1
00:00:00,680 --> 00:00:02,810
Instructor: Now, let's discuss how to respond

2
00:00:02,810 --> 00:00:05,230
to problem behavior in the classroom.

3
00:00:05,230 --> 00:00:08,620
Refer to your school handbook, discipline matrix,

4
00:00:08,620 --> 00:00:11,710
and or any other relevant policies and procedures

5
00:00:11,710 --> 00:00:13,640
when determining how you will respond

6
00:00:13,640 --> 00:00:15,373
to student problem behavior.

7
00:00:16,280 --> 00:00:20,140
Responses to problem behavior should be functional.

8
00:00:20,140 --> 00:00:22,730
This refers to responding to a problem behavior

9
00:00:22,730 --> 00:00:25,310
in a way that considers the underlying function

10
00:00:25,310 --> 00:00:27,780
of the behavior and will help to decrease

11
00:00:27,780 --> 00:00:30,393
the occurrence of future problem behaviors.

12
00:00:31,630 --> 00:00:34,700
Accurate, an accurate and consistent response

13
00:00:34,700 --> 00:00:36,700
to problem behavior will be important

14
00:00:36,700 --> 00:00:39,490

to decrease occurrences of problem behavior

15
00:00:39,490 --> 00:00:42,453
and increase occurrences of appropriate behavior.

16
00:00:43,510 --> 00:00:46,830
Specific, this refers to being specific

17
00:00:46,830 --> 00:00:48,880
when regarding the problem behavior,

18
00:00:48,880 --> 00:00:51,110
such as specifying what inappropriate

19
00:00:51,110 --> 00:00:53,420
action the student engaged in.

20
00:00:53,420 --> 00:00:56,653
Describe the problem behavior in observable terms.

21
00:00:57,500 --> 00:01:01,220
Timely, this refers to responding to the problem behavior

22
00:01:01,220 --> 00:01:04,570
as quickly as possible so that the student associates

23
00:01:04,570 --> 00:01:07,023
the response to the problem behavior.

24
00:01:09,440 --> 00:01:12,810
Informational corrective techniques are strategies used

25
00:01:12,810 --> 00:01:15,730
to correct problem behavior by teaching students

26
00:01:15,730 --> 00:01:19,090
what the rules are and how to follow them.

27
00:01:19,090 --> 00:01:21,790
These types of corrective techniques are recommended

28
00:01:21,790 --> 00:01:24,010
during the first week or so of school

29
00:01:24,010 --> 00:01:26,750
when students are learning the classroom rules.

30
00:01:26,750 --> 00:01:30,950
When a student enters mid-year and if a new behavior

31
00:01:30,950 --> 00:01:33,320
or situation occurs that is not covered

32
00:01:33,320 --> 00:01:35,934
by your existing classroom rules it is important

33
00:01:35,934 --> 00:01:39,260
to remember that problem behaviors during the first week

34
00:01:39,260 --> 00:01:41,990
or so of school may be honest mistakes,

35
00:01:41,990 --> 00:01:43,830
given that each classroom is unique,

36
00:01:43,830 --> 00:01:46,340
and what is acceptable in a current classroom

37
00:01:46,340 --> 00:01:48,400
may differ from what was acceptable

38
00:01:48,400 --> 00:01:50,583
in a student's previous classroom.

39
00:01:52,810 --> 00:01:55,960
Create a menu of informational corrective techniques.

40
00:01:55,960 --> 00:01:58,430
And use the easiest technique first.

41
00:01:58,430 --> 00:02:01,400

Move through the menu of strategies as needed.

42
00:02:01,400 --> 00:02:03,930
A menu of informational corrective techniques

43
00:02:03,930 --> 00:02:08,560
might include proximity, moving near students

44
00:02:08,560 --> 00:02:10,880
who are misbehaving without breaking the flow

45
00:02:10,880 --> 00:02:14,053
of instruction, or directly speaking to the students.

46
00:02:14,940 --> 00:02:16,990
Going to a student who is misbehaving

47
00:02:16,990 --> 00:02:19,570
and providing a verbal redirection.

48
00:02:19,570 --> 00:02:21,950
A verbal redirection might also be referred

49
00:02:21,950 --> 00:02:24,610
to as a gentle verbal reprimand.

