

The PBIS Resource Center at Arkansas State University

## Positive Behavioral Interventions & Supports

# Facilitator's Guide to PBIS Training

### **Module 8:** *Responding to Inappropriate Behavior*

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** Responding to Problem Behavior

**Title of Training:**



## **Module 8: Responding to Inappropriate Behavior**

**Suggested Training Time:** 1-2 Hours

### **About this guide:**

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star**. 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

**Suggested pre-requisites to this training:**

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Modules 5 and 6 (Developing PBIS Behavioral Expectations and Teaching Behavioral Expectations) will provide teams with the basis for developing and teaching behavioral expectations. Behavioral expectations are chosen and defined; then they are taught, modeled, posted, and students are given a chance to practice.

Module 7 (Acknowledging Expected Behavior) will provide teams with the basis for acknowledging appropriate behavior.

**Training Description:**

This training module has been developed to brief school leaders and other workshop/professional development participants about responding to inappropriate behavior.

**Training Sections:**

Section 1 – Responding to Inappropriate Behavior (Slides 3 - 10) pgs. 5 – 16

Section 2 – Building a Response System (Slides 11 - 18) pgs. 17 – 29

Section 3 – Purpose of Office Discipline Referral (Slides 19 - 24) pgs. 30 – 37

Section 4 – Strategies for Minor Behavior (Slides 25 - 28) pgs. 38 – 47

**Training Materials/Equipment Needed:****PowerPoint for Module 8: Responding to Inappropriate Behavior**

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed

- Microphone(s), if needed
- Required connecting cables, extension cords, etc.
- “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - It may take a minute for video to load. Be patient.
  - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

**Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

**Handouts:**

Physical and/or electronic copies of

- Guiding questions? (pg. 12)
- Example T-chart (pg. 24)
- Blank T-chart (pg. 25)
- Example flowchart (pg. 28)
- Blank flowchart (pg. 29)
- Guiding questions? (pg. 37)



### **Activities in this Training:**

- Context (pg. 7)
- Guiding Questions (pg. 11)
  - Distribute or display the guiding questions on page 12.
- Effectively manage problem behaviors (pg. 21)
- T-chart (pg. 23)
  - Distribute the example T-chart (pg. 24) and blank T-chart (pg. 25)
- Flowchart (pg. 27)
  - Distribute the example flowchart (pg. 28) and blank flowchart (pg. 29)
- Guiding Questions (pg. 36)
  - Distribute or display the guiding questions on page 37.

### **Essential Questions:**

These essential questions will be addressed in this training module:

- Why is it important to be prepared and know how to respond to inappropriate behavior?
- What are the components needed in a system for responding to inappropriate behavior?
- Why is it important to respond to inappropriate behavior?

## **Training Section One**

# **Responding to Inappropriate Behavior**

Slides 3 - 10

### **Goals**

Participants will understand

- Why developing a consistent response system for inappropriate behavior is essential



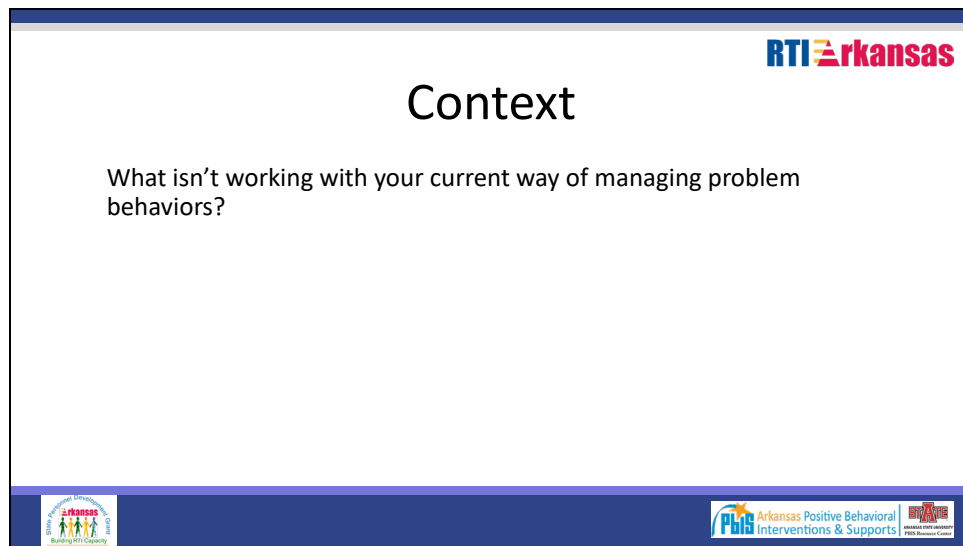
## Slide #1

### [ Responding to Inappropriate Behavior ]

- Images in this module were obtained at [google.com/images](http://google.com/images) unless otherwise specified.

#### Trainer Notes:

- In this module we will be discussing how to create a system for consistently responding to problem behavior.



## Slide #2 [ Context ]

### Trainer Notes:


- In this module, we will talk about what type of responses to problem behaviors have not worked, as well as strategies that do work. We will go through the components and steps for building systems for school-wide, consistent responses to problem behaviors. (This would be a good time to stop and ask for audience participation, if you have a plan for using that discussion across this presentation.)



### ACTIVITY

Have participants take about 10-15 minutes and discuss with their table what isn't working with their current way of managing problem behaviors?








## Ways That Don't Work

- Exclusion
- Punishing problem behavior without a positive, proactive, educative approach

Punishment used alone interferes with teaching and learning.




### Slide #3

#### [ Ways That Don't Work ]


#### Trainer Notes:

- Studies, like Costenbader & Markson (1998), Mayer & Sulzer-Azaroff (1990), and Skiba, Peterson & Williams (1997), have shown that neither punishment alone nor exclusion are effective in reducing problem behavior. These methods may even lead to an escalation in negative behavior, such as aggression, vandalism, truancy, and dropping out. For example, students may exhibit stress responses or learned helplessness. Alternatively, punishment may even be rewarding to some students (e.g., suspension).





