SECTION 7

DISCOURAGING INAPPROPRIATE BEHAVIOUR

Section 7: Discouraging Inappropriate Behaviour

Sustaining principal commitment

Setting up for success

Identifying positive expectations

Teaching expected behaviour

Acknowledging expected behaviour

Discouraging inappropriate behaviour

Monitoring and evaluation

EFFECTIVE USE OF DATA

OPEN COMMUNICATION

While PB4L–SW schools focus predominantly on strengthening relationships and encouraging positive behaviour, they also take a consistent approach to discouraging inappropriate student behaviour. The school-wide approach works best within schools that emphasise good pastoral care and in which teachers act with fairness, integrity, and compassion.

Inclusive culturally responsive values and practices ensure that PB4L–SW schools respond to problem behaviour with empathy and concern for the well-being and dignity of all members of the school community. Most importantly, over time teachers in PB4L–SW schools develop an understanding of the complex environmental reasons that may lead to problem behaviour. This helps them to avoid deficit thinking and to take responsibility for creating an environment that supports all students to be socially and academically successful.

Responding effectively to problem behaviour:

- helps to create a learning and social environment that is safe, predictable, and secure for staff and students
- ensures that inappropriate behaviour is not reinforced
- focuses on teaching and reteaching what students are expected to do; this increases the probability that students will behave appropriately in the future
- reduces stress for staff, students, and whānau.

While many schools have traditionally used punitive consequences such as detentions and (for serious incidents) stand-downs, suspensions, and expulsions, many are now aware of the poor long-term effects of punitive responses (Costenbader & Markson, 1998). The PB4L–SW approach is to plan for the use of corrective responses[1] that are fair, logical, and consistently applied. The effectiveness of corrective responses is greatly strengthened by having preventative practices in place – for example, prompting and precorrecting, actively teaching expected behaviours, and procedures for de-escalating potential problem behavioural incidents.

Providing lots of opportunities for students to practise positive behaviour and receive helpful feedback is also vital. For example, the response to unkind name-calling by a student in the classroom might be the teacher's reminder to practise respectful language: "We respect each other at this school, so we don't call people names. How can you show respect and still get Sam's attention?" After the student has complied, the teacher gives a 'thumbs up' to the student to reinforce the expected behaviour, and makes a mental note to notice and provide feedback when this student and others demonstrate friendly, respectful talk in the classroom.

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[1] See section 7.1 for a discussion of 'corrective responses'.

When students make academic learning errors, teachers respond by reteaching, providing guided practice, and then allowing the student independent practice with frequent monitoring. Similarly, when staff view inappropriate behaviours as learning errors, it becomes logical to take a supportive, educative approach, helping students to learn and practise new behaviours as a result of explicit teaching and constructive, specific feedback.

Another reason for providing corrective feedback for behavioural learning errors is to reduce the number of times students 'practise' inappropriate behaviours. Timely, corrective feedback helps a student to find more effective, socially positive ways to get their needs met. Again, this is just as we provide specific feedback to support academic learning, so that a student does not repeatedly practise an incorrect or inefficient process or strategy.

Ultimately, we want students to develop the competencies that support self-regulated behaviour. This will allow them to think about and manage their responses to learning and social challenges in positive ways. Careful teaching, timely encouragement, and corrective feedback, in combination with the gradual release of responsibility to the student, support this development (Drabman, Spitalnik, & O'Leary, 1973).

7.1 CORRECTIVE VS PUNITIVE RESPONSES TO INAPPROPRIATE BEHAVIOUR

Research says that punishing kids doesn't teach them the right way to act.

CORRECTIVE RESPONSES

The use of corrective rather than punitive approaches for reducing problem behaviour in schools aligns well with the positive, inclusive vision and principles of the New Zealand Curriculum. Corrective responses are those that provide the feedback and encouragement students need to become self-reflective, self-managing learners who relate positively to others. They encourage students to think ahead, to use effective strategies, and to make good choices.

Corrective responses involve explicit teaching that is gradually withdrawn as a student develops confidence and fluency. A corrective conversation or conference helps the student, through questioning, prompts, and timely encouragement, to think about their behaviour and consider next steps for improvement. It supports the student to ask, "What did I do? What would be a better way? What will I do differently next time? What can I do to help me to cope better when I am feeling angry, stressed, or anxious?"

THE PROBLEM WITH PUNITIVE RESPONSES

The technical definition of a punishment is: an aversive consequence for a behaviour that reduces the likelihood that the behaviour will reoccur. For example, detention as a consequence for disruption in the classroom will have a punishing effect if the student doesn't like detentions and chooses to be less disruptive in order to avoid further detentions.

While this sounds simple, science and experience tell us that punitive responses have poor long-term effectiveness (Vialle, Lysaght, & Verenikina, 2005). They can also have negative, unintended consequences, such as causing minor misbehaviours to escalate as a student tries to avoid punishment (e.g., truanting from school to avoid being punished for taking someone's lunch).

For some students, any kind of attention, positive or negative, is reinforcing, so they repeat inappropriate behaviours in order to continue to receive attention (Shumate & Wills, 2010; Thomas, Becker, & Armstrong, 1968). For others, a punitive response may in fact meet their needs – for example, for students motivated by avoidance, time in detention is just the respite from the challenges of classroom learning and relationships they are seeking.

One of the key problems with punitive responses is that to maintain effectiveness, they have to be continually strengthened as students develop 'immunity' to them. Unfortunately, the students that we are most likely to punish are those who have experienced frequent, often heavy-handed punitive responses in and out of school, and so a school's response has little impact on them (Church, 2003).

A punitive school culture may engender fear, stress, and ultimately disengagement as some students begin to associate school and the classroom with punishment (Lewis et al., 2008). Children and young people are in the process of developing emotional self-regulation, which is why, for some students, a punitive response can elicit unpredictable displays of strong, negative emotions. Often a punitive response is applied at a time of stress and heightened emotion for both the teacher and student; at such times, the teacher is less likely to think carefully about fairness and logic, to consider the particular needs of the student, or to understand what they may be trying to communicate through their behaviour.