50
00:02:24,610 --> 00:02:27,100
An effective verbal redirection should include

51
00:02:27,100 --> 00:02:29,870
only a few words or a short sentence.

52
00:02:29,870 --> 00:02:31,920
Use a respectful tone.

53
00:02:31,920 --> 00:02:34,030
State the expected behavior the student

54
00:02:34,030 --> 00:02:36,490
should be engaging in, rather than describing

55
00:02:36,490 --> 00:02:38,970
the problem behavior the student is showing,

56
00:02:38,970 --> 00:02:41,533
and be given as privately as possible.

57
00:02:42,430 --> 00:02:45,380
Discussion is when the teacher has a more lengthy talk

58
00:02:45,380 --> 00:02:48,450
with the student about the student's problem behavior.

59
00:02:48,450 --> 00:02:50,510
When the problem behavior occurs the teacher

60
00:02:50,510 --> 00:02:52,330
should provide a verbal redirection

61
00:02:52,330 --> 00:02:54,400
immediately and tell the student

62
00:02:54,400 --> 00:02:57,440
that they wanna discuss this with them more later.

63
00:02:57,440 --> 00:02:59,930
Discussions should occur at a neutral time

64
00:02:59,930 --> 00:03:02,150
and be conducted in private.

65
00:03:02,150 --> 00:03:04,180
Make sure to discuss ways that the student

66
00:03:04,180 --> 00:03:07,593
can better handle a similar situation in the future.

67
00:03:08,820 --> 00:03:11,380
Family can be contacted to provide insight

68
00:03:11,380 --> 00:03:13,640

on a student's behavior and support

69
00:03:13,640 --> 00:03:15,700
the student's success at school.

70
00:03:15,700 --> 00:03:17,430
When contacting a student's family

71
00:03:17,430 --> 00:03:19,420
to discuss a student's behavior,

72
00:03:19,420 --> 00:03:21,240
provide an objective description

73
00:03:21,240 --> 00:03:24,010
of the student's behavior with no judgment.

74
00:03:24,010 --> 00:03:27,150
Ask the family to discuss the problem behavior, as well

75
00:03:27,150 --> 00:03:31,020
as what behavior is expected at school with the student.

76
00:03:31,020 --> 00:03:33,910
Avoid implying that the student should be punished at home

77
00:03:33,910 --> 00:03:36,420
for problem behavior shown at school.

78
00:03:36,420 --> 00:03:39,070
And talk with the family about working as a team

79
00:03:39,070 --> 00:03:41,300
to reduce the student's problem behavior

80
00:03:41,300 --> 00:03:43,793
and promote student success at school.

81
00:03:44,920 --> 00:03:46,930
Praise other students means the teacher

82
00:03:46,930 --> 00:03:49,360
provides behavior-specific praise

83
00:03:49,360 --> 00:03:51,760
to students who are following classroom rules

84
00:03:51,760 --> 00:03:54,200
by displaying expected behaviors.

85
00:03:54,200 --> 00:03:55,550
When the student who is engaging

86
00:03:55,550 --> 00:03:57,350
in the problem behavior begins to show

87
00:03:57,350 --> 00:04:00,270
more appropriate expected behaviors, the teacher

88
00:04:00,270 --> 00:04:04,060
then provides behavior-specific praise to that student.

89
00:04:04,060 --> 00:04:06,050
This technique is also called pivot.

90
00:04:06,050 --> 00:04:08,220
Because the teacher initially pivots away

91
00:04:08,220 --> 00:04:10,960
from or limits attention to the student

92
00:04:10,960 --> 00:04:12,940
engaging in problem behavior,

93
00:04:12,940 --> 00:04:15,580
then pivots back to the misbehaving student

94
00:04:15,580 --> 00:04:17,790
to provide behavior-specific praise

95
00:04:17,790 --> 00:04:19,963

when the student's behavior improves.

96
00:04:20,860 --> 00:04:23,390
Restitution can be used to teach students

97
00:04:23,390 --> 00:04:24,980
that their problem behavior can cause

98
00:04:24,980 --> 00:04:27,750
damage that needs to be repaired.