## What Does Work?

- Building on a current discipline policy (consequences)
- Developing a continuum of procedures for discouraging inappropriate behavior
- Focusing on teaching desired behaviors and when to appropriately use them



Lewis & Sugai, 1999

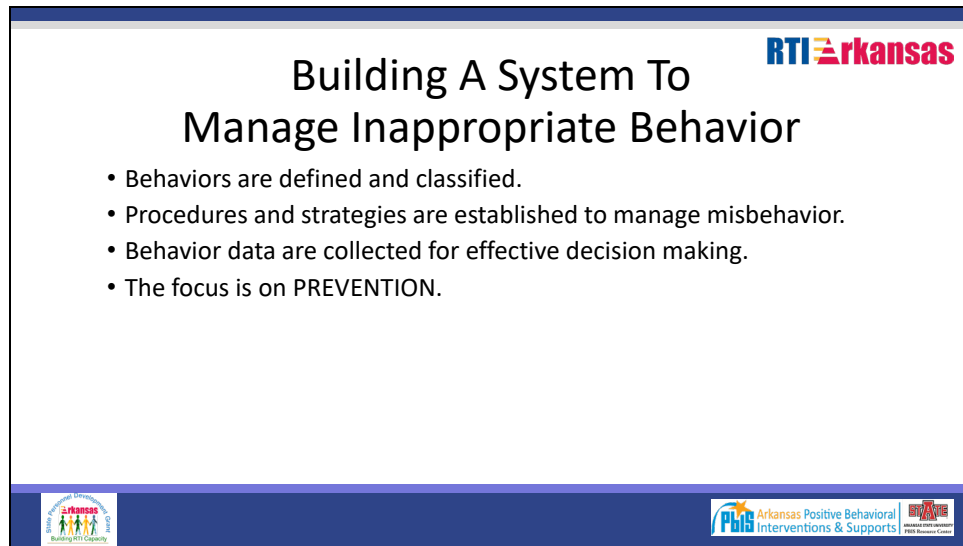


### Slide #4

#### [ What Does Work? ]

#### Trainer Notes:

- Most schools already have a list or handbook of rules and “don’t do this” instructions. Through PBIS, they will be creating systems for teaching students the correct behavior, modeling the behavior, and encouraging the behavior. At the same time, schools need to have a clear, consistent bank of strategies and set of procedures for addressing problem behavior.



**Building A System To  
Manage Inappropriate Behavior**

- Behaviors are defined and classified.
- Procedures and strategies are established to manage misbehavior.
- Behavior data are collected for effective decision making.
- The focus is on PREVENTION.

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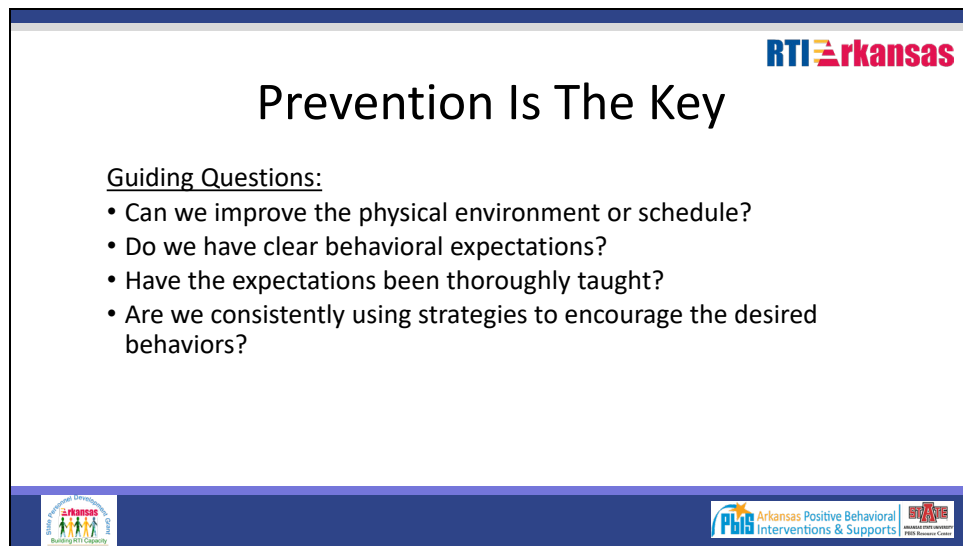
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### Slide #5

## [ Building A System To Manage Inappropriate Behavior ]

#### Trainer Notes:

- In this module, we will talk about what type of responses to problem behaviors haven't worked, as well as strategies that do work. We will go through the components and steps for building systems for school-wide, consistent responses to problem behaviors.



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## Prevention Is The Key

Guiding Questions:

- Can we improve the physical environment or schedule?
- Do we have clear behavioral expectations?
- Have the expectations been thoroughly taught?
- Are we consistently using strategies to encourage the desired behaviors?

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### Slide #6

#### [ Prevention Is The Key ]

#### Trainer Notes:

- When inappropriate behaviors occur, first assess the setting or events that led up to the behaviors. See if can you adjust or improve the environment to help prevent the behaviors in the future. Also assess whether or not your core components are being implemented fully. Ask some guiding questions, such as, “Have you taught the expectations sufficiently?” or “Have adults been encouraging the expected behaviors through specific praise and acknowledgements?” As the saying goes, the best defense is a great offense.



#### ACTIVITY

Have participants take about 10-15 minutes and answer the guiding questions. They can then take these questions back to staff for input. Hand out Guiding Questions on page 12.

## **Guiding Questions**

- **Can we improve the physical environment or schedule?**
- **Do we have clear behavioral expectations?**
- **Have the expectations been thoroughly taught?**
- **Are we consistently using strategies to encourage the desired behaviors?**

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## Prevention In The *Classroom*

- Start with prevention, not punishment.
- Active supervision (e.g., moving, scanning, prompting)
- Pre-correction
  - Beginning of class period
  - Transitions
  - Moving to another setting

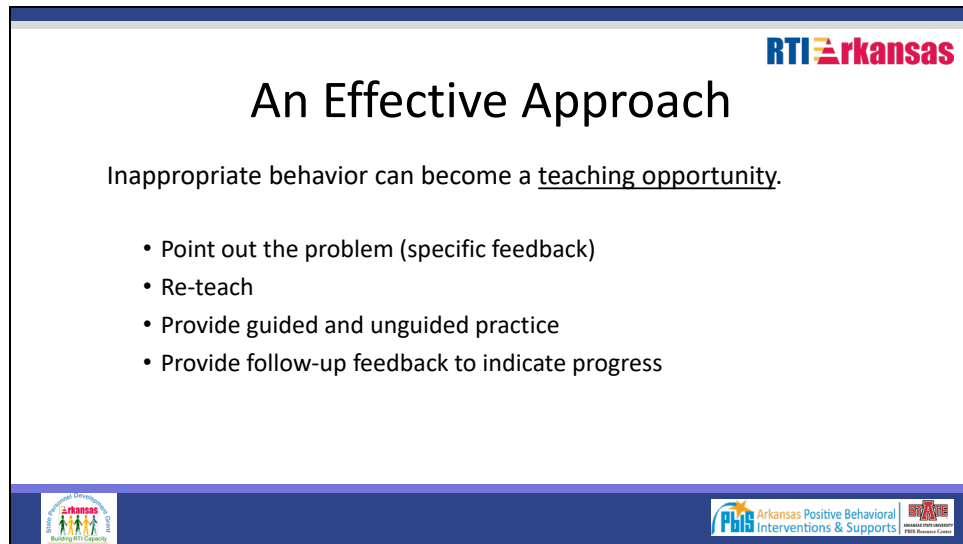
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PBIS Arkansas

