first occurs. Give student signal to engage in an alternate, appropriate behavior in a brief and concise manner without showing emotion or judgment. Only use once for each occurrence.             |
| Time with Teacher or Support Staff            | Student spends one to one time with his/her teacher or an administrator, counselor, behavior specialist, etc. to discuss the challenging behavior and build nurturing and responsive relationships.                                                |
| Time in Different Classroom                   | Student is removed from primary classroom for a limited period of time (no more than 15 minutes) to spend some time in a neighboring classroom with a different adult supervising. When a student is exhibiting challenging behavior               |

# Team Time: Flow Chart Review

## 1. Are there any strategies that need to be added or removed?

- Does your flow chart include proactive and preventative strategies?
- Do they help keep children in school and in the classroom?
- Is there a reliance on exclusionary practices (removal from instruction in the classroom)?

## 2. Which strategies teachers need additional training and support?