99
00:04:27,750 --> 00:04:30,250
For example, if a student throws materials

100
00:04:30,250 --> 00:04:32,361
around the classroom the student

101
00:04:32,361 --> 00:04:34,030
might have to put away the materials.

102
00:04:34,030 --> 00:04:36,200
If a student calls a peer a name,

103
00:04:36,200 --> 00:04:39,150
that student might have to apologize to the peer.

104
00:04:39,150 --> 00:04:41,270
It is important to stress that restitution

105
00:04:41,270 --> 00:04:44,440
is not punishment, but action needed to attempt

106
00:04:44,440 --> 00:04:47,900
to repair damage, either physical or emotional

107
00:04:47,900 --> 00:04:50,653
that was caused by the student's problem behavior.

108
00:04:51,520 --> 00:04:53,160
Take a look at informational

109
00:04:53,160 --> 00:04:55,283
corrective techniques in action.

110
00:04:59,230 --> 00:05:04,230
-: What is your best guess using the information you have,

111
00:05:04,650 --> 00:05:06,400
please get off the table, sir, Ben.

112
00:05:10,080 --> 00:05:10,913
-: You can do it both ways.

113
00:05:10,913 --> 00:05:13,380
Hey, Alex, I need your eyes up on my vowels.

114
00:05:13,380 --> 00:05:15,320
I need you to say these with me so that you

115
00:05:15,320 --> 00:05:16,880
can also learn your vowels with us.

116
00:05:16,880 --> 00:05:18,180
Can you do that please?
-: Uh-huh.

117
00:05:18,180 --> 00:05:21,740
-: Okay, fingers in your lap maybe, okay, eyes up here.

118
00:05:21,740 --> 00:05:26,013
Ready, everybody in here, what vowel is this.

119
00:05:27,390 --> 00:05:29,270
I here Audrey who is gonna go give herself a penny?

120
00:05:29,270 --> 00:05:31,710
Because I can hear her voice nice and loud.

121
00:05:31,710 --> 00:05:34,270
I hear Alex's voice nice and loud, so he may get a penny.

122

00:05:34,270 --> 00:05:35,530
And we're gonna try this again

123
00:05:35,530 --> 00:05:37,203
when they get back to their desks.

124
00:05:38,560 --> 00:05:40,240
I heard their voices nice and loud.

125
00:05:40,240 --> 00:05:42,940
I would like to hear everybody's voices nice and loud.

126
00:05:44,900 --> 00:05:47,020
-: If informational corrective techniques

127
00:05:47,020 --> 00:05:49,880
have been utilized, and a student continues to engage

128
00:05:49,880 --> 00:05:52,990
in a problem behavior that violates classroom rules

129
00:05:52,990 --> 00:05:55,350
or procedures, it may be appropriate

130
00:05:55,350 --> 00:05:58,340
to implement a penalty for the behavior.

131
00:05:58,340 --> 00:06:00,450
These types of corrective consequences

132
00:06:00,450 --> 00:06:03,250
are to be used only after students have been taught

133
00:06:03,250 --> 00:06:06,990
expected behaviors and classroom procedures.

134
00:06:06,990 --> 00:06:10,070
When implementing corrective consequences it is important

135
00:06:10,070 --> 00:06:12,580
to plan and teach your students the penalties

136
00:06:12,580 --> 00:06:14,780
that will be implemented for each type

137
00:06:14,780 --> 00:06:16,763
of problem behavior that might occur.

138
00:06:19,170 --> 00:06:21,230
Effective corrective consequences

139
00:06:21,230 --> 00:06:24,990
are implemented consistently and unemotionally each time

140
00:06:24,990 --> 00:06:28,100
the problem behavior occurs, are delivered

141
00:06:28,100 --> 00:06:30,320
through a brief interaction with the student,

142
00:06:30,320 --> 00:06:33,890
avoiding arguing, and are matched to the severity

143
00:06:33,890 --> 00:06:36,483
and frequency of the problem behavior.

144
00:06:37,660 --> 00:06:40,850
This is a menu of possible corrective consequences

145
00:06:40,850 --> 00:06:44,400
that can be used to provide a penalty for problem behaviors.

146
00:06:44,400 --> 00:06:46,063
Let's take a look at each one.

147
00:06:47,240 --> 00:06:49,700
Restitution is a penalty that can be used

148
00:06:49,700 --> 00:06:51,593
to respond to problem behavior.