### Slide #7

### [ Prevention In The Classroom ]

#### Trainer Notes:

- PBIS is about prevention and does not specify punishments. Those are left to the school and classrooms, but it is assumed the school and classrooms will develop a continuum of approaches to problem behaviors. Because the classroom is where students spend the majority of their time at school, it's important to make sure teachers are equipped with strategies that will help prevent problem behaviors. Two very effective strategies are active supervision and pre-correction. Simply moving around and scanning the classroom will prevent a lot of minor disruptions or distractions. For some students, a simple tap on the shoulder or desk will prompt them to get back on task. Pre-correction is something you can do with your class before they transition to a new task or new setting. Remind students about the expectations, and what/when the proper procedures are. For instance, getting ready to go to lunch or when they are moving from group to individual work in the classroom.



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## An Effective Approach

Inappropriate behavior can become a teaching opportunity.

- Point out the problem (specific feedback)
- Re-teach
- Provide guided and unguided practice
- Provide follow-up feedback to indicate progress

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### Slide #8

#### [ An Effective Approach ]

#### Trainer Notes:

- When a student does use inappropriate behavior, think of this as a teaching opportunity. Don't just point out the problem behavior and punish, but engage the student in re-teaching and practicing the correct behavior for the situation. Be sure and give them feedback to encourage them to keep following the expectations. This also sets up an opportunity to attend to and reinforce a given student when he/she does exhibit the appropriate behavior.

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## Create A Predictable Environment

- Avoid reinforcing problem behavior.
- Provide effective strategies for responding to problem behavior.
- Differentiate office-managed and classroom-managed behaviors.

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### Slide #9

## [ Create A Predictable Environment ]

### Trainer Notes:

- Students need to know what to do and what behavior is expected, and staff need to have clear procedures and strategies for addressing different types of infractions. For some students, what you think is a punishment may actually be a reward (e.g., students wanting to avoid a task may cause a disturbance that gets them sent out of the room). Provide staff with effective strategies for responding to problem behavior (not all staff have the same skill set or educational background). Be sure that all staff and faculty are clear about the procedures for addressing problem behavior. The school needs to agree on what behaviors will be managed by staff and what they will send to the office.



**The Power Of Correcting Social Errors Through Teaching**

- Upholds and demonstrates the importance of expectations
- Restores order to the learning environment
- Interrupts or prevents practice of inappropriate behavior
- Teachable moment: the learner is active, the learning is relevant
- Student learns to be successful
- Student learns valuable social skills
- Increases probability of future correct behavior
- Decreases future time out of learning/instruction
- Builds relationships with students
- Maintains a positive learning climate

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## Slide #10

### [ The Power Of Correcting Social Errors Through Teaching ]

#### Trainer Notes:

- Here are some benefits to turning a behavioral mistake into a teaching opportunity.

## **Training Section Two**

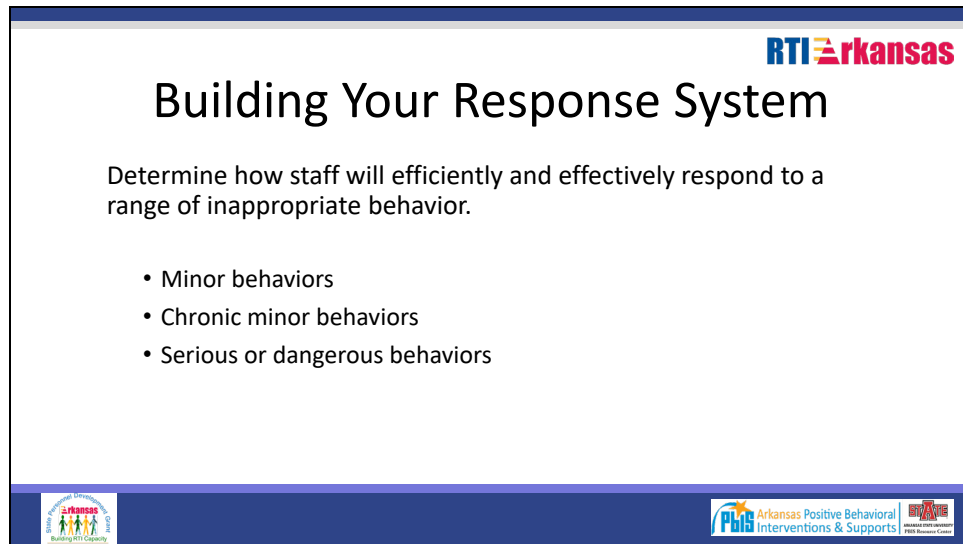
### **Building a Response System**

Slides 11 - 18

#### **Goals**

Participants will understand

- How to build a response system



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## Building Your Response System

Determine how staff will efficiently and effectively respond to a range of inappropriate behavior.


- Minor behaviors
- Chronic minor behaviors
- Serious or dangerous behaviors

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**Slide #11**  
**[ Building Your Response System ]**




**Trainer Notes:**

- There are different levels of misbehavior, so you will have to consider what type of response is required in different situations. The basic categories for misbehavior range from minor misbehaviors that are mostly disruptive or annoying to more serious ones that could cause damage or injury. You and your team, along with input from staff, will be differentiating these behaviors so that staff know which behaviors will be addressed by them and which behaviors will require an office referral.