Most importantly, a punitive consequence is not designed to teach new behaviour, nor does it have the effect of strengthening relationships. In contrast, the underpinning messages of corrective responses are concern for the student, understanding of their particular behavioural strengths and needs, and optimism about their potential to learn and be socially and academically successful.

The following table presents some commonly held beliefs or 'myths' that are prominent in some New Zealand schools but that are not supported by research.

Table 15: Beliefs about discouraging inappropriate behaviour

BELIEF	WHAT RESEARCH SHOWS
Teaching or reteaching expected behaviours takes more time than punishing misbehaviours. Teachers don't have time to 'teach behaviour'.	Punishing misbehaviour has a very limited effect in the long term (Vialle, Lysaght, & Verenikina, 2005), whereas teaching and reteaching expected behaviours do reduce misbehaviour (Sugai, 2005). Teaching appropriate behaviour may take some time at first, but in the long run it takes less time and effort than continually having to implement punishments.
We must punish misbehaviour to provide an example to other students.	Punishment-based approaches to school discipline may **escalate** rather than deter school disruption (Shores, Gunter, & Jack, 1993). Punishment is used unpredictably and is **unlikely** to improve behaviour (Council for Exceptional Children, 1991).
Students should admit what they have done wrong so that they can accept responsibility for their behaviour. They should apologise for their misbehaviour to teach them to be empathetic.	Requiring students to admit or confess their misbehaviour or asking them why they misbehave does not produce long-term changes in behaviour (Hofmeister & Lubke, 1990; Johns & Carr, 1995).
Effective teachers punish, soft teachers praise. If we get tough early, we prevent future misbehaviour.	A reliance on punishment is associated with (a) aggression, (b) vandalism, (c) truancy, (d) lateness, and (e) dropouts (US Department of Health and Human Services, 2001).
Zero-tolerance policies make our schools safer.	Long-term reactive and punishment-based responses create a false sense of security and inadvertently reinforce antisocial behaviour (Mayer, 1995; Mayer & Butterworth, 1979; Mayer, Butterworth, Nafpaktitis, & Sulzer-Azaroff, 1983).
It's not our job to teach older students social skills. They should have learned how to behave in primary school.	The New Zealand Curriculum promotes the development of 'social skills' (e.g., through the key competencies). Nearly all students showing at-risk and antisocial behaviour have not yet acquired or become fluent in the critically important behavioural competencies needed to be successful at school (Walker & Horner, 1996).

The introductory activity 'Our experience of challenging behaviour' in Appendix 9 provides a good starting point for exploring responses to problem behaviour, allowing staff to surface their beliefs during a non-threatening discussion. Appendix 9's knowledge-building activity 'Corrective vs punitive responses' can then help build your staff's understanding of why 'tough' approaches to problem behaviour are ineffective in the long term.

7.2 A SCHOOL-WIDE CONTINUUM FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

A continuum for discouraging inappropriate behaviour is important for the following reasons:

- It increases the probability that all adults will provide clear, consistent educative responses to all students who display problem behaviours. Consistent responses from all staff create a safe and predictable school environment that enhances learning and teaching outcomes (Sugai, 2005).

- It includes responses focused on teaching, reteaching, and having students practise the appropriate behaviour.

- It includes responses to minor as well as major misbehaviour. Most schools have a discipline policy or code of conduct that outlines the school's response to major misbehaviours such as threatening others or fighting. However, consistent responses that all staff can follow to address minor misbehaviour are often missing. A PB4L–SW continuum includes responses to both minor and major misbehaviour.

A well-developed continuum, effectively implemented, is a very powerful and positive tool for a school. It provides clarity for teachers and supports a consistent approach. However, it doesn't replace the need for staff to carefully consider the individual needs of students. Within a personalised approach, teachers take into account each student's particular challenges and circumstances. They try to identify what a student may be communicating through their behaviour and how that can be addressed through more inclusive classroom pedagogies, greater connection and partnership with whānau, or strengthened pastoral care.

It is always important to choose the response that will be the most supportive and inclusive. The most successful PB4L–SW schools are those that work to know their students well and that ensure their responses are caring and, when appropriate, take a restorative approach.

7.3 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Discouraging inappropriate behaviour'.
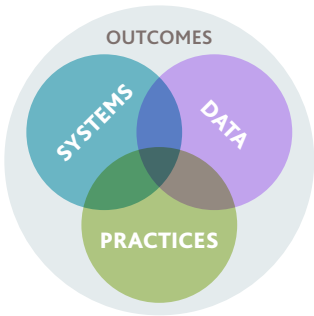
Table 16: Examples of system supports, practices, and data for discouraging inappropriate behaviour

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
Involving all staff in developing the continuum, and inviting feedback from them and students and whānau about the draft	Staff following the continuum to respond to minor misbehaviours	Big 5 report (see section 8.6)
Communicating to staff, students, and whānau the final version of the continuum	Staff teaching corresponding expected behaviours to students when addressing minor problem behaviours	Behavioural data, such as behavioural incident referrals (also known as office disciplinary referrals, ODRs)
Professional development on strategies and language to use for responding to major and minor misbehaviour		
Information packs for relieving teachers that include guidance for responding to major and minor misbehaviour		

7.4 STEPS FOR DEVELOPING A CONTINUUM FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you develop a continuum of responses for discouraging inappropriate behaviour. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

Table 17: Steps for developing a continuum for discouraging inappropriate behaviour

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Name, define, and illustrate each problem behaviour so that occurrences of it are consistently identifiable.	Agreed names, definitions, and examples of all problem behaviours
2. Agree on which problem behaviours are 'major' (to be addressed outside the classroom or requiring the support of others) and which are 'minor' (to be addressed in the classroom by the teacher).	Major and minor problem behaviours defined, with major misbehaviours listed in staff and student handbooks Major problem behaviours reported on incident forms (see section 8.4)
3. Review the school's responses for major misbehaviours, and develop a range of responses to minor misbehaviours.	Procedures for dealing with major misbehaviours Procedures for responding to minor misbehaviours, based on prompting, redirecting, reteaching, providing choice, and conferencing
4. Using the information from steps 1–3, draw up a continuum that includes defined major and minor misbehaviours and agreed responses for both. Consider using also a procedural flow chart to show how your school responds to problem behaviour.	Draft continuum of responses for discouraging inappropriate behaviour A flow chart depicting the procedures for responding to major and minor behaviours
5. Seek feedback on the continuum, and finalise and disseminate it.	Feedback on the draft continuum from staff, students, and whānau Final continuum in staff and student handbooks, on school website, and in other school publications
6. Provide staff professional development on using the continuum.	Meeting minutes Staff development agendas and handouts Staff professional development plan

7.5 DEFINING PROBLEM BEHAVIOURS

The first step in developing a continuum for discouraging problem behaviours is to name and list the behaviours, and to define what each one is so that all staff members can identify them if they happen. Staff must agree on the definitions of problem behaviours so that each person can respond appropriately and consistently.

