

4 Discouraging Inappropriate Behaviour

Definition

The development and use of a continuum of techniques that use instructional responses to behaviour errors.

Rationale

Specific corrective feedback is a necessary component of the learning process as students need to know when they have made an error and be re-directed to the expected behaviour.

*“Reprimands are more predictive of future negative teacher-student interaction than is correction (i.e., re-teaching; Nelson & Roberts, 2000).”*

GAGE, SCOTT, HIRN & MACSUGA-GAGE, 2018

Guidelines

- An educative approach to addressing behaviour where teachers respond to behaviour errors in the same way they would respond to academic errors, through specific corrective feedback.
- Responses should be viewed as a teaching opportunity to clarify and re-teach expectations.
- Effective responses to behaviour errors in the classroom use fair and consistently applied corrective responses.
- Be specific and brief in what you want student to do instead.
- Use the language of the classroom rules and procedures.
- Use the least intensive/ intrusive approach.
- Corrective feedback is an informative statement provided following a behaviour error that describes the behaviour and tells the student what to do next time.

Corrective feedback should be:

- brief, concise, calm, and respectful
- provided to individuals privately, or discreetly
- consistent with fair consequences
- instructional.

Getting started

STEP 1

Define inappropriate behaviours

- Distinguish minor and major behaviours
  - **Minor behaviours** are managed when and where they occur by the adult present at the time.
  - **Major behaviours** are managed beyond the context in which they occur, often by a senior leader within the school.

STEP 2

Techniques to address minor inappropriate behaviour

- **Indirect** – unobtrusive and carried out quickly to minimise disruption to instruction.
- **Direct** – providing students with corrective feedback and reteaching.
- **Logical consequences** – pairing consequences with teaching expected behaviour can heighten behaviour change.

STEP 3

Use techniques to reduce and de-escalate major inappropriate behaviour

- De-escalation
- Conference
- Conference and consequence

STEP 4

Consider environmental triggers for inappropriate behaviour

- Based on the likely function of the behaviour, consider which environmental factors can be adjusted to either remove the possible trigger for the behaviour or remove the reinforcing consequences.

Techniques

Indirect

Proximity	Strategic movement or placement to encourage expected behaviour.
Signal non-verbal cue	Non-verbal signals that do not interrupt the flow of the lesson. These include eye contact, hand gestures, a hand clap, clearing your throat, etc.
Ignore/attend/praise	Provide specific positive feedback to a nearby student who is demonstrating the expected behaviour. Follow up with positive feedback to the student.

Direct

Prompt	Provide a pre-correction for the expected behaviour before it occurs. Follow up with specific positive feedback.
Re-direct	Provide a brief, clear restatement of the expected behaviour, (specific corrective feedback).
Re-teach	A re-teach builds on the re-direct by reviewing the expected behaviour more thoroughly.
Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice.
Conversation	An individual, lengthier re-teaching or problem-solving opportunity when misbehaviour is more frequent or intense.

Trauma lens

- The continuum of response helps students to regulate, connect (relate) with the adult, and to access their problem-solving skills.

*“Teaching and supporting good behaviour is as critical as attention to academic success. Some might say more so because without the requisite prosocial behaviours, students are unlikely to experience much success either in school or later in life.”*

MENZIES, LANE, OAKES & ENNIS, 2017