## Staff-managed (Minor) Behaviors

- Use best practices (e.g., correction, re-teaching)
- Avoid escalation
- Anticipate students' response
- Consider office referral for persistent behavior




### Slide #12

### [ Staff-managed (Minor) Behaviors ]




#### Trainer Notes:

- If you're going to ask staff to consistently respond to specific behaviors, they will need strategies. Be sure to use best practices, such as correction and re-teaching, and know when to step away from the situation before it escalates beyond what can be appropriately managed. We want to build better relationships with students so that as you're getting to know your students, you can better anticipate which ones are more likely to escalate. If behavior continues to persist, you may need to refer the student to the office. Your team will be making decisions as to when a persistent behavior should become an office-managed behavior.



## Office-managed (Major) Behaviors

- Behavior that...
  - Is a serious or chronic disruption
  - Concerns safety for the student or others
  - Is potentially illegal
- Actions taken in the office may include...
  - More intensive teaching
  - Restitution activities
  - Strategies to help the student handle future situations
  - Phone calls home




### Slide #13

### [ Office-managed (Major) Behaviors ]

#### Trainer Notes:




- There are definitely some behaviors that will require an immediate office referral. You will want to have procedures in place to make sure everyone knows how to maintain safety for everyone. With lesser offenses, it's still important to apply strategies and consequences that include teaching. Again, punishment alone isn't enough to improve behavior.

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## What Is Needed

**To effectively manage problem behavior, you must...**

- define all behaviors (be specific – observable, measurable).
- define what constitutes office-managed behavior.
- document strategies to respond to minor behaviors.
- document procedures for responding to any misbehavior.
- develop related data gathering tools.

### Slide #14

#### [ What Is Needed ]


#### Trainer Notes:

- The first step in building your consequence system is to formally categorize the problem behaviors that you have identified at your school. It's also essential to have specific definitions for each of your identified behaviors so that you will have an accurate account of behavior issues in your school. Work with your staff to come to a consensus on how different behaviors will be defined. For example, what differentiates disrespect from insubordination? What type of language would constitute a minor infraction and what would be a major infraction? Have a documented procedure showing what staff should do when an inappropriate behavior occurs. All these steps will help create more consistency throughout the school.



#### ACTIVITY




Work with your staff to come to a consensus on how different behaviors will be defined. Have a documented procedure showing what staff should do when an inappropriate behavior occurs. All these steps will help create more consistency throughout the school.



## Example Of Behavior Definitions

Minor Problem	Behavior Definition
Inappropriate verbal language	Student engages in low intensity instance of inappropriate language (develop examples)
Major Problem	Behavior Definition
Abusive language/ inappropriate language/ profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way

**Make sure all staff have the definitions and report accurately.**






## Slide #15

### [ Example Of Behavior Definitions ]




#### Trainer Notes:

- Here is an example of definitions for different levels of inappropriate language. In this example, this school has identified major behavior, or behavior that will be office-managed, as language that is abusive or profane. In this case, the school specifically identifies swearing and name calling as major infractions. Once the PBIS team has sorted and defined behaviors, distribute the information to all staff so that there will be consistency and accuracy in reporting infractions.



### Example (T-chart)

Teacher managed behaviors (minor)	Office managed behaviors (major)
Tardy	Chronic/severe bullying
Inappropriate language (minor)	Stealing
Chewing gum; food/drinks	Vandalism
Not having materials/supplies	Illegal substance
Missing homework	Chronic non-compliance
Tattling	Possession of weapons
Teasing/bullying	Profanity directed at person
Lying	Repeated disruptions
Cheating	Fighting/assault
Minor dress code violation	Threat
Minor disruption	Chronic class skipping
Defiance/disrespect/non-compliance	Gang-related behaviors
	Sexual harassment
	False fire alarm/bomb threat

## Slide #16

### [ Example (T-chart) ]

#### Trainer Notes:

- Here is an example of a T-chart of behaviors. One column will show behaviors that teachers and staff will address themselves, and the other will show the behaviors that warrant an office referral.



### ACTIVITY


Have participants take about 10-15 minutes and start brainstorming ideas to differentiate teacher and office managed behaviors. They can then take these behavior suggestions back to staff for input. Hand out the example T-chart (pg. 24) and blank T-chart (pg. 25). You can download them at: <https://pbis.astate.edu/resources/tier-i-resources/responding-to-problem-behavior/>



## Example of T-Chart

Staff Managed Behaviors (Minors)	Office Managed Behaviors (Majors)
<p>Minors</p> <ul style="list-style-type: none"> <li>• Inappropriate Language</li> <li>• Physical Contact</li> <li>• Defiance/Insubordination/Non-Compliance</li> <li>• Disrespect</li> <li>• Disruption</li> <li>• Dress Code</li> <li>• Technology Violation</li> <li>• Property Misuse</li> <li>• Tardy</li> </ul> <p><i>Consequences are determined by staff</i></p>	<p>Majors</p> <ul style="list-style-type: none"> <li>• Abusive/Inappropriate Language</li> <li>• Fighting</li> <li>• Physical Aggression</li> <li>• Defiance/Insubordination</li> <li>• Harassment/Intimidation</li> <li>• Inappropriate Display of Affection</li> <li>• Vandalism/Property Destruction</li> <li>• Lying/Cheating</li> <li>• Skipping</li> <li>• Technology Violation</li> <li>• Dress Code</li> <li>• Theft</li> <li>• Arson</li> <li>• Weapons</li> <li>• Tobacco</li> <li>• Alcohol/Drugs</li> </ul>




TEACHER MANAGED BEHAVIORS	OFFICE MANAGED BEHAVIORS



# Procedural Flow Charts

Documents the “standard procedure” for responding to any inappropriate behavior

- All staff give input and come to a consensus
- Distribute final document to all staff to keep for reference