It is then important to identify specific examples of each problem behaviour – for instance, 'calling out in class' if the behaviour is 'minor disruption'.

If your school has already defined problem behaviours, you might want to review them regularly with staff. If your school has not defined them, see Appendix 7 for definitions developed by May et al. (2015) and adapted for New Zealand. They will provide a starting point for defining problem behaviours consistently at your school.

At this stage, you may wish to list the problem behaviours, definitions, and examples you identify for your school in the template for a continuum in section 7.9. As you do so, conduct an initial sort into 'major' and 'minor' problem behaviours; you will refine this sort after the next step, covered in section 7.6.

The following activities provide alternative approaches that you may wish to use when defining problem behaviours. Make sure that each problem behaviour you choose is reasonably broad (e.g., 'physical aggression') rather than very specific (e.g., 'hitting another student' – which may serve as an example). Remember that if the definitions are selected or developed by you as members of the PB4L–SW team, you will need to present them as a draft to staff for consultation and refinement.

At this stage, you may wish to list the problem behaviours, definitions, and examples you identify for your school in the template for a continuum in section 7.9. As you do so, conduct an initial sort into 'major' and 'minor' problem behaviours; you will refine this sort after the next step, covered in section 7.6.

ACTIVITY: DEFINING A PROBLEM BEHAVIOUR

1. In one minute, on your own, write down your definition of a selected problem behaviour (e.g., disrespect) and an example of it.

2. In five minutes, as a group, discuss your definitions and examples of the problem behaviour and try to reach a consensus. Record your group definition and example.

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

ACTIVITY: WORD MAPPING

This is another approach that can be used when defining problem behaviours. Write a problem behaviour in the middle and have individuals or small groups fill in the four quadrants of the word map. Then compare and discuss the different results to arrive at an agreed definition. This is an especially effective approach if you are developing definitions with staff or students.

DEFINITION:

SYNONYMS:

PROBLEM BEHAVIOUR:

EXAMPLES:

PICTURE:

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

7.6 DISTINGUISHING MINOR AND MAJOR PROBLEM BEHAVIOURS

School senior leaders often state that students are sent to them for a wide range of misbehaviours, from minor ones (e.g., not having the correct equipment or uniform) to major ones (e.g., physical aggression). One of the advantages of developing a continuum is that staff develop greater confidence in managing low-level misbehaviour and are clear about the expectation for them to do so. They also know that support is available for major behavioural incidents (or repeated minor misbehaviours) through the systems and practices in place across the school.

If a school goal is for its staff to be more consistent in their responses to student misbehaviour, the staff must agree which misbehaviours are minor and which are major. The severity of the behaviour will guide the level of response:

- **Minor** misbehaviours are managed when and where they occur by the adult present at the time. Most commonly this will be a teacher in his or her classroom, but it could also be, for example, a staff member working in the office or on the school grounds.

- **Major** misbehaviours are managed beyond the context in which they occur, often by a senior leader within the school. Three minor misbehaviours by the same student can trigger a major misbehaviour response, depending on the timespan in which the behaviours occur and their intensity.
  A major misbehaviour generally requires the student to be removed from the setting. Depending on the school and the severity of the behaviour, it might be managed by the principal, another senior manager, a dean, a senior teacher, a buddy teacher, or the teacher concerned (outside of the classroom). All major incidents must be recorded.

- **Crisis** incidents, which are a type of major misbehaviour, require an immediate response.

The definitions of behaviours in Appendix 7 provide an example of behaviours classified as minor, major, or crisis.

ACTIVITY: DIFFERENTIATING BETWEEN MINOR AND MAJOR PROBLEM BEHAVIOURS

You can use this activity as a PB4L–SW team only or with the rest of the school staff. By completing the activity as a team on your own, you can develop a draft list of minor and major behaviours to present to the rest of the staff for discussion. By using the activity with the whole staff, divided into groups of 5–6, you can discuss similarities and differences between the resulting draft lists and come to a consensus as a school community. Either way, the activity will provide opportunities for staff to participate with you in this step in developing a continuum.

1. Take your school's list of defined problem behaviours (see the preceding section) and cut it up into individual behaviours.

2. Use a chart, like the one below, drawn up on a large sheet of paper. As a PB4L–SW team (or in staff groups), decide whether each behaviour is major or minor and place it on the chart according to the consensus.

3. Use the completed chart (or charts) as the basis for discussion, working with the whole staff or, for example, in year-level or departmental groups. Aim to arrive at a final set of minor and major behaviours that staff are agreed on and committed to.

4. Now complete the first three columns (Behaviour, Definition, Example) in the template for a continuum in section 7.9. (Or, if you created a version of the continuum during the previous step, check and refine that version.)

MINOR problem behaviours (managed when and where they occur)	MAJOR problem behaviours (requiring a more significant response)

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

7.7 RESPONDING TO MAJOR PROBLEM BEHAVIOURS

While PB4L–SW schools are notably positive, relationship-focused, and caring, they never ignore major behavioural incidents. Schools have to plan ways of responding consistently to such behaviours in order to show fairness, reduce the likelihood of future misbehaviour, and help students reflect on their behaviour and learn from experience. Well-planned responses to these behaviours help to relieve stress for staff, providing clarity about how to manage challenging incidents. They also reassure the wider school community that responses to problem behaviour are supported by good evidence and are being consistently applied across the school.

In nearly all schools there are students who require more help than others to become socially successful. In addition, there is often a small percentage who cause a great deal of anxiety and stress for staff and whānau as they make repeated behavioural mistakes that affect their own and others' enjoyment of school and opportunities to learn.