149

00:06:52,730 --> 00:06:55,360
Restitution can be used as both an informational

150
00:06:55,360 --> 00:06:58,630
correction and a corrective consequence.

151
00:06:58,630 --> 00:07:01,610
This consequence requires the student to take steps

152
00:07:01,610 --> 00:07:05,040
to repair the damage caused by their problem behavior.

153
00:07:05,040 --> 00:07:07,800
Restitution may apply to property damage,

154
00:07:07,800 --> 00:07:10,980
such as putting posters and other items back in place

155
00:07:10,980 --> 00:07:13,470
after tearing the items off the wall.

156
00:07:13,470 --> 00:07:15,710
Restitution can also be implemented

157
00:07:15,710 --> 00:07:18,520
following problem behaviors that cause damage

158
00:07:18,520 --> 00:07:21,130
to social relationships, such as writing

159
00:07:21,130 --> 00:07:24,080
an apology letter to a teacher after yelling,

160
00:07:24,080 --> 00:07:28,430
this is a ridiculous waste of my time, during class.

161
00:07:28,430 --> 00:07:31,750
If implementing restitution repeatedly with the student,

162
00:07:31,750 --> 00:07:34,760
it may be necessary to increase the amount the student

163
00:07:34,760 --> 00:07:38,450
must pay back each time, sometimes requiring the student

164
00:07:38,450 --> 00:07:41,320
to pay back more than is required to repair

165
00:07:41,320 --> 00:07:43,930
the damage caused by the problem behavior.

166
00:07:43,930 --> 00:07:47,180
For example, the student who tore items off the wall

167
00:07:47,180 --> 00:07:49,630
might have to put the items back on the wall

168
00:07:49,630 --> 00:07:52,253
and clean off the desks in the classroom.

169
00:07:53,990 --> 00:07:56,810
Time owed is another penalty that can be used

170
00:07:56,810 --> 00:07:58,833
to respond to problem behavior.

171
00:07:59,690 --> 00:08:02,020
When time owed is implemented the student

172
00:08:02,020 --> 00:08:04,210
must pay back the amount of time lost

173
00:08:04,210 --> 00:08:07,240
when the student engaged in problem behavior.

174
00:08:07,240 --> 00:08:09,790
This penalty is most appropriate for behaviors

175
00:08:09,790 --> 00:08:12,680
that occur frequently and will last long enough

176

00:08:12,680 --> 00:08:15,930
to cause significant disruption in the classroom.

177
00:08:15,930 --> 00:08:18,670
When implementing this penalty consider

178
00:08:18,670 --> 00:08:20,510
how much time the student will have

179
00:08:20,510 --> 00:08:23,990
to pay back time owed, making sure not to assign

180
00:08:23,990 --> 00:08:26,960
more time than the student can fulfill.

181
00:08:26,960 --> 00:08:28,990
Ensure that students are serving time

182
00:08:28,990 --> 00:08:31,480
owed during preferred activities.

183
00:08:31,480 --> 00:08:34,620
Preferred activities may differ across students.

184
00:08:34,620 --> 00:08:37,660
Some students may prefer recess or passing period

185
00:08:37,660 --> 00:08:40,920
between class, but others may not.

186
00:08:40,920 --> 00:08:43,970
Plan for what the student will do during time owed.

187
00:08:43,970 --> 00:08:46,890
The student may do nothing during this time.

188
00:08:46,890 --> 00:08:49,390
Limit the amount of one-to-one attention

189
00:08:49,390 --> 00:08:52,203
provided to a student during time owed.

190
00:08:54,830 --> 00:08:56,840
A student can be required to complete

191
00:08:56,840 --> 00:09:00,523
a behavior reflection form following problem behavior.

192
00:09:02,160 --> 00:09:04,370
To complete a behavior reflection form

193
00:09:04,370 --> 00:09:07,720
the student reflects on the problem behavior they engaged in

194
00:09:07,720 --> 00:09:11,580
and the situation in which the problem behavior occurred.