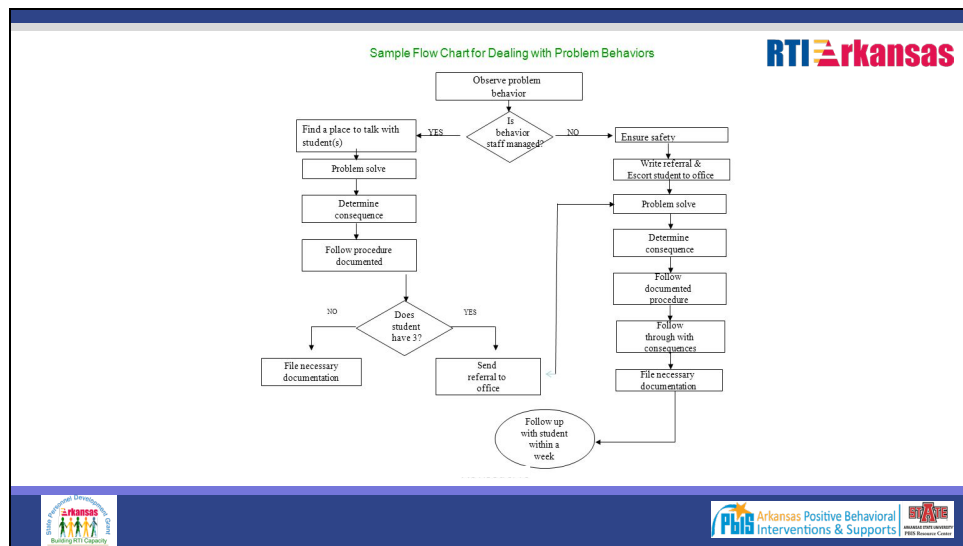


## Slide #17

### [ Procedural Flow Charts ]

#### Trainer Notes:

- In order to have consistency in how everyone in the school responds to problem behavior, it's important to have documented procedures that everyone can refer to.