We know that punitive responses to these students' behaviour have poor long-term effects (see section 7.1). Research evidence supports instead the use of well-planned, consistently applied corrective responses (Advisory Group on Conduct Problems, 2011, 2013). These work best when the other components of PB4L–SW are in place – for example, well-established teaching of routines and expected behaviours, and school-wide reinforcement of positive behaviour.

It is important to remember that all behaviour is communicative and has meaning for the student. Through observation, talking to the student at a time removed from the event, and discussion with others involved, it is possible to get a clearer picture about what the student is trying to gain or avoid through their behaviour. This information will help you to respond with empathy and care and in a way that is inclusive, fair, logical, educative, and supportive for the student and others. It can also prevent you from inadvertently reinforcing the problem behaviour – for some students, misbehaviour has worked well for them for many years, has allowed them to get their particular needs met, and may even have been approved of by important adults or peers.

This manual for PB4L–SW Tier One focuses on the universal strategies that help all students to behave positively, reducing the likelihood of major behavioural incidents. For most students, major incidents are few and far between and do not indicate a chronic problem. The low-key approaches described below will be an adequate response and will discourage them from repeating the problem behaviour. However, for small numbers of students, universal supports and strategies are insufficient. Resources and training for Tiers Two and Three (see section 1.1) support schools to understand and implement the group and individual responses and strategies that are most helpful and effective for these students.

> For small numbers of students, Tier One supports and strategies are insufficient. Resources and training for Tiers Two and Three support schools to understand and implement the group and individual responses and strategies that are most helpful and effective for these students.

An important goal of PB4L–SW is to reduce responses to misbehaviour that result in excluding students from school.[2] Staying at school protects students from the poor social, health, and economic outcomes that result for students who are excluded from school (Hattie, 2012). Information to date shows that PB4L–SW schools report a reduction in suspensions and exclusions as a result of implementation (Boyd & Felgate, 2015).

Completing an incident form after every major behavioural incident ensures that you have:
- an objective account of the event
- useful data that will ensure targeted support for the student involved (if required)
- information that contributes to trend data about behaviour, which supports you to review the effectiveness of practices and systems in your school (see sections 8.4–8.6).

The table below provides a continuum of responses to major behavioural incidents aimed at restoring relationships and keeping students in school. Generally you should begin by applying the least severe, most inclusive strategy available. As much as possible, try to view your responses to behavioural incidents as 'teachable moments' through which everyone involved can reflect, learn, and further develop the attitudes and competencies valued by the school community.

[2] For legal and procedural information on exclusions, see the Stand-downs, Suspensions, Exclusions, and Expulsions Guidelines available on the Ministry of Education's website.

Table 18: Best-practice strategies for responding to major problem behaviour

STRATEGY	EXPLANATION	EXAMPLE
De-escalation	This is a largely preventative strategy. It requires good knowledge of the student and the events that can trigger anxiety, anger, or other strong, hostile, emotional responses. Using this strategy relies on an understanding of the optimum time to intervene, how to do this safely, and how to debrief with the student after the event (Colvin & Sugai, 1989).	Eric sometimes responds aggressively because of challenges in relating to others and accepting disappointment or perceived unfairness. Teachers who know Eric well are able to recognise the signs of imminent distress, anxiety, and aggression and to intervene with prompts and reminders that help him to calm down. Eric is becoming better at using self-managing strategies, such as removing himself from the situation, taking deep breaths and counting to ten, and seeking help from a trusted adult or peer.
Conference	A conference takes place well after a behavioural incident, when the student is calm and more likely to respond positively. This may be part of a restorative approach.[3] A conference aims to strengthen relationships, to support the student to make better future choices, and to plan strategies that will support ongoing positive behaviour. A collaborative, problem-solving approach is most helpful. The conference should take place with an adult who is liked and trusted by the student. Involving whānau members helps the school and family to work in partnership to support the student. Where whānau are included, a culturally responsive approach is vital.	Mandy has been involved in a major incident in the playground involving verbal and physical abuse. While other staff have supported the victim of the abuse, the Senior Dean has arranged to meet with Mandy and her mother to discuss the incident. During the discussion, Mandy is reminded about playground behaviour expectations and the kinds of activities that are appropriate at lunchtime. The three participants also discuss other issues affecting Mandy's engagement and success at school and develop a plan to check in each day with the Dean.
Conference and consequence	It may be decided that as well as a conference, a fair and logical consequence will be applied. Ideally this should be task- rather than time-oriented, with educative and, where possible, restorative goals. 'Doing time' in the detention room with no reflection required is unlikely to be productive. For older students, the loss of a privilege will be accepted as a reasonable consequence if there is a logical connection to the misbehaviour.	Inappropriate behaviour involving alcohol during a sports trip has resulted in a conference with the DP, one of the team's coaches, and a whānau member. Concerns are shared, behaviour expectations reconfirmed, and plans for ongoing monitoring agreed. The student agrees to miss the next match, research the dangers of excessive drinking, and write a letter of apology to his billets, team, and coaches.

[3] Facilitating a formal PB4L Restorative Conference requires specialist training. For information about Restorative Conferences in New Zealand schools, see PB4L Restorative Practice Kete Book Four at http://pb4l.tki.org.nz/PB4L-Restorative-Practice.

7.8 RESPONDING TO MINOR PROBLEM BEHAVIOURS

As well as a planned and consistent approach for managing major behavioural incidents, it is important for schools to have agreed school-wide responses for minor problem behaviours. In a PB4L–SW school, staff agree on the low-level behaviours that they will manage in the classroom or playground without the involvement of senior staff or colleagues. Addressing minor misbehaviour in planned and consistent ways is an important preventative strategy that has a positive influence on learning and social behaviour across the school. Major behavioural incidents are less likely to occur when minor incidents are responded to in timely, proactive ways. As with responding to major problem behaviours, planned responses to minor misbehaviour are more effective when the other components of PB4L–SW are securely in place.

It is a good idea for teachers to establish a simple system for recording minor behavioural incidents; this gives them reliable data on which students are involved and on when a student has been involved in three minor incidents (which triggers a behavioural incident report). The incident reports for such repeated minor misbehaviours can then help the PB4L–SW team to identify behaviour expectations that may need greater emphasis, reteaching, or additional prompts and reminders in particular contexts – for example, reminders to students before they go to lunch about putting litter into bins.