195
00:09:11,580 --> 00:09:14,250
That student might specify what problem behavior

196
00:09:14,250 --> 00:09:17,780
they engaged in, what behavior expectation they failed

197
00:09:17,780 --> 00:09:20,880
to meet, what was going on before they engaged

198
00:09:20,880 --> 00:09:23,620
in the problem behavior, and/or what they can

199
00:09:23,620 --> 00:09:27,910
or will do the next time the same situation occurs.

200
00:09:27,910 --> 00:09:30,370
To use this corrective consequence the student

201
00:09:30,370 --> 00:09:33,860
must have the required prerequisite academic skills,

202
00:09:33,860 --> 00:09:36,890
such as answering questions about past events,

203

00:09:36,890 --> 00:09:38,983
and writing words, or sentences.

204
00:09:40,830 --> 00:09:42,900
Response costs can also be used

205
00:09:42,900 --> 00:09:45,803
as a corrective consequence for problem behavior.

206
00:09:47,050 --> 00:09:49,820
When implementing a class-wide system for students

207
00:09:49,820 --> 00:09:52,260
to earn tokens or points for engaging

208
00:09:52,260 --> 00:09:55,410
in expected behaviors, students can lose points

209
00:09:55,410 --> 00:09:59,520
or tokens when they engage in specific problem behaviors.

210
00:09:59,520 --> 00:10:01,610
This is response cost.

211
00:10:01,610 --> 00:10:04,100
It is important to teach students beforehand

212
00:10:04,100 --> 00:10:07,700
which behaviors will result in lost tokens or points,

213
00:10:07,700 --> 00:10:11,810
then remove tokens or points only for those behaviors.

214
00:10:11,810 --> 00:10:13,610
Response costs can be implemented

215
00:10:13,610 --> 00:10:16,480
throughout the day or only during parts of the day

216
00:10:16,480 --> 00:10:19,410
when problem behaviors are most common.

217
00:10:19,410 --> 00:10:21,740
Use response costs sparingly.

218
00:10:21,740 --> 00:10:25,820
Do not remove more points or tokens than a student can earn.

219
00:10:25,820 --> 00:10:28,610
Loss of all points or tokens, or loss of points

220
00:10:28,610 --> 00:10:31,940
or tokens that the student does not have may decrease

221
00:10:31,940 --> 00:10:33,900
the student's motivation to earn points

222
00:10:33,900 --> 00:10:36,550
or tokens, and is unlikely to result

223
00:10:36,550 --> 00:10:39,143
in decreased occurrence of the problem behavior.

224
00:10:40,770 --> 00:10:44,453
Several forms of timeout can be used in the classroom.

225
00:10:45,640 --> 00:10:48,570
Timeout from small group instruction and timeout

226
00:10:48,570 --> 00:10:51,150
to the student's desk is most appropriate

227
00:10:51,150 --> 00:10:54,100
for use with students in elementary school.

228
00:10:54,100 --> 00:10:56,810
Timeout from small group instruction involves moving

229
00:10:56,810 --> 00:10:59,510
a student who is engaging in problem behavior

230

00:10:59,510 --> 00:11:02,600
to sit a short distance away from the group.

231
00:11:02,600 --> 00:11:05,700
Make small group instruction, particularly engaging

232
00:11:05,700 --> 00:11:07,990
and fun during the few minutes the student

233
00:11:07,990 --> 00:11:10,310
is seated away from the group.

234
00:11:10,310 --> 00:11:12,530
Timeout to the student's desk involves

235
00:11:12,530 --> 00:11:14,360
having the student put their head down

236
00:11:14,360 --> 00:11:16,890
and close their eyes for a couple of minutes.

237
00:11:16,890 --> 00:11:19,360
This is most effective for monitor disruptions

238
00:11:19,360 --> 00:11:23,790
during instructional periods or independent seat work.

239
00:11:23,790 --> 00:11:26,550
Timeout to a specific area of the classroom

240
00:11:26,550 --> 00:11:28,140
is most appropriate for use

241
00:11:28,140 --> 00:11:31,120
with elementary and middle school students.

242
00:11:31,120 --> 00:11:33,100
The timeout area should be located

243
00:11:33,100 --> 00:11:36,020
in a low traffic area that is easy for the teacher

244
00:11:36,020 --> 00:11:39,050
to visually monitor during class.