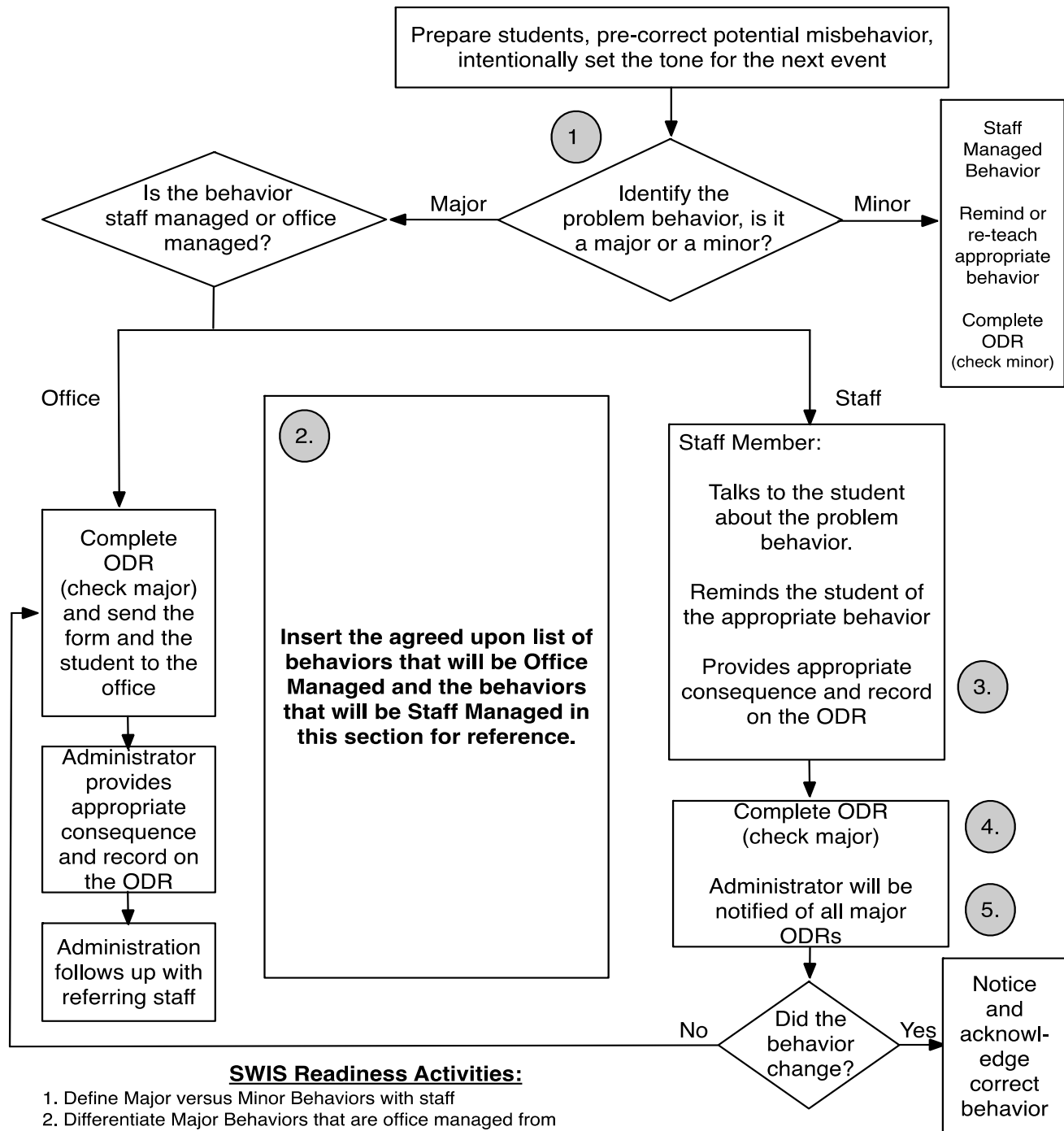
## Slide #18

### [ Sample Flowchart For Dealing With Problem Behaviors ]

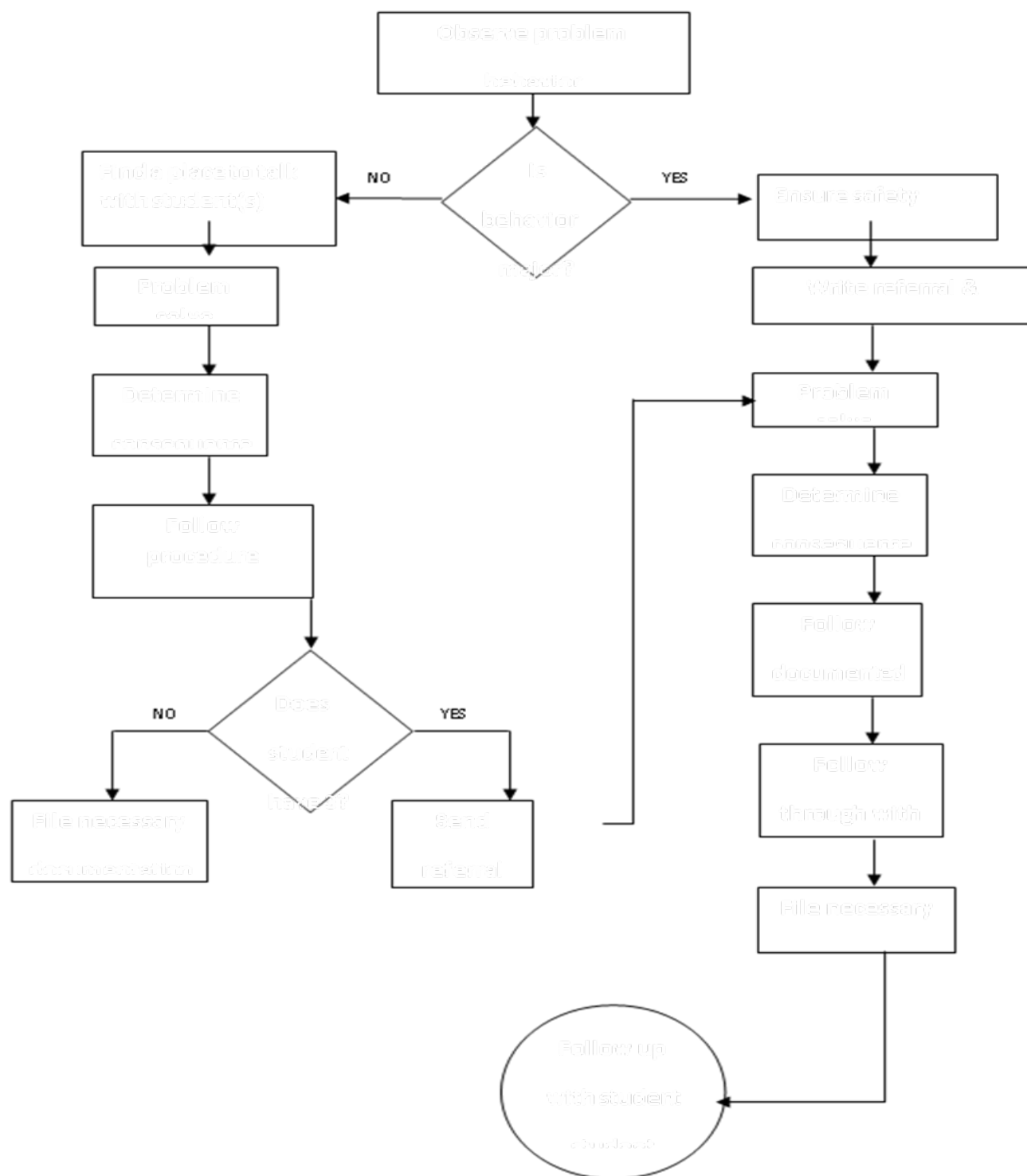


## ACTIVITY

Have participants take about 10-15 minutes and start brainstorming ideas for how they will create a flowchart for dealing with problem behaviors. They can then take this back to staff for input. Hand out the example flowchart (pg. 28) and blank flowchart template (pg. 29). The template can be downloaded at: <https://pbis.astate.edu/resources/tier-i-resources/responding-to-problem-behavior/>



## General Procedure for Dealing with Problem Behaviors



## **Training Section Three**


### **Purpose of Office Discipline Referral**

**Slides 19 - 24**

#### **Goals**




Participants will understand

- Purpose of office discipline referral
- How to create an office discipline referral



## Purpose Of Office Discipline Referrals (ODRs)

- Interrupt problem behavior and prevent escalation
- Teach what is acceptable behavior
- Keep behavior from being rewarded
- Allow instruction to safely continue for others
- Collect data



### Slide #19

## [ Purpose Of Office Discipline Referrals (ODRs) ]

### Trainer Notes:

- When a student uses behavior that has been identified as office-managed, keep in mind the purpose of the office referral and what it should accomplish. First and foremost, you're interrupting a problem behavior and preventing it from escalating. If there are safety concerns, those need to be addressed first, but otherwise, the goal is to discourage the student from doing the behavior again. This requires making sure the student knows what the acceptable behavior would have been in that situation, keeping the punishment appropriate, and making sure your response doesn't serve as a reward for the student.



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## “Must-have” Data For ODR Forms

- Student name
- Referring staff name
- Date of incident
- Time of incident
- Inappropriate behavior with designation of office-managed or staff-managed
- Location of incident
- Others involved
- Possible motivation
- Administrative decision


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### Slide #20

### [ “Must-have” Data For ODR Forms ]




#### Trainer Notes:

- Office discipline referrals are data that document an incident. In order to be able to make informed decisions and monitor progress, it’s important to have a complete picture of the who, what, when, where, and why of what happened. These data are an accurate representation of the incident and take the guess work out of the equation. The information provided can be used for parent conferences, documenting a nomination for Tier II or Tier III interventions, etc.



## Guidelines For Office Referrals

- Ensure referral is appropriate – use outlined procedures
- Complete ODR fully – these are data points
- Be prepared to talk to your administrator to determine consequences.
- Make student's return to class a smooth transition




### Slide #21

### [ Guidelines For Office Referrals ]

#### Trainer Notes:

- Again, ODRs are data documenting an incident and are important for making decisions.



## Example ODR Form

**OFFICE DISCIPLINE REFERRAL FORM**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_


Referring Staff: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_


**Location:**


<input type="checkbox"/> Classroom # _____	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Parking Lot
<input type="checkbox"/> Hallway	<input type="checkbox"/> Lavatory	<input type="checkbox"/> Bus
<input type="checkbox"/> Trailers/Tech Wing	<input type="checkbox"/> Assembly	<input type="checkbox"/> Other: _____

**Problem Behaviors:**

<p><b>MINORS:</b></p> <p><input type="checkbox"/> 3-5 Repeat Minor Incident Reports</p> <p><input type="checkbox"/> 6-10 Combined Minor Incident Reports (Minor Incident Reports must be attached)</p> <p><input type="checkbox"/> Aggression/harassment (minor)</p> <p><input type="checkbox"/> Calling out</p> <p><input type="checkbox"/> Defiance/disrespect/subordination</p> <p><input type="checkbox"/> Dress code</p> <p><input type="checkbox"/> Electronic/telecommunications</p> <p><input type="checkbox"/> Food/drink (outside cafeteria)</p> <p><input type="checkbox"/> Horseplay</p> <p><input type="checkbox"/> Inappropriate language/comments</p> <p><input type="checkbox"/> Lateness</p> <p><input type="checkbox"/> Leaving class w/o permission</p> <p><input type="checkbox"/> Leaving school w/o permission</p> <p><input type="checkbox"/> Propriety</p> <p><input type="checkbox"/> Property misuse</p> <p><input type="checkbox"/> Throwing objects</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>MAJORS:</b></p> <p>(Automatic Office Referral)</p> <p><input type="checkbox"/> Aggressive behavior (physical/verbal)</p> <p><input type="checkbox"/> Fighting</p> <p><input type="checkbox"/> Gambling</p> <p><input type="checkbox"/> Intigating/conflict/disruption</p> <p><input type="checkbox"/> Significant vandalism</p> <p><input type="checkbox"/> Smoking (inside building)</p> <p><input type="checkbox"/> Truancy (checklist must be attached)</p> <p>    ___ Class</p> <p>    ___ School</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Category III Offense (please specify)</p> <p>_____</p> <p>_____</p>
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## Slide #22

### [ Example ODR Form ]

#### Trainer Notes:

- This example shows a convenient, concise way to organize the necessary information fields, making it easier for staff to complete.