PRINCIPLES FOR RESPONDING EFFECTIVELY TO MINOR PROBLEM BEHAVIOURS

On the following pages is a list of best-practice strategies for teachers to use when managing minor misbehaviour. These strategies also apply to the prevention or de-escalation of major problem behaviours. Before examining the strategies, here are some general principles to consider.

Effective responses to minor problem behaviours are:

- **Calm and immediate**. A calm, immediate response has a positive effect. Keep the tone and volume of your voice professional and composed.

- **Consistent**. Inappropriate behaviour occurs in all school settings, so all staff need to respond in the same way. When staff consistently uphold the school's expectations, behaviour that 'tests the limits' is less likely. Consistency is the key to creating an ordered, secure environment that supports positive behaviour in both staff and students.

- **Specific yet brief**. Specific descriptions of the misbehaviour and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behaviour as a teaching opportunity. However, as well as specificity, brevity is important. Otherwise, corrective responses can turn into scolding lectures that do not hold the student's attention. Be concise, avoid debate, and disengage quickly.

- **Quiet, and private for the student**. First, make quiet contact with the student, securing their attention. Talk with them in close proximity to ensure privacy and respect. Using their name and a pleasant tone of voice, convey your interest in them personally and your desire to help them succeed. Private, quiet, personal contact will help with compliance as well as relationships.

Regarding behavioural learning errors as similar to academic errors can help staff be objective and professional in their responses. It may take practice for staff to learn new ways of responding.

SPECIFIC STRATEGIES FOR ADDRESSING MINOR MISBEHAVIOUR

Not all student problem behaviours require an explicit response. Certain behaviours occur spontaneously during a lesson or activity that are minor yet contrary to your school-wide expectations or rules. They are generally brief and not a threat to the student's learning or that of others. A brief response is all that is needed to remind the student of expected behaviour. Often students will respond quickly to a teacher's action to minimise such behaviour before it escalates.

For such situations, educators have a number of strategies that have been proven effective over time (Lane et al., 2011; Martella et al., 2012). The advantage of these strategies is that they are unobtrusive – they do not embarrass or identify the student – and they can be carried out quickly during an instruction or activity. These strategies work best when, after pausing for the student to demonstrate the expected behaviour, you provide brief feedback or a signal that you have noticed the appropriate behaviour. By following their behaviour change with positive feedback, you strengthen the likelihood of appropriate behaviour in the future.

Table 19: Best-practice, non-explicit strategies for responding to minor problem behaviour

STRATEGY	EXPLANATION	EXAMPLE
Proximity control	Every teacher knows how effective it is to stand near a student who is behaving inappropriately. Your strategic movement or placement can encourage expected behaviour.	When Alan is off task and talking, the teacher continues to teach the group while moving to stand next to him for a moment. Once Alan returns to the task, the teacher gives brief positive feedback to help maintain the expected behaviour.
Signal or non-verbal cue	Teachers have various signals that communicate their expectations to students. They include eye contact, hand gestures, a handclap, clearing one's throat, and so on. A simple non-verbal cue like this suggests that you are aware of a student's inappropriate behaviour and prepared to intervene if it continues.	When Sarah begins to talk to her neighbour, the teacher glances in her direction and holds the look until she is quiet again and listening. The teacher then praises Sarah for her attention.
Ignore, attend, praise **(proximity praise)**	This strategy is based on the power of praise or positive feedback. The teacher praises an appropriately behaving student near a second student who is not. The praise indirectly reminds the misbehaving student of expectations (and reinforces the first student's behaviour). When the second student starts behaving appropriately, provide attention and praise.	Paul is off task during independent work time. The teacher briefly ignores Paul and specifically praises a nearby student: "Good work, Hēmi. You're making great progress on your assignment." When Paul begins to get back to work, the teacher immediately praises him: "Thanks, Paul, for being on task."

If these simple techniques do not have the desired effect, you can use more direct, instructional approaches. While there are many strategies for dealing with inappropriate behaviour, the following table provides a continuum of approaches that are instructionally based.

Table 20: Best-practice, explicit strategies for responding to minor problem behaviour

STRATEGY	EXPLANATION	EXAMPLE
Prompt	Anticipating that one or more students may not follow expectations, you prompt them about the expected behaviour. A prompt (or precorrect)[4] may also give you the opportunity to then acknowledge students for following an expectation.	"Remember to move back to your desks safely and quietly." (Soon after) "Well done on returning to your desks without disturbing others."
Redirect	This strategy is a very brief, clear restatement of the expected behaviour. A redirect often links to a behaviour from the expectations matrix and emphasises the 'what' of the behaviour instead of the 'why'.	"Jason, please begin your writing assignment." (Later) "Nice job, Jason, you've begun your assignment."
Reteach	A reteach builds on the redirect above by reviewing the expected behaviour or routine more thoroughly. It briefly capitalises on the teachable moment in a private way (that is, it doesn't 'make an example' of a student in front of others). Just as you do in instruction, you label the behaviour, unpack it, and give the student the immediate opportunity to practise by demonstrating it to you. Once the student behaves as expected, praise him or her.	"Rezia, you need to stay on task. That means your desk is clear of everything but your book, you continue working until you're finished, and if you need help, raise your hand." (Soon after) "Excellent, Rezia, it looks like you're ready to learn. Let me know if you need help."
Provide choice	Providing choice can be used when redirecting or reteaching have been unsuccessful. With this strategy, you direct the student to choose between the expected behaviour and a less preferred alternative. When options are paired in this way, students will often make the preferable choice. Pause after providing the choice, and when the student chooses wisely, give praise.	"John, you can get on task and work here with the group, or you can work by yourself in the quiet area." (Soon after) "Thanks, John, I'm glad to see you've chosen to stay working with your friends."
Conversation	This is a lengthier reteaching or problem-solving opportunity when misbehaviour is more frequent or intense. Discuss the problem, teach the expected behaviour and explore the reasons for it, and make a plan to ensure the behaviour is used in future. A conversation with a student can include helping the student to practise the behaviour.[5]	"Lauren, several times today I've had to remind you about being on task. When you're given an assignment, you need to work on it until it's finished. That way you'll learn what you need to and help your friends to learn too. Tell me what you'll do next time … OK, how can I help you to do that? … Let's practise it."