245
00:11:39,050 --> 00:11:41,650
Prior to implementing timeout in the classroom students

246
00:11:41,650 --> 00:11:44,680
should be taught, including practice and feedback,

247
00:11:44,680 --> 00:11:47,930
the routine for going to the timeout when instructed,

248
00:11:47,930 --> 00:11:51,590
staying in timeout, and returning to the class.

249
00:11:51,590 --> 00:11:53,800
Timeout should be short in duration,

250
00:11:53,800 --> 00:11:57,490
typically no longer than three to five minutes.

251
00:11:57,490 --> 00:11:59,280
There are two important cautions

252
00:11:59,280 --> 00:12:01,550
to consider when using timeout.

253
00:12:01,550 --> 00:12:05,020
First, timeout is implemented a few times for a student,

254
00:12:05,020 --> 00:12:07,520
and the student's behavior does not change,

255
00:12:07,520 --> 00:12:10,210
or the student begins to engage in problem behaviors

256
00:12:10,210 --> 00:12:14,030
more often, it is possible the student's problem behavior

257

00:12:14,030 --> 00:12:18,050
is maintained by escape from demands or social interaction.

258
00:12:18,050 --> 00:12:20,600
If so, going to timeout may reinforce

259
00:12:20,600 --> 00:12:23,870
the problem behavior and will not be an effective penalty

260
00:12:23,870 --> 00:12:26,550
for decreasing the student's problem behavior.

261
00:12:26,550 --> 00:12:30,210
A different corrective consequence should be implemented.

262
00:12:30,210 --> 00:12:32,560
Secondly, when timeout is used in the way

263
00:12:32,560 --> 00:12:36,360
it is discussed here it is a penalty for problem behavior,

264
00:12:36,360 --> 00:12:39,750
not a strategy for teaching appropriate behaviors.

265
00:12:39,750 --> 00:12:41,870
Timeout is not used to teach a student

266
00:12:41,870 --> 00:12:44,270
when and how to request a break

267
00:12:44,270 --> 00:12:47,690
or to teach a student how to go to a calm down corner

268
00:12:47,690 --> 00:12:50,433
and use strategies for self-regulation.

269
00:12:52,600 --> 00:12:55,570
Students can be sent to timeout outside the classroom,

270
00:12:55,570 --> 00:12:58,420
as well as within the classroom.

271
00:12:58,420 --> 00:13:01,380
If a student is likely to engage in problem behavior

272
00:13:01,380 --> 00:13:04,410
during an in-class timeout, that student could be sent

273
00:13:04,410 --> 00:13:08,360
to timeout in another classroom or office within the school.

274
00:13:08,360 --> 00:13:11,770
Timeout outside the classroom can remove peer attention,

275
00:13:11,770 --> 00:13:14,160
which may be important if the student engages

276
00:13:14,160 --> 00:13:17,340
in problem behaviors to gain peer attention.

277
00:13:17,340 --> 00:13:19,240
Expectations for student work should

278
00:13:19,240 --> 00:13:21,740
be in place during the timeout.

279
00:13:21,740 --> 00:13:24,250
Prior to implementing this corrective consequence

280
00:13:24,250 --> 00:13:26,140
the student should be taught the routine

281
00:13:26,140 --> 00:13:29,300
for going to timeout outside the classroom,

282
00:13:29,300 --> 00:13:32,830
what to do during timeout, and transitioning back

283
00:13:32,830 --> 00:13:35,003
to the classroom following timeout.

284

00:13:35,940 --> 00:13:38,080
The same cautions discussed for timeout

285
00:13:38,080 --> 00:13:40,270
in the classroom apply to timeout

286
00:13:40,270 --> 00:13:42,610
outside the classroom as well.

287
00:13:42,610 --> 00:13:45,710
Timeout may be counterproductive if the student engages

288
00:13:45,710 --> 00:13:48,360
in escape maintain problem behavior.

289
00:13:48,360 --> 00:13:51,450
Timeout can not be used to teach a student when or how

290
00:13:51,450 --> 00:13:54,890
to take a break or how to go to the calm down area

291
00:13:54,890 --> 00:13:57,653
and utilize self-regulation strategies.

292
00:14:00,430 --> 00:14:05,200
Positive practice is another type of corrective consequence.

