

ETLP 4: Responding to Behaviour Errors Fact Sheet

Definition

- A continuum or menu of strategies that uses instructional responses to respond to classroom behaviour errors.

Rationale

- PBIS promotes an educative approach to addressing behaviour errors and recommends that teachers respond to behaviour errors in the same way they would respond to academic errors, through specific corrective feedback.
- 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.

Guidelines

- A teacher's toolkit of practices organised by intensity, for responding to behaviour errors.
- A teaching opportunity to clarify and re-teach expectations.
- Be consistent and respond to behaviour errors each time they occur.
- Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- Use the least intensive/intrusive approach
- Increase active supervision
- Trust is maintained, and corrective feedback is more effective when delivered privately.
- All responses should be:
 - ⇒ Consistent, calm, immediate
 - ⇒ Private, quiet and respectful



Planning for Practice

Develop a Behaviour Error Response Continuum

Indirect: Unobtrusive and carried out quickly to minimise disruption to instruction

- Proximity
- Signal Nonverbal Cue
- Ignore/Attend/Praise

If these do not change behaviour utilise:

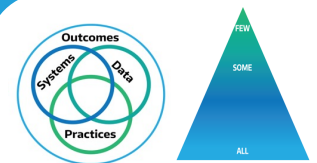
Direct: Instructional approaches

- Re-direct:** (Specific Corrective Feedback) A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
- Re-teach:** Builds on the re-direct by specifically instructing exactly what should be done.
- Provide choice:** statement of two alternatives.
- Student conference:** private re-teaching or problem solving.

	Strategy:	Explanation:	Example:
Direct	Indirect →	Proximity: Strategic movement by the teacher towards student.	Signal Nonverbal Cue: Sustained eye contact, hand gestures, a handclap, finger snap, etc.
	Re-direct	Verbal reminder of the expected behaviour from the classroom rules. (Specific Corrective Feedback)	<i>"Please follow the directions and put your book away."</i> then later, provide specific positive feedback.
	Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behaviour (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students' practice.
	Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice.	<i>"You can be respectful and work quietly at your seat or you can move to the private student area. Which do you prefer?"</i> Later, praise student for working quietly.
	Student Conference	An individual re-teaching or problem-solving opportunity.	Reteach the classroom rule(s). Tell why following the rule is better. Have student practise. Provide feedback. Develop a plan to use the rule in the future.

Trauma Lens

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



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