

Framework for Correcting Misbehavior

Adapted from CHAMPS (2009)

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2015

Adapted for CHAMPS by Rand Sprick

Correcting Behavior Fluently

← Mild Behavior	Moderate Behavior →	← Continuous/High Magnitude Behavior →	
Reminders/Redirection (Informational/Corrective Responses) for Early Stage Misbehavior	"Parking Ticket" Level Consequences (non-progressive Consequences)	"Speeding Ticket" Level (Progressive Consequences)	Follow your PBS Office Discipline Process Referral Process for Office Managed Behavior
<ul style="list-style-type: none"> • Tapping Pencil • Calling out • Getting out of seat without permission • Not following conversation level expectations • Head on desk/sleeping • Running/jumping • Using materials inappropriately • Talking to peers 	<ul style="list-style-type: none"> • Any Behavior listed in "reminder" category continues after the rule is taught • Out of Seat • Talking Out of Turn • Off Task • Dress Code Violation • Inappropriate Verbal • Language (low intensity) • Misuse of Property • (not honoring someone's space, feelings, or belongings) • Disruption(low-intensity, but inappropriate disruption) • Physical Contact (non-serious, but inappropriate) • Student is slow to follow directions or needs several reminders • Tardy 	<ul style="list-style-type: none"> • Student refuses to follow directions • Student pounds on a desk • Students is telling jokes • Student is screaming • Student is disrespectful • Lying/Cheating • Teasing/Taunting • Disrespect • Chronic Tardies 	<ul style="list-style-type: none"> • Physically dangerous acts • Insubordination <ul style="list-style-type: none"> ○ Student uses profanity towards teacher • Threats <ul style="list-style-type: none"> ○ Student threatens to damage material ○ Student threatens violence ○ Student threatens to bring a weapon • Abusive/Inappropriate Language • Alcohol • Arson • Bomb Threat/False Alarm • Severe Dress Code Violation • Forgery/Theft • Harassment/Teasing • Taunting/Threats • Lying/Cheating • Other Drugs • Property Damage • Sexual/Pornographic Materials • Truancy

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<p>Early-stage Misbehavior (Informational/Corrective Responses). Consider using these at the beginning of the school year or with early stage misbehavior</p>	<p>“Parking Ticket” (non-progressive Consequences). Consider using these once the expectations/ rules/routines/procedures have been taught.</p>	<p>“Speeding Ticket” (Progressive Consequences). Consider using these for higher magnitude misbehavior that is disruptive to the classroom environment.</p>	<p>Follow your PBS Office Discipline Process Referral Process. Consider initiating the Early Intervention Process for “Chronic Misbehavior”</p>
<ul style="list-style-type: none"> • Pre-correction • Proximity • Gentle verbal reprimand • Discussion • Family contact • Humor • Praise Students Who Are Behaving Responsibly • Restitution 	<ul style="list-style-type: none"> • Time Owed • Time Out <ul style="list-style-type: none"> • From a favorite object • From small group instruction • At desk • In another location (be CAREFUL!) • Restitution • Positive Practice • Response Cost- loss of Points • Response Cost Lottery • Detention • Behavior Improvement Form • Demerits 	<ul style="list-style-type: none"> • 1st -warning • 2nd -5 minutes of “modified recess” • 3rd -10 minutes of “modified recess” • 4th -Extended modification to recess (<i>possible Action Plan or Discipline Packet</i>) • 5th -parent contact • 6th -referral <p><i>*Note: For purposeful or frequent misbehavior, fade the prompt (i.e. warning) and apply correction as a non-progressive consequence to avoid prompt dependency.</i></p>	<ul style="list-style-type: none"> • Parent Contact • Referral • Early Intervention <ul style="list-style-type: none"> ○ Planned Discussion ○ Project Ride Intervention ○ Behavior Contract

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Behaviors: Calling out Getting out of seat w/o permission Talking to peers Using materials incorrectly	Consequences: Remind students of expectations and ask them to display correct behavior	Behaviors: Out of seat Talking out of turn Off task Making noises	Consequences: Time owed or demerit	Behaviors: Student refuses to follow directions Student pounds on desk Student is telling inappropriate jokes Student is screaming Lying/cheating Teasing/taunting Chronic Tardies	Consequences: 1 st -warning 2 nd -5 minutes of “modified recess” 3 rd -10 minutes of “modified recess” 4 th - Extended modification to recess and action plan 5 th -parent contact 6 th -referral	Physically dangerous acts Insubordination Uses profanity towards teacher Threats Threatens to damage material Threatens violence threatens to bring a weapon Abusive/Inappropriate Language Alcohol Arson Bomb Threat/False Alarm Severe Dress Code Violation Forgery/Theft Harassment/Teasing Taunting/Threats Lying/Cheating Other Drugs Property Damage Sexual/Pornographic Materials Truancy
Running Skipping	Correct by having them walk back to where student began and “try again”	Low-intensity inappropriate verbal language Non-serious physical contact Tardy Dress code violation	Action Plan Time Out			
		Running Skipping	Positive Practice Time out			
		Tearing paper up Leaving garbage on the ground Putting gum on a desk	Restitution Over-correction			

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				1 st -warning		
				2 nd -		
				3 rd -		
				4 th -		
				5 th -parent contact		
				6 th -referral		