293
00:14:05,200 --> 00:14:07,060
Positive practice involves having

294
00:14:07,060 --> 00:14:10,140
a student practice engaging in the expected behavior

295
00:14:10,140 --> 00:14:12,470
that is appropriate to the context

296
00:14:12,470 --> 00:14:15,110
in which they displayed a problem behavior.

297
00:14:15,110 --> 00:14:18,660
For example, a student calls out saying I need to go

298
00:14:18,660 --> 00:14:22,560
to the bathroom during whole class instruction.

299
00:14:22,560 --> 00:14:24,200
That student is then instructed

300
00:14:24,200 --> 00:14:26,910
to practice using the appropriate hand signal

301
00:14:26,910 --> 00:14:29,540
to request to go to the bathroom.

302
00:14:29,540 --> 00:14:31,770
This corrective consequence is appropriate

303
00:14:31,770 --> 00:14:33,400
if the student already knows how

304
00:14:33,400 --> 00:14:35,800
to engage in the expected behavior

305
00:14:35,800 --> 00:14:39,100
and the expected behavior is easily practiced.

306
00:14:39,100 --> 00:14:42,040
Positive practice utilizes rehearsal and attention

307
00:14:42,040 --> 00:14:44,240
to task to increase the occurrence

308
00:14:44,240 --> 00:14:48,200
of expected behaviors and decrease problem behaviors.

309
00:14:48,200 --> 00:14:50,350
If using positive practice repeatedly

310
00:14:50,350 --> 00:14:53,270
for the same problem behavior, that student may need

311

00:14:53,270 --> 00:14:57,450
to practice the expected behavior multiple times in a row.

312
00:14:57,450 --> 00:15:00,450
Positive practice provides consistent adult attention,

313
00:15:00,450 --> 00:15:02,900
following occurrence of a problem behavior.

314
00:15:02,900 --> 00:15:06,090
Therefore, if the problem behavior continues to occur

315
00:15:06,090 --> 00:15:08,330
or increases in frequency or duration

316
00:15:08,330 --> 00:15:10,040
after several implementations

317
00:15:10,040 --> 00:15:12,510
of positive practice, it is possible

318
00:15:12,510 --> 00:15:15,750
that the adult attention provided through positive practice

319
00:15:15,750 --> 00:15:18,510
is reinforcing the problem behavior.

320
00:15:18,510 --> 00:15:20,270
In this case, positive practice

321
00:15:20,270 --> 00:15:23,400
will be unlikely to reduce the problem behavior.

322
00:15:23,400 --> 00:15:26,423
And another corrective consequence should be used.

323
00:15:28,210 --> 00:15:30,390
Detention is a corrective consequence

324
00:15:30,390 --> 00:15:33,030
that may be familiar to many.

325
00:15:33,030 --> 00:15:36,360
Detention is a structured technique that has set parameters

326
00:15:36,360 --> 00:15:40,430
such as location, setting, time, and expectations.

327
00:15:40,430 --> 00:15:43,370
Detention is typically part of a school-wide system,

328
00:15:43,370 --> 00:15:45,690
which may be used as set consequences

329
00:15:45,690 --> 00:15:47,870
for specific problem behaviors.

330
00:15:47,870 --> 00:15:50,090
Students should be taught which problem behaviors

331
00:15:50,090 --> 00:15:53,740
will result in detention prior to assigning detention.

332
00:15:53,740 --> 00:15:56,200
Detention is often assigned during lunch,

333
00:15:56,200 --> 00:15:58,460
after school, or on the weekend.

334
00:15:58,460 --> 00:16:00,320
Students typically complete assigned

335
00:16:00,320 --> 00:16:02,593
work during the detention period.

336
00:16:04,610 --> 00:16:07,290
The last corrective consequence that will be discussed

337
00:16:07,290 --> 00:16:11,093
is office discipline referrals, also known as ODRs.

338

00:16:12,580 --> 00:16:15,170
Our referral to the office following problem behavior

339
00:16:15,170 --> 00:16:17,210
should be a predetermined consequence

340
00:16:17,210 --> 00:16:19,460
for specific problem behaviors.

341
00:16:19,460 --> 00:16:20,890
Behaviors warranting a referral

342
00:16:20,890 --> 00:16:23,040
to the office may be identified

343
00:16:23,040 --> 00:16:26,240
at a school-wide or individual classroom level.