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[4] In terms of the ABC of behaviour (see section 1.3), all the strategies in the previous table and this table are 'consequences', apart from 'prompt', which is an antecedent. It is included here because it is a very effective anticipatory response within a continuum of responses for discouraging inappropriate behaviour.

[5] PB4L–SW conversations with students are similar to 'restorative conversations' in PB4L Restorative Practice. These use a relational approach to the problem or issue that expresses support and respect for the other person, a willingness to hear their side of the story, and the desire to find a mutually acceptable solution.

The knowledge-building activity 'Responding effectively to minor problem behaviour' in Appendix 9 is an effective way of increasing staff understanding and expertise in responding to minor misbehaviours.

The following pages give examples of how a primary school and a secondary school have identified, defined, and illustrated minor problem behaviours. Teachers and other staff are expected to respond to these minor misbehaviours in class and across all settings of the school, using the listed procedures.

The following pages give examples of how a primary school and a secondary school have identified, defined, and illustrated minor problem behaviours.

DEFINING AND RESPONDING TO MINOR PROBLEM BEHAVIOURS: PRIMARY SCHOOL EXAMPLE

MINOR PROBLEM BEHAVIOUR	DEFINITION	EXAMPLE
Disrespect	Student fails briefly or in a minor way to respond to adult requests.	Rolls eyes and sighs loudly after being given a request
Non-compliance	Student fails briefly or in a minor way to respond to adult requests.	Does not follow directions for a task
Disruption	Student engages in low-intensity but inappropriate disruption.	Interrupts learning of self and others by calling out
Inappropriate language	Student engages in a low-intensity instance of inappropriate language.	Calls other students names Uses swear words, but not directed at others
Physical contact	Student engages in non-serious but inappropriate physical contact.	Pushes and shoves, play fights, or bumps into others without causing harm
Property misuse	Student misuses property in a minor way.	Breaks pencils, tears paper, drops books, drops or throws playground equipment without intending to hurt others
Lateness	Student arrives at class after the bell.	Is not in the classroom when the bell rings after lunch

(Continued on next page)

PROCEDURES FOR RESPONDING	EXAMPLES
Prompt – Use a visual or verbal signal to show you have noticed a problem behaviour about to occur.	"Jo, remember to …"
Redirect – Restate the behaviour that is expected.	"Jo, right now you are expected to …."
Reteach – Tell, show, practise, and acknowledge the expected behaviour. Subsequently, precorrect before the problem behaviour can occur.	"What is it you are expected to do right now, Jo?" (Wait for student to state.) "Yes, that means … Show me what that looks like." (Observe student.) "Good job of …" (Next time you ask Jo to do this, give a precorrect.) "Jo, remember that this is when to …"
Provide choice – Give the student options of behaviours to do next.	"Jo, you may complete your work at the table or in the group. Which do you choose?" "Jo, you have two tasks to do – write two sentences and read the story. Which do you want to do first?" "Jo, you can keep your hands at your side, or you can put them behind your back. Which would you like to do?"
Converse with the student – Have a private conversation with a student to problem-solve how the student can meet expectations.	"Jo, I noticed you … To be successful, you need to … That way you will get your work done and have time to … " (Next) "How can you make sure you … What can I do to help you?" (Next) "Let's practise that." (Later) "Great job of …"

DEFINING AND RESPONDING TO MINOR PROBLEM BEHAVIOURS: SECONDARY SCHOOL EXAMPLE

MINOR PROBLEM BEHAVIOUR	DEFINITION	EXAMPLE
Inappropriate language	Student engages in a low-intensity instance of inappropriate language.	Swearing that is not directed at anyone
Lateness	Student arrives at class after the bell.	Walking too slowly from grounds to class
Not prepared	Student does not have homework completed or required equipment with them.	Left book in locker, doesn't have a pencil, or left homework at home
Disruption	Student engages in low-intensity but inappropriate disruption.	Burping or making other noises, calling out, or throwing paper
Disrespect	Student briefly or in a minor way uses words and/or a tone of voice that undermines others.	Mumbling under their breath, using put-downs, or failing to respond to adult requests
Electronic device violation	Student engages in non-serious but inappropriate use of a smartphone, MP3 player, or other electronic device.	Earphones or buds in ear, texting, taking photos, checking email or social media

	PROCEDURES FOR RESPONDING	

Reminders for preventing minor problem behaviours:

- Actively supervise: Stand near students and move around the room.
- Give precorrects: Give students reminders about what is expected before problem behaviours might occur (e.g., during transitions).
- Acknowledge appropriate behaviour: Thank or acknowledge students when they are meeting expectations.

Suggestions for managing minor problem behaviours:

- Restate the expected behaviour.
- Reteach your classroom (or setting) rules and expectations.
- Check in with students to ensure they understand the tasks and expectations for completion.
- Give choices about the sequence of tasks to complete.
- Have a private conversation with the student to identify the problem and come up with a solution.
- Contact parents.

7.9 DRAWING UP A CONTINUUM OF RESPONSES FOR DISCOURAGING PROBLEM BEHAVIOURS

The steps and activities included in this section have given you the background and information to create a continuum for discouraging problem behaviour. From the activities in sections 7.5 and 7.6 and using the template on the following page, you should now have a draft of your continuum that includes:

- a list of minor and major problem behaviours
- a definition (and, if helpful, an example) of each problem behaviour.

Now review your learning from sections 7.7 and 7.8 and the examples in those sections to complete your continuum. You will need to select and add, in order of intensity:

- procedures for all staff to use in response to minor misbehaviours, based on strategies such as prompting, reteaching, and providing choice
- procedures for all staff to use in response to major misbehaviours (those that require escalation).

