

Positive Behaviour Support and Trauma-Informed Practice



Phase 2 Module 5: Responding to behaviour errors in effective and supportive ways

Why do children make behaviour errors?

Reason for error	What the child may think or experience	Example of this type of behaviour error
Skill Deficit – Absence of knowledge or insufficient understanding of when to use the expected behavior	<i>"I don't know how to do that"</i> <i>"I can't do that"</i> <i>"I don't know what I am supposed to do here"</i>	
Performance Deficit– Absence of effective reinforcement to support consistent use of the skill	<i>"That doesn't sound like any fun"</i> <i>"My way is quicker to get my needs met"</i>	

- [Video 1 Hyperlink: https://www.youtube.com/watch?v=Gk-OfmmRaqs](https://www.youtube.com/watch?v=Gk-OfmmRaqs)

Planning behaviour responses

Ignore/Attend/Praise

Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the inappropriately behaving student. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided.

Behaviour error _____ _____ _____	Time _____ Place _____
Ignore/Attend/Praise response _____ _____	

Redirect [video hyperlink: https://www.youtube.com/watch?v=SsapgGJOAwM](https://www.youtube.com/watch?v=SsapgGJOAwM)

Brief, clear, private verbal reminder of the expected behavior. A re-statement of service-wide expectation, and the specific behaviour or rule. (**Tell** the child how to be successful)

Instead of...	Expectation	Specific behaviour
"Don't run"	"Be safe"	"Walk please!"

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Re-teach

Specifically **describing**, **modelling** and **practicing** the steps required to instructing the child on exactly what should be done, giving **specific feedback**.

Example 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? (possible answers: when we are inside the service, at the shops, on the bus, at the doctors, etc...)
Show	<ul style="list-style-type: none"> • Show the children what using your walking feet looks like (thumbs up) • Show the children what using your running feet looks like (thumbs down) • Show the children what using your walking feet looks like (thumbs up) • Model walking, marching, stomping
Practice	<ul style="list-style-type: none"> • Different opportunities through out the day • Have children practice walking softly, slowly, forward, backward • "We walk, we walk, we walk, and we stop" (repeat)
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!" • Re-teach the skill as needed

Identify the error children are making:	
Identify what they should do instead: Service Expectation: Specific Behaviour:	
Tell	<ul style="list-style-type: none"> • _____ • Discuss with children why _____
Show	<ul style="list-style-type: none"> • Model example _____ • Model NON-Example (optional) _____
Practice	<ul style="list-style-type: none"> • Different opportunities throughout the day • _____
Reinforce	<ul style="list-style-type: none"> • Pre-corrects _____ • Specific feedback _____ • _____

Tell Me What To Do Instead!

Classroom Version



COMMUNICATION IS THE KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember that young children may use inappropriate behavior because they do not understand the social rules and/or because they are unable to consistently apply what they are in the process of learning.
5. Talk to young children using language they understand. Young children may not understand a word like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior. Use positive, descriptive acknowledgement while the child is making an effort or is doing the desired behavior.
7. Some children will respond better to more subdued expressions, and acknowledging them in a "matter of fact" way might be more effective.
8. For the most part, be enthusiastic and generous with encouragement. Most children can never get enough!

Examples:

Avoid	Say/Model	Positive Descriptive Acknowledgement
Don't run!	<ul style="list-style-type: none"> ▪ Walk ▪ Use walking feet ▪ Stay with me ▪ Hold my hand 	<ul style="list-style-type: none"> ▪ You're holding my hand. That is so respectful. ▪ You walked across the classroom. You made a safe choice. ▪ You are walking beside me and keeping me company. That is so friendly!
Stop climbing!	<ul style="list-style-type: none"> ▪ Keep your feet on the floor ▪ Do you need something up high? Let's find safe way to reach it 	<ul style="list-style-type: none"> ▪ Wow! You have both feet on the floor! You are being safe. ▪ You asked for help to get something, you are being careful.
Don't touch!	<ul style="list-style-type: none"> ▪ Look with your eyes ▪ Keep your hands down 	<ul style="list-style-type: none"> ▪ You were really listening; you are looking with your eyes! ▪ You kept your hands down. That is respectful.
No yelling!	<ul style="list-style-type: none"> ▪ Use a calm voice ▪ Use an inside voice ▪ Turn the volume down 	<ul style="list-style-type: none"> ▪ You are using calm voice! You look happy. ▪ You are using soft voice inside the classroom. How respectful.
Stop whining!	<ul style="list-style-type: none"> ▪ Use a calm voice ▪ Talk so that I can understand you 	<ul style="list-style-type: none"> ▪ You are talking so clearly! That is so helpful. ▪ You told me with your words what was wrong. That is respectful. ▪ You used your words. How respectful!
Don't stand on the chair!	<ul style="list-style-type: none"> ▪ Sit on the chair ▪ Chairs are for sitting ▪ Do you need something up high? Let's find safe way to reach it. 	<ul style="list-style-type: none"> ▪ You are sitting on the chair. What careful girl. ▪ You were responsible when you sat in the chair. ▪ You stood on the ladder. You chose to be safe.
Don't hit!	<ul style="list-style-type: none"> ▪ Gentle hands ▪ Hands are for playing, eating, and hugging 	<ul style="list-style-type: none"> ▪ When you used gentle hands you were being respectful. ▪ You used your hands for clapping! You like being safe. ▪ You are hugging her. What friendly girl.
No coloring on the wall!!!	<ul style="list-style-type: none"> ▪ Color on the paper ▪ Put the paper on the easel if you want to color standing up 	<ul style="list-style-type: none"> ▪ You put the paper on the easel. That is being responsible. ▪ Wow. You are coloring so carefully. You are focused. ▪ You are an artist standing at the easel.
Don't throw your toys!	<ul style="list-style-type: none"> ▪ Play with the toys on the floor ▪ Toys stay close to the ground ▪ Please keep the toys on the table 	<ul style="list-style-type: none"> ▪ You are playing with the toys on the floor. So safe. ▪ You decided to keep the toys on the table. You are respectful.
Stop playing with your food!	<ul style="list-style-type: none"> ▪ Food goes on the spoon and then in your mouth ▪ Say "all done" when you are finished eating 	<ul style="list-style-type: none"> ▪ You're using your spoon. You're being careful. ▪ You said "all done." That is helpful. ▪ You are eating your food using your spoon and fork. That is practicing manners.
Don't play in the water/sink!	<ul style="list-style-type: none"> ▪ Wash your hands ▪ If you're finished washing your hands, please dry them 	<ul style="list-style-type: none"> ▪ You washed your hands. What healthy guy! ▪ You followed the hand washing steps! You try hard.

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