## Minor Behavior Report Examples

Minor Incident Report

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Time: \_\_\_\_\_

Location: ☐ Lunch ☐ Recess ☐ Hallway ☐ Restroom  
☐ Library ☐ Bus Area ☐ Other \_\_\_\_\_

Behavior: ☐ Rough Play ☐ Defiance ☐ Running  
☐ Excessive Noise ☐ Profanity ☐ Tardy  
☐ Excessive Talking ☐ Name Calling (Profane Name)  
☐ Teasing Others (Intent to Embarrass)  
☐ Property Misuse ☐ Other: \_\_\_\_\_

Action: ☐ Verbal Warning ☐ Student Conference  
☐ Timeout (In-class) ☐ Detention

Comments: \_\_\_\_\_

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P.O. BOX 100000 • COLUMBIA, MISSOURI 65210-0000

MAKING BETTER CHOICES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT # \_\_\_\_\_

I didn't make a good choice today. I didn't obey one of the classroom rules.  
 (You can see the rule I checked below.)

<input checked="" type="checkbox"/> 1. Be Respectful to Adults and Students <input type="checkbox"/> 2. Ready to Learn and Stay On Task <input type="checkbox"/> 3. Follow Directions	<input type="checkbox"/> 4. Respect School Property <input type="checkbox"/> 5. Keep hands and feet to myself <input type="checkbox"/> 6. Work Cooperatively
---	--

I am going to make a better choice next time.

Student Comments on Back / Teacher Comments on Back

Parent / Guardian Signature \_\_\_\_\_

Place of misbehavior:

☐ Classroom

☐ Restroom

☐ Playground


☐ Hallway


☐ Cafeteria


Special Area Class:

☐ Music ☐ Art ☐ PE ☐ Library

☐ Other: \_\_\_\_\_








### Slide #23

## [ Minor Behavior Report Examples ]




#### Trainer Notes:

- Ideally, schools should collect minor incident reports. These could be used by classroom teachers to keep their own data and develop their own action plans. Also, collecting these data will help provide useful information down the road if the teacher wants to refer students for additional supports (Tier II or Tier III interventions).



## Guiding Questions

1. Is there consensus among staff on the definitions of all problem behaviors?
2. What are the minor problem behaviors in your school?
3. What are the major problem behaviors in your school?
4. Do you have a T-chart to distinguish minor from major behaviors?
5. What will you do when there are repeated minor behaviors?



### Slide #24

### [ Guiding Questions ]

#### Trainer Notes:

- These are some guiding questions to keep in mind when building a system for responding to problem behaviors.



### ACTIVITY

Have participants take about 10-15 minutes and answer the guiding questions. They can then take these questions back to staff for input. Hand out Guiding Questions (pg. 37).

## **Guiding Questions**

- **Is there a consensus among staff on the definitions of all problem behaviors?**
- **What are the minor problem behaviors in your school?**
- **What are the major problem behaviors in your school?**
- **Do you have a T-chart to distinguish minor from major behaviors?**
- **What will you do when there are repeated minor behaviors?**

## **Training Section Four**

### **Strategies for Minor Behavior**

Slides 25 - 28

#### **Goals**

Participants will understand

- Strategies for dealing with minor behaviors

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## Some Strategies For Minor Behaviors

<ul style="list-style-type: none"> <li>• Re-teach expectations/rules</li> <li>• Change seating arrangements</li> <li>• Conference</li> <li>• Peer mediation</li> <li>• Student contracts</li> <li>• Provide choices</li> <li>• Remove tempting items from room</li> </ul>	<ul style="list-style-type: none"> <li>• Teach replacement skills</li> <li>• Cool-off time</li> <li>• Re-direction</li> <li>• Restitution/apology</li> <li>• Prompt</li> <li>• Reward alternate positive behaviors</li> <li>• Reward peers for using appropriate behaviors</li> </ul>
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### Slide #25

## [ Some Strategies For Minor Behaviors ]

#### Trainer Notes:

- It's important that classroom teachers and other staff have some good strategies for responding to the behaviors identified as being classroom-managed. The overall goal is to provide re-teaching of the expected behavior, help the student learn an appropriate replacement behavior, and then reinforce them when they use the correct behavior. Not all teachers have been taught or had time to develop a lot of strategies, so this may be an area you want to address in your professional development opportunities. It's recommended that staff only choose a couple to focus on at one time, and then give teachers time, support, and encouragement to become skilled in using these strategies.



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## Considerations For Correcting Misbehavior

- Be consistent
- Use least intrusive strategy
- Be specific, but brief
- Have a quiet, respectful interaction
- Refocus class first, if you will require a bit of time

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### Slide #26

## [ Considerations For Correcting Misbehavior ]

### Trainer Notes:

- Students have a better chance at changing their behavior if you are consistent in your teaching and responses. You don't want to draw any more attention to a misbehavior than you have to. Be sure to give specific descriptions of the behavior you observed and the behavior that is expected. Be brief and concise and disengage quickly. Make sure the interaction is quiet and respectful – again, you don't want to draw more attention to the misbehavior and you don't want to single out students. Also, if we want the student to be respectful, we have to model that behavior. If you think the interaction will take a bit of time, make sure the class has a task to focus on first and then give individual attention to the student.