SCHOOL-WIDE CONTINUUM OF RESPONSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR: TEMPLATE

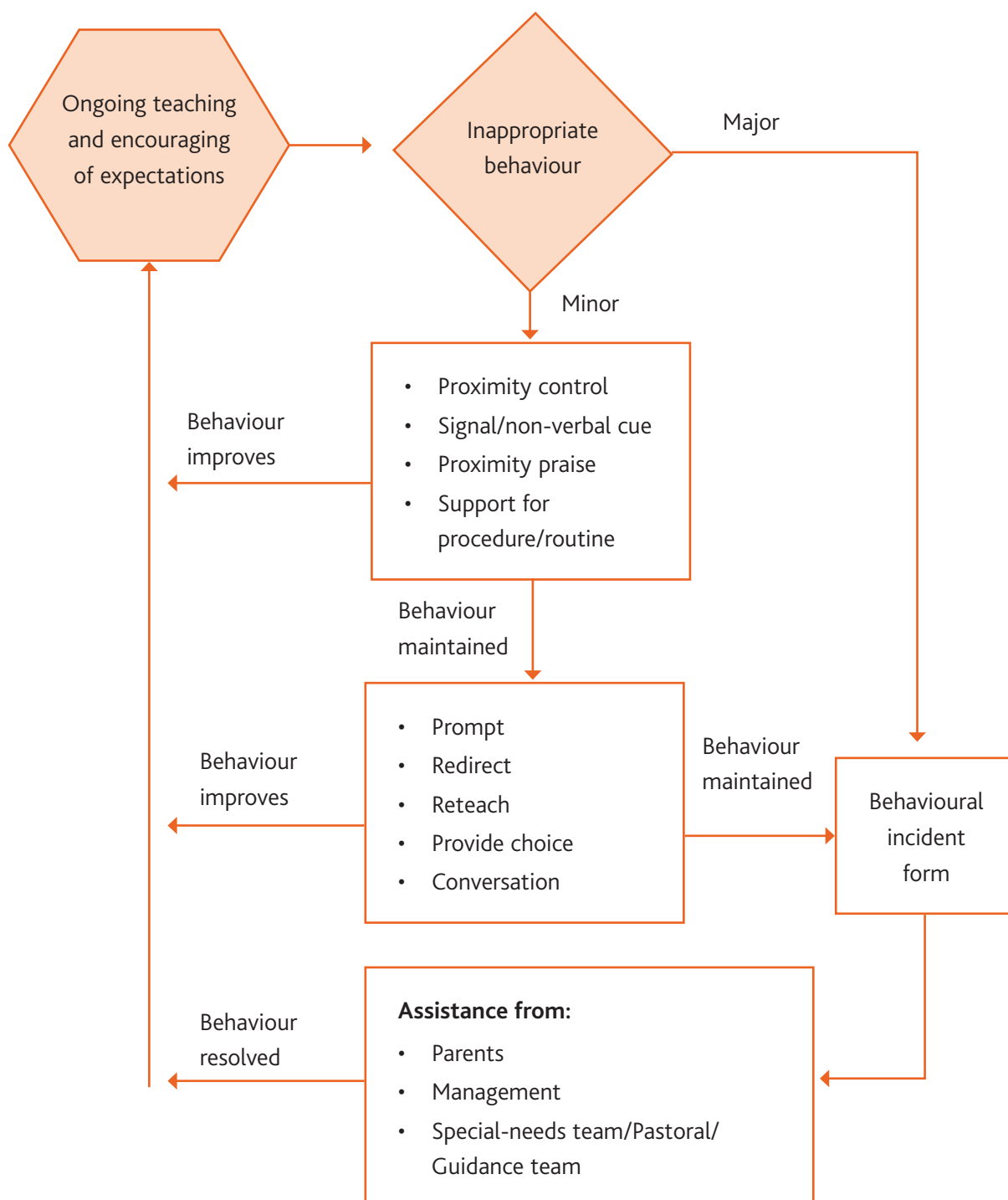| BEHAVIOUR	DEFINITION	EXAMPLE	PROCEDURES FOR RESPONDING
MINOR			
MAJOR			

This template is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

7.10 USING A PROCEDURAL FLOW CHART

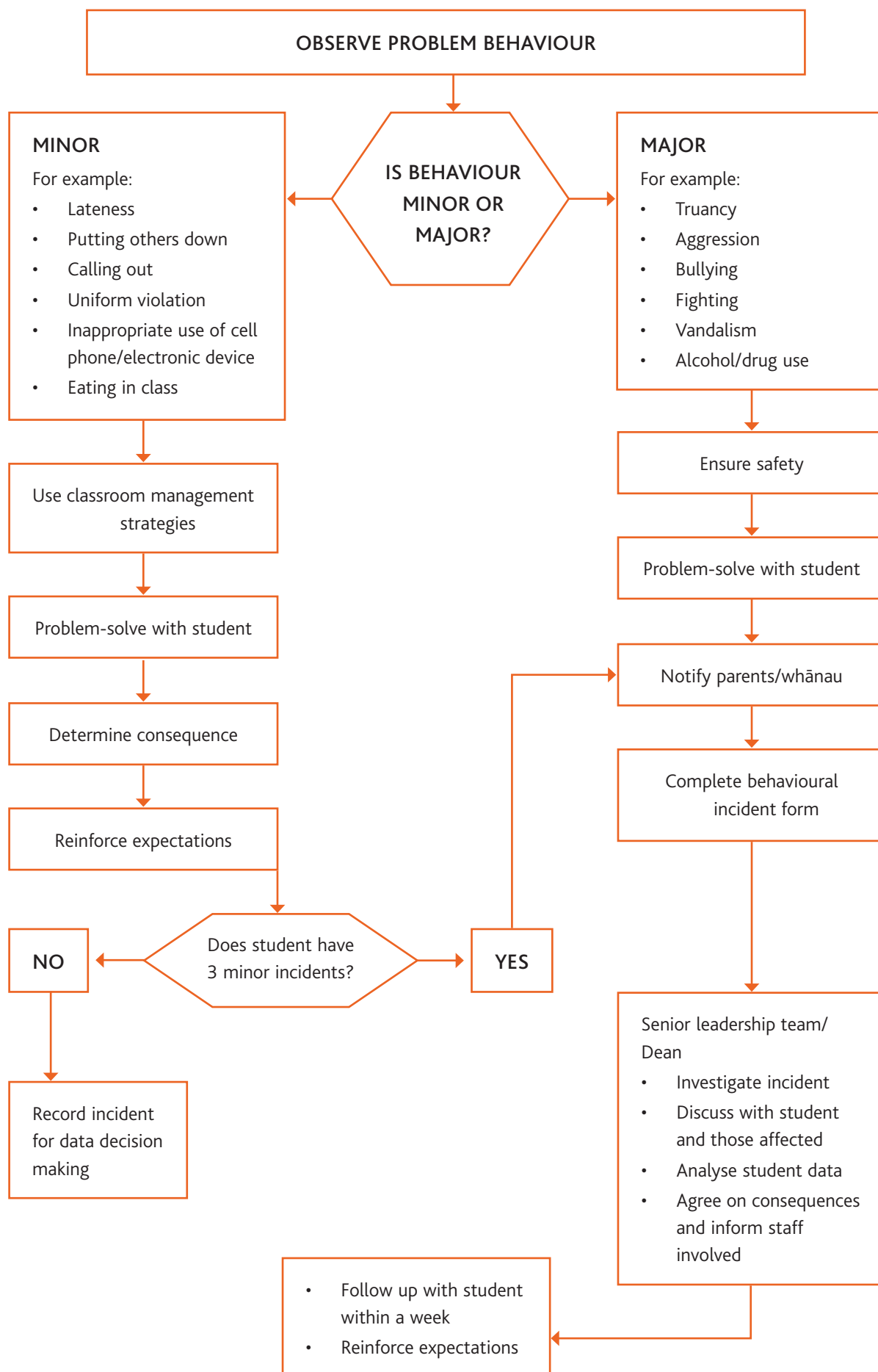Once they have developed their continuum, many schools have found it helpful to create a flow chart to provide a visual representation and 'big picture' of their procedures and pathways for responding to problem behaviours.

