

Department of
Primary Industries and
Regional Development



Regional Community Childcare Development Fund

Positive Behaviour Support in Early Childhood

Phase 2 – Module 5

Responding to behaviour errors in
effective and supportive ways redirect, re-
teach

Supported by the State Government's Royalties for Regions program and the Department of Communities.





Department of
Primary Industries and
Regional Development

www.rypple.org.au

Phase Two Modules

1. Review of Phase 1: Introduction to Positive Behaviour Support, defining and teaching behaviour
2. Using specific behavioural feedback and effective praise - the magic 4:1 ratio
3. Active supervision
4. Provide choice in behavioural instruction
- ➔ 5. **Responding to behaviour errors in effective and supportive ways**



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Acknowledgements

Missouri SW PBS

www.Pbissmissouri.org

Pyramid Model CSEFL

<http://csefel.vanderbilt.edu/>

PBIS National Technical Assistance Centre

<https://www.pbis.org>



www.rypple.org.au

Why?

Do
children
make
behaviour
errors?



www.rypple.org.au

All behaviour

**Is the person's best attempt to
get their needs met**

(functional)



Department of
Primary Industries and
Regional Development



www.rypple.org.au

Why Children Make Social/Behavioral Errors

- **Skill Deficit** – Absence of knowledge or insufficient understanding of when to use the expected behavior
- **Performance Deficit**– Absence of effective reinforcement to support consistent use of the skill

“Additional teaching and practice are required to help childrens who have a skill deficit or performance deficit learn the desired behaviors and when to appropriately use them.”

Lewis & Sugai, 2009



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Some Basic Assumptions



Challenging behavior usually has a message:
I am bored, I am sad, you hurt my feelings, I need some attention.



www.rypple.org.au

Some Basic Assumptions



Children often use challenging behavior when they don't have the social or communication **skills** they need to engage in more appropriate interactions.



www.rypple.org.au

Some Basic Assumptions

Behavior that persists over time is usually working for the child.

Functions of Behavior


To Get/Obtain


To Escape/Avoid

Attention

Objects or Activities


Sensory Input/Stimulation


 Rypple
Building social success in positive learning environments

 Department of Primary Industries and Regional Development
GOVERNMENT OF WESTERN AUSTRALIA

www.rypple.org.au

Is this a get or avoid behaviour?

 Rypple
Building social success in positive learning environments


 Department of Primary Industries and Regional Development
GOVERNMENT OF WESTERN AUSTRALIA



www.rypple.org.au

- <https://www.youtube.com/watch?v=Gk-OfmmRags>

Some Basic Assumptions

We need to focus on teaching children what to **do** **instead** of the challenging behavior.





Department of
Primary Industries and
Regional Development

www.rypple.org.au

Why

Do behaviour errors upset us so much more than other learning errors?





Department of
Primary Industries and
Regional Development

www.rypple.org.au

Prevention is Key

When inappropriate behaviors occur, assess antecedent events and ask:

- Do we have **clear expectations**?
- Have they been thoroughly **taught**?
- Are we consistently using **strategies to encourage** desired behaviors?

The best defense is always a great offense.







www.rypple.org.au

<https://www.lifehack.org/556891/you-want-happy-relationship-you-need-treat-like-your-bank-account>


Relationship Bank Account




© Lifehack






Happy Moment



Hard Time




Positive Balance





www.rypple.org.au

Building Positive Relationships by Making Deposits



Maintain a 5:1 (positive to corrective)



Give attention when the child is engaged in appropriate behaviors

  Department of Primary Industries and Regional Development

www.rypple.org.au

It All Adds Up

Deposits:	Withdrawals:
<ul style="list-style-type: none">• Specific Feedback• Non-contingent attention• Active Listening• Wait Time• Mirroring• Reflection• Expansion• Modeling	<ul style="list-style-type: none">• No• Don't• Stop• Why did you...?• Demands• Using a loud voice• Intimidating request

  Department of Primary Industries and Regional Development

www.rypple.org.au

Specific strategies for responding to behaviour errors

- Ignore/Attend/Praise
- Re-direct
- Re-teach and Praise

*How do I know
that the child
knows what to
do?*



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Ignore/Attend/Praise

Uses the power of praise or positive feedback.

The educator praises an appropriately behaving child in the proximity of the inappropriately behaving child.

The praise serves as a prompt.

When the child (who was making the error) exhibits the desired behavior, attention and praise are then provided.



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Ignore/Attend/Praise

“Oh James I love how you are scraping your plate into the chook bucket

...

Thanks Lily I can see you scraping you plate into the bucket too!”





Department of Primary Industries and Regional Development



www.rypple.org.au

Design an effective Ignore/Attend/Praise statement

Behaviour error _____

Time _____ Place _____

Ignore/Attend/Praise response _____



Department of Primary Industries and Regional Development

www.rypple.org.au

Re-Direct

- Brief, clear, private verbal reminder of the expected behavior.
- A re-statement of school-wide and non-classroom behavior, or classroom procedure.



Redirection video

<https://www.youtube.com/watch?v=SsapgGJOAwM>

Planning Re-Direct statements

Instead of... (what do I hear myself say sometimes?)	Expectation	Specific behaviour
“Don’t run”	“Be safe”	“Walk please!”



www.rypple.org.au

Re-Teach

Builds on the re-direct by specifically describing the steps required to instructing the child on exactly what should be done.

- Tell
- Show
- Practice
- Reinforce/Feedback





www.rypple.org.au

If You Want It, Teach It!

If a child doesn’t know how to read, *we teach*.
If a child doesn’t know how to swim, *we teach*.
If a child doesn’t know how to multiply, *we teach*.
If a child doesn’t know how to drive, *we teach*.
If a child doesn’t know how to behave,
we..... ..teach?punish?

Why can’t we finish the last sentence as
automatically as we do the others?

Tom Herner (NASDE President) Counterpoint 1998, p.2



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Behaviour lesson plan

Identify the error children are making: **Running inside**
Identify what they should do instead:
Service Expectation: **Be Safe** Specific Behaviour: **Walk inside**

Tell	<ul style="list-style-type: none">• A way to keep everyone safe is to use walking feet inside• Discuss with children why it is safe to use walking feet instead of running• Ask children: When do we need to use our walking feet?
Show	<ul style="list-style-type: none">• Show example
Practice	<ul style="list-style-type: none">• Different opportunities through out the day
Reinforce	<ul style="list-style-type: none">• Use pre-corrects before ‘walking’ activities begin—“We are getting ready to go to our lunch tables. What do we need to do with our feet?”• Specific feedback—“You are using your walking feet while walking inside! Thank you for being safe!”



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Repetition builds fluency...



For a child to learn something new, it
needs to be repeated on average
8 times

For a child to unlearn an old behaviour and
replace with a new behaviour, the new
behaviour must be repeated on average
28 times.

Harry Wong



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Phase 3 of training

- Teaching self-regulation, and including sensory supports
- Social skills instruction for children with self-regulation needs, social difficulties and disability. (Tier 2)
- Highly intensive individual support planning (Tier 3) utilising Prevent, Teach, Reinforce.



Department of
Primary Industries and
Regional Development

www.rypple.org.au