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Develop a list of ALL Misbehaviors that occur in the classroom, beginning with those that are of greatest concern. Label why the behavior occurs (i.e. function): Not aware (e.g. impulsive calling out, pencil tapping); Attention seeking from the teacher or peers; Escape (skills deficit or motivational deficit); Habitual or serves some other purpose. Identify response to each misbehavior and list both in the blank matrix above:

- For attention seeking behavior (low magnitude), consider ignoring or using pivot praise;
- For problems with awareness, consider a verbal reminder;
- For escape motivated behavior, avoid using time-outs
- For purposeful or habitual problems, consider interventions identified within the SLCSB Early Intervention Process

Definitions (Sprick, 2009)

- **Timeout (In-Class)**-Many people think that the purpose of timeout is to send the student to an aversive setting. This is not the case. The actual purpose of timeout is to remove a misbehaving student from the opportunity to earn positive reinforcement. That is, the goal is to communicate to the student that if he engages in the misbehavior, he will not get to participate in the interesting, productive and enjoyable activities going on in the classroom. The obvious implication here is that instruction and classroom activities need to be interesting, productive, and enjoyable.
 - **Timeout from a favorite object (elementary level)**-
 - **Timeout from small group instruction (elementary level)**-have the student push chair back so that he/she is not physically part of the group. Consider conducting the next minute or two of instruction in an especially fun and reinforcing manner so the student feels that he/she is missing out.
 - **Timeout at a desk (elementary level)**-This is a very mild form of time out, best served in short increments (e.g. 2 minutes) for relatively minor problems such as disruptions during instructional periods or independent seat work.
 - **Timeout in class isolation (elementary and middle school levels)**-In this option, establish a timeout area in a low-traffic part of your classroom. The area can be as simple as a chair off to the side of the room or a screened off area arranged so that you can see the student but he cannot see the majority of his classmates. This may be a good intervention if the student's behavior functions for peer attention. For middle school students, the optimal timeout is five minutes. The timeout should begin when the student is in the area, seated and quiet. Do not allow student to bring work to the timeout area.

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- **Time owed**-If you think the student is unlikely to go to timeout and he/she is old enough to understand the concept of time owed, establish a rule that when instructed to go to timeout, the student has one minute to get there and get settled. If it takes more than one minute for the student to go to timeout, she will owe time equivalent to that extra time-time owed will be deducted from a fun activity or a modification to recess.
- **Timeout (in another class)**-for students who are likely to misbehave during an in-class timeout (such as the student who clowns around to get a laugh from other students (i.e. behavior functions for peer attention), it may be necessary to assign the student to timeout in another class. To do this, you need to find a teacher with a room near yours who has a class with fairly mature students. The idea behind this procedure is simply that the student is less likely to show off for students in a different class. Unlike in-class time out, the student probably should have work to do. Data should be collected on this procedure on the frequency and length of time outs. Try not to exceed 15 minutes.
- **Restitution**-If a student engages in behavior that causes damage, a logical consequence is that the student has to repair the damage.
- **Positive Practice**-if a student breaks a rule about a behavior that can easily be practiced correctly, positive practice is appropriate. This is a good consequence for a student running in the hallway. You might have the student go back and walk, or use overcorrection for the student who has repeatedly run the halls by asking him to spend time during recess or after school practicing walking in the halls.
- **Response Cost** – Loss of points. For example, you might have a student start each day with twenty points. Every time you have to speak to him about the problem behavior, he loses a point. This works best when paired with positive reinforcement where the student has the ability to earn points.
- **Response Cost Lottery**-a variation on the response cost consequence that can be used in situations where three or four students in class have challenging behaviors. You give those students, or even every student in the class, a certain number of tickets (e.g. 10) at the beginning of each day or each week for middle school level. Each time a student misbehaves, the student loses a ticket. At the end of the week, the students write their name on all their remaining tickets and place them in a container for drawing. Again, this works best when paired with positive reinforcement where the students have the ability to earn tickets.
- **Behavior Improvement Form (Action Plan)**-Have the student complete the action plan so that they can reflect on their actions and avoid future problems. This also allows the teacher to have planned discussion (evidenced based intervention) and serves as a data source.
- **Demerits**-Demerits represent negative points that, when accumulated, result in the loss of a privilege or the imposition of a negative consequence. Demerits can be used to soften a predetermined consequence that might otherwise be overly harsh for a single example of misbehavior. For example, a middle school teacher might tell students that each time he has to speak to a student about talking in class (or some minor disruption), the student will get a demerit. If the student gets four demerits within one week, it equals lunchtime

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detention. With this system, the teacher is more likely to intervene every time there is a disruptive behavior because response for each single incident is reasonable, resulting in a more consistent policy.

Remember to provide corrections briefly, calmly, and consistently. Also, and more importantly, remember to follow the reinforcement and encouragement procedures as outlined in your school's PBS plan at a 4:1 rate. The fundamental premise of the SLCSB behavior management system (PBIS) is to strengthen relationships through structuring the environment and increasing "positive" interactions to reduce the likelihood of misbehavior. It is not uncommon for the overuse of many of these corrective techniques to result in the reduction of effectiveness. In fact, overuse of correction without adequate positive reinforcement may inadvertently result in an increase in behavior and *will not* result in the highest performance that a student may be capable of achieving.

Reference

Sprick, R. (2009). *CHAMPS: A proactive & positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing, Inc.