The following pages show examples of such flow charts. You may wish to adapt one of these to show your school's procedures and pathways for responding to problem behaviours.

PROCEDURAL FLOW CHART: EXAMPLE 1

PROCEDURAL FLOW CHART: EXAMPLE 2

```
OBSERVE PROBLEM BEHAVIOUR
```

IS BEHAVIOUR MINOR OR MAJOR?

MINOR

For example:

- Lateness
- Putting others down
- Calling out
- Uniform violation
- Inappropriate use of cell phone/electronic device
- Eating in class

↓

```
Use classroom management strategies
```

↓

```
Problem-solve with student
```

↓

```
Determine consequence
```

↓

```
Reinforce expectations
```

↓

Does student have 3 minor incidents?

NO →

```
Record incident for data decision making
```

YES →

MAJOR

For example:

- Truancy
- Aggression
- Bullying
- Fighting
- Vandalism
- Alcohol/drug use

↓

```
Ensure safety
```

↓

```
Problem-solve with student
```

↓

```
Notify parents/whānau
```

↓

```
Complete behavioural incident form
```

↓

Senior leadership team/ Dean

- Investigate incident
- Discuss with student and those affected
- Analyse student data
- Agree on consequences and inform staff involved

↓

- Follow up with student within a week
- Reinforce expectations

7.11 GETTING FEEDBACK ON YOUR CONTINUUM

Once your PB4L–SW team has created a draft of your continuum, it is essential to get input and feedback about it. Remember to write DRAFT on the continuum (to indicate you are seeking feedback) and date it (to help you keep track of various versions).

There are a number of ways to get feedback, but the most important thing is to proactively seek it and to consider all that you get. For example:

- Discuss the draft continuum with syndicate or departmental teams at all school levels.
- Give a copy of the draft continuum to all support staff (teacher aides, administrative staff, caretakers, and so on) and ask for feedback.
- During a designated time or class period school-wide, share and discuss the draft with all students and have them hand in their suggestions.
- Ask for parent feedback – for example, by discussing the continuum at school events, through notices in the school newsletter, and by requesting feedback at parent–teacher conferences (e.g., as a task to do while waiting).

Once your school's continuum of responses has been finalised, the information can be included in staff and student handbooks, saved on electronic drives, and presented on the school website and other forms of communication.

Remember to put your ideas for seeking feedback and for communication in your team action plan.

> Remember to put your ideas for seeking feedback and for communication in your team action plan.

7.12 STAFF PROFESSIONAL DEVELOPMENT

With your PB4L–SW team, you will need to consider how to help staff deepen their knowledge about your school's continuum of responses to inappropriate behaviour. In particular, consider:

- Who needs to build their knowledge and understanding about the continuum?
- What knowledge and expertise do different groups need to develop?
- When and how will you and your team support this development, and who will be responsible?

In some ways, responding to major problem behaviours is more straightforward than responding to minor ones. Make sure you provide staff with the opportunity to practise how to respond to common minor misbehaviours. Remember to include all staff, since all staff interact with students during the school day.

The staff at a Taranaki primary school are using a modified inquiry approach to professional learning about discouraging problem behaviour. Small groups have each selected a particular response strategy to investigate. Each group locates evidence and resources and plans for a school-wide trial of their strategy. As the strategies are trialled, their effectiveness is evaluated and modifications are made.

This process has helped staff to take ownership of the evidence that supports preventative and corrective strategies such as precorrecting, de-escalation, and conferences. They have also taken the opportunity to explore related strategies for supporting positive behaviour, such as 'thinking aloud' to help students develop the metacognitive skills needed to be self-regulated learners. They have added these to their repertoire of responses and strategies and plan to use them in the context of corrective conversations.

The inquiry is kept alive through focused discussion at meetings, some role-play sessions, and notice board displays. Staff also bring up questions or concerns during the scheduled slot for PB4L–SW in each staff meeting. These approaches, along with a PB4L–SW induction process for new staff, have ensured that all staff are very familiar with the responses on the school's continuum for discouraging inappropriate behaviour.

This section has focused on the sixth essential feature of PB4L–SW (Discouraging inappropriate behaviour). Part of implementing that feature (and the other essential features) is establishing and using an effective data system, in order to understand what is happening in your school in relation to behaviour. Section 8 discusses this system and provides support for its development and implementation.

Part of discouraging inappropriate behaviour is establishing and using an effective data system, in order to understand what is happening in your school in relation to behaviour. Section 8 discusses this system and provides support for its development and implementation.