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## Appropriate Consequences

- Matched to the severity of the behavior
- Matched to the perceived function of the behavior
- Should not result in a power struggle

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**Slide #27**  
**[ Appropriate Consequences ]**

**Trainer Notes:**

- Consequences work best when they fit the individual student’s motivation, the specific behavior, and the severity of the behavior. Consequences aren’t “one size fits all”. Make sure the consequences match the behavior. Fairness and consistency come into play through the expectations and standards that everyone is held to. Fairness means that everyone gets the appropriate support in order to be successful. See Missouri website for resources at <http://pbissmissouri.org/wp-content/uploads/2017/06/6.0-MO-SW-PBS-Tier-1-Workbook-Ch-6-Discouraging.pdf?x30198>.

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## Effective Consequences

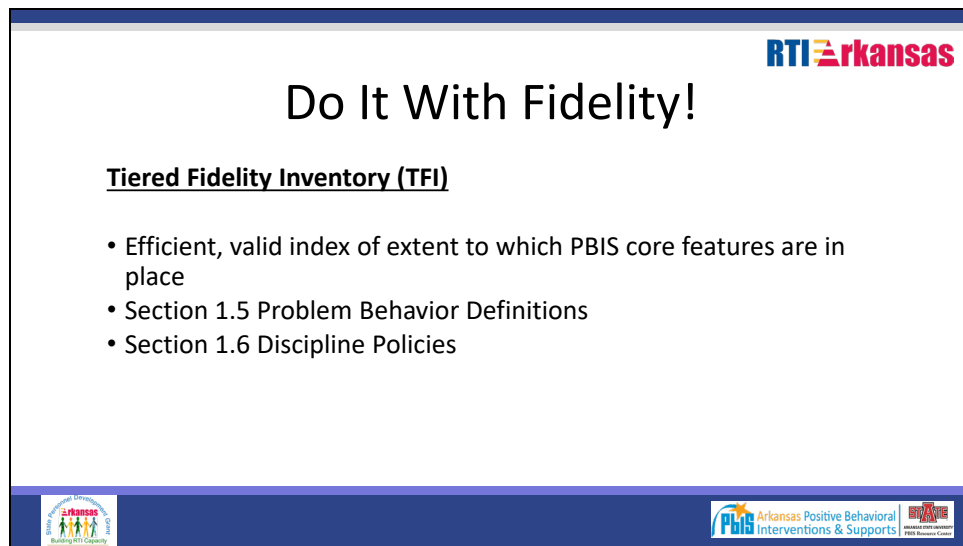
- Result in greater learning
- Often involve learning tasks or opportunities
  - Practice replacement behavior/skill
  - Student demonstrates desired skill
  - Make amends to others affected
- Invite student to take responsibility & also be part of solution
- Require effort and leave little incentive for repeat of misbehavior

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**Slide #28**  
**[ Effective Consequences ]**

**Trainer Notes:**

- Again, your interactions with students who have used inappropriate behavior need to include a teaching component. This will increase the likelihood that the student's behavior will change positively. Give the students learning tasks and opportunities to practice using the desired behavior. Encourage the student to take responsibility for the inappropriate behavior and also be involved in determining the solution. Consequences need to take some effort. You want the student to have no incentive to repeat the unwanted behavior.



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## Do It With Fidelity!

**Tiered Fidelity Inventory (TFI)**

- Efficient, valid index of extent to which PBIS core features are in place
- Section 1.5 Problem Behavior Definitions
- Section 1.6 Discipline Policies

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**Slide #29**  
**[ Do It With Fidelity! ]**

**Trainer Notes:**

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.5 covers problem behavior definitions and 1.6 covers discipline policies.

<div> <div>RTI <b>Arkansas</b></div> <div>Subscale: Implementation</div> </div>		
1.5 Problem Behavior Definitions		
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.5 Problem Behavior Definitions:</b> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• School policy</li> <li>• Discipline flowchart</li> </ul>	0 = No clear definitions exist, and procedures to manage problems are not clearly documented.  1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems.  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families.
<div> <b>Main Idea:</b> Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the “predictability” of social expectations in the school. <i>Focus on reducing reward for problem behavior.</i> </div>		

## Slide #30

### [ 1.5 Problem Behavior Definitions ]

<div>RTI <b>Arkansas</b></div> <div>Subscale: Implementation</div>		
1.6 Discipline Policies		
Feature	Data Sources	Scoring Criteria
<b>1.6 Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> <li>Discipline policy</li> <li>Student handbook</li> <li>Code of conduct</li> <li>Informal administrator interview</li> </ul>	<b>0 = Not implemented</b> <b>1 = Partially implemented</b> <b>2 = Fully implemented</b>  0 = Documents contain only reactive and punitive consequences. 1 = Documentation includes and emphasizes proactive approaches. 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use.
<div> <b>Main Idea:</b> Preventative and positive approaches to discipline are the most effective. </div>		

## Slide #31

### [ 1.6 Discipline Policies ]

## Summary

- Develop a continuum of procedures for responding to problem behavior.
- Be clear about behavior definitions and procedures.
- Make teaching a part of the response – be proactive and prevent further escalation.
- Make sure responses are appropriate and consistent throughout the school.



**Slide #32**  
**[ Summary ]**

## Resources

Missouri PBIS Tier I Workbook: Discouraging Inappropriate Behavior

<http://pbissmissouri.org/wp-content/uploads/2017/06/6.0-MO-SW-PBS-Tier-1-Workbook-Ch-6-Discouraging.pdf?x30198>



**Slide #33**  
**[ Resources ]**



**Discussion Questions:**

The following questions will help schools start thinking about how they will create a plan to respond to inappropriate behavior.

1. Does your school currently have a procedure for responding to inappropriate behavior?
2. What is your current consequence system?
  - a. Is it effective? How did you determine whether it is effective?
  - b. If it is effective, what works well?
3. Does your current discipline referral form include all necessary data fields (who, what, where, when, why, etc.)? Do you have a form for collecting data on minor referrals?
4. How will you develop a plan for working collaboratively with staff to define and categorize problem behaviors?
5. How will you ensure that all staff use consistent strategies for responding to minor problem behaviors?
6. How will you communicate the information regarding your consequence system to students and parents/families?

**Resource:**

- Missouri PBIS Website – Discouraging Inappropriate Behavior:  
<http://pbissmissouri.org/wp-content/uploads/2017/06/6.0-MO-SW-PBS-Tier-1-Workbook-Ch-6-Discouraging.pdf?x30198>

**Next Module:**

The suggested next module is Module 9: Collecting and Using Data for PBIS Tier I Decision Making. This module will guide teams through an efficient, effective way of collecting and using data for Tier I decision making within a PBIS team meeting setting.