344
00:16:26,240 --> 00:16:29,270
The school handbook may also specify student behaviors

345
00:16:29,270 --> 00:16:33,020
that will result in a mandatory office discipline referral.

346
00:16:33,020 --> 00:16:34,930
Students should be taught which behaviors

347
00:16:34,930 --> 00:16:37,440
will result in a referral to the office.

348
00:16:37,440 --> 00:16:39,390
Office referral should only be used

349
00:16:39,390 --> 00:16:41,310
for specified problem behaviors

350
00:16:41,310 --> 00:16:44,770
and should be implemented consistently.

351
00:16:44,770 --> 00:16:47,980
Reserve ODRs for illegal, physically dangerous,

352
00:16:47,980 --> 00:16:50,830
and are severely disruptive problem behaviors

353
00:16:50,830 --> 00:16:53,870
or problem behaviors that are unresponsive

354
00:16:53,870 --> 00:16:55,680
to consistent implementation

355
00:16:55,680 --> 00:16:58,160
of class-wide reinforcement systems

356
00:16:58,160 --> 00:17:00,070
and other corrective consequences

357
00:17:00,070 --> 00:17:02,530
implemented within the classroom.

358
00:17:02,530 --> 00:17:04,780
ODRs should be a temporary solution

359
00:17:04,780 --> 00:17:06,450
until appropriate interventions

360
00:17:06,450 --> 00:17:09,090
can be put in place in the classroom.

361
00:17:09,090 --> 00:17:11,610
Frequent use of ODRs teaches the student

362
00:17:11,610 --> 00:17:13,580
that their behavior can not be managed

363
00:17:13,580 --> 00:17:15,423
by the teacher in the classroom.

364
00:17:18,010 --> 00:17:20,590
With any informational corrective technique

365

00:17:20,590 --> 00:17:22,920
or corrective consequence it is important

366
00:17:22,920 --> 00:17:26,240
to treat students with respect and dignity.

367
00:17:26,240 --> 00:17:27,940
Responses to problem behaviors

368
00:17:27,940 --> 00:17:29,750
should be delivered in such a way

369
00:17:29,750 --> 00:17:33,100
as to maintain positive relationships with students.

370
00:17:33,100 --> 00:17:34,720
Students should feel you like them

371
00:17:34,720 --> 00:17:36,790
and have high expectations for

372
00:17:36,790 --> 00:17:40,320
their academic and behavioral performances.

373
00:17:40,320 --> 00:17:43,470
Corrective consequences should be implemented fluently,

374
00:17:43,470 --> 00:17:46,030
so as to minimize disruption to instruction

375
00:17:46,030 --> 00:17:49,090
and the learning of all students in the classroom.

376
00:17:49,090 --> 00:17:52,110
If consistent implementation of a corrective consequence

377
00:17:52,110 --> 00:17:54,020
is not resulting in a reduction

378
00:17:54,020 --> 00:17:56,470
of a problem behavior consider use

379
00:17:56,470 --> 00:17:58,620
of other corrective consequences

380
00:17:58,620 --> 00:18:01,310
and/or behavior management strategies

381
00:18:01,310 --> 00:18:03,410
that have been discussed in this training.

382
00:18:05,930 --> 00:18:08,830
When a student continues to engage in problem behaviors

383
00:18:08,830 --> 00:18:11,960
in the classroom despite consistent implementation

384
00:18:11,960 --> 00:18:14,780
of the behavior teaching and the student inconsequence

385
00:18:14,780 --> 00:18:17,110
strategies covered in this training

386
00:18:17,110 --> 00:18:19,780
the teacher must determine the next step.

387
00:18:19,780 --> 00:18:22,040
This next step may include soliciting help

388
00:18:22,040 --> 00:18:24,820
from others within the school, such as a principal,

389
00:18:24,820 --> 00:18:28,630
school counselor, psychologist, or PLC group.

390
00:18:28,630 --> 00:18:32,470
A referral for targeted or tiered behavior supports

391
00:18:32,470 --> 00:18:35,510
and/or behavior data collection for development

392

00:18:35,510 --> 00:18:38,223
of individualized behavior supports.