

# CLASSROOM MANAGEMENT

*for academic engagement*



Resource Packet for

## **Module 4**

*Continuum of Responses  
to Behavioral Error*

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## Module 4 Section 1: Active Supervision agenda

### I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Research (slide 8)

### III. Content (slides 9 – 12)

- A. Model active supervision (slide 10 & 11)
- B. Activity 4.1 checklist (slide 12)  
Reflect and discuss
- C. CR connection (slide 13)

### IV. Evaluation

- A. Check for understanding (slide 14)
- B. Self-reflection checklist (slide 15)
- C. KASAB: ideas and resources to develop knowledge, attitudes, skills, aspirations, and behavior (slide 16)

### V. *Optional* Wrap-up activity (slide 17)

## Activity 4.1: Active supervision checklist

*Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)*

Continue	Start	<b>Movement</b> <i>When supervising work or activities, circulate among students</i>
		Continuous movement
		Proximity with students*
		Random or unpredictable
		Include moving close to noncompliant students* and possible targeted problem areas
		Demonstrate interest in students, assist with learning tasks, provide feedback— both positive and corrective
		Periodically move and supervise when providing individual or small group instruction
		<b>Scanning Effectively</b> <i>Frequently and intentionally look around at students</i>
		Looking students in the eye*
		Visually sweep all areas of the room while looking directly at students nearest you
		If working with individuals, position yourself so as to scan the entire room or get up and scan occasionally
		<b>Interacting Frequently</b> <i>While moving and scanning, also frequently interact with students</i>
		Communicates care, trust, and respect, and helps build relationships
		Teacher behavior remains the same when teaching, encouraging, or addressing problem behavior
		Include proximity*, listening, eye contact*, smiles, pleasant voice tone, touch*, and use of student names
		Use a continuum of responses to address inappropriate behaviors, including proximity* and touch control*, signals and nonverbal cues, and re-teaching
		Provide pre-correction, non-contingent attention, and specific positive feedback

\* These practices may need to be adapted for students who do not respond well to proximity, eye contact or touch, due to trauma, cultural norms, or student preference. It is important to know your students!

## Module 4 Section 2: Planned Ignoring agenda

### I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Research (slide 8)

### III. Content (slides 9 – 14)

- A. How to deliver planned ignoring (slides 9 - 14)
- B. Video of upper elementary (slide 10)

Discussion: Best uses (slide 11)

Activity 4.2: application to student (slide 14)

### IV. Evaluation

- A. Check for understanding (slide 15)
- B. Self-reflection checklist (slide 16)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations, and behavior (slide 17)

### V. *Optional* Wrap-up activity (slide 18)

## Activity 4.2: Planned ignoring

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Misbehavior:

- Chronic blurting
- Excessive helplessness
- Tattling
- Minor disruption \_\_\_\_\_

Replacement behavior:

Schedule meeting time: \_\_\_\_\_

Make sure these elements are included in the meeting:

- A. Strengths
- B. Concerns about target behavior
- C. Teach replacement behavior
- D. Practice replacement behavior
- E. Communicate plan to ignore target behavior to assist student in remembering to use replacement behavior. This is not the same as ignoring the student. The behavior is being ignored, and they will be attended to when they use the replacement behavior.
- F. Briefly share plan to ignore target behavior to whole class

Notes on how it went.

## Module 4 Section 3: ABC's of Behavior agenda

### I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Definitions (slides 8 - 10)

### III. Content (slides 11 – 24)

- A. ABCs (slides 11 – 17)
  - Activity 4.3A (slide 11)
  - Group practice identifying behavior, antecedent and consequence (slides 12 – 17)
- B. Function of behavior (slides 18 – 19)
  - Activity 4.3B – Practice identifying function (slides 20 – 22)
- C. Application
  - Stand Up, Hand Up, Pair Up: (slide 23)
  - Activity 4.4: Application (slide 24)

### IV. Evaluation

- A. Check for understanding (slide 25)
- B. Self-reflection checklist (slide 26)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 27)

### V. *Optional* Wrap-up activity (slide 28)

## Activity 4.3A: Define the behavior

Create an observable measureable description/definition of each behavior. One should be able to accurately picture the behavior from the description.

1. Jacob was **off-task**.
2. Monique was **disrespectful** during art class.
3. Phong was **disruptive** during work time.
4. Darius was **really helpful** during class today.

## Activity 4.3B: Define the function of behavior

Scenario 2 response:

Scenario 3 response:



## Activity 4.4: The ABC's of behavior

**Step 1:** Choose a challenging behavior. This could be the behavior of one student, or a group of students. Make sure the behavior is defined in a way that can be **seen** and **measured**. Enter this in the middle box, *Define the Behavior*.

**Step 2:** Determine where and when the behavior occurs. What happens just before the behavior that may be a trigger or make it more likely for the behavior to occur? Enter this in the first box, *Antecedent*.

**Step 3:** What is the outcome or consequence of the behavior? Enter this in the last box, *Consequence*. Note: The consequence it is not necessarily the one given by the teacher.

Step 2: Antecedent	Step 1: Define the Behavior	Step 3: Consequence/Outcome

**Step 4:** Determine the function of the behavior:

During/when \_\_\_\_\_  
 the student (what) \_\_\_\_\_  
 because (why) \_\_\_\_\_

- Obtain peer/adult attention   
  Obtain sensory stimulation   
  Avoid task or activity  
 Obtain object/activity   
  Avoid peer/adult attention   
  Avoid sensory stimulation

**Step 5:** Plan for responding

*Prevention* – Consider the antecedent. What could you do to prevent the challenging behavior from occurring?

*Teaching* – Does the student have the skills to meet your expectations? What supports can you provide to teach, practice or reinforce the needed replacement skills?

*Response* – Considering the identified function of behavior, what might be a few effective responses. (Consider the continuum of responses mini-module in this series.)

**Step 6:** Get feedback for colleagues on your work.

## Module 4 Section 4: Implicit Bias agenda

### I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Research (slides 8)

### III. Content (slides 9 – 26)

#### A. Hooks and power struggles (slides 9 – 12)

Activity 4.5A Identify hooks

Activity 4.5B Identify defusing statements

#### B. Implicit bias (slides 13 – 26)

Activity 4.6 Cultural or behavioral error

Video clip on implicit bias (Note: slide notes on 17, 18 & 19 explain content in more detail and provide examples.)

Activity 4.7A: (25 -30 min for whole activity)

Read scenarios (5 min + optional small group time)

- a. Note: Allow 5 min individual reading time. Can have small group discuss before doing Kahoot, to get a common response, and play the game as teams.
- b. Also, there are 9 scenarios. Can choose to focus on specific cultures. 2 Latino (B & C), 2 Hmong (D & G), 3 African American (A, E & F), 2 Native (H & I).

Play Kahoot (20 min game and discussion)

Use Activity 4.7B & C to clarify Kahoot answers.

### IV. Evaluation

- A. Check for understanding (slide 27)
- B. Self-reflection checklist (slide 28)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 29)

### V. *Optional* Wrap Up Activity (slide 30)

## Activity 4.5: Defusing statements that avoid power struggles

### **PART A: IDENTIFY YOUR HOOKS.**

### **PART B: READ OVER THE STATEMENTS.**

Choose a few that you think you could use authentically. Alter the language if you need to.

- A. You probably have a good reason to be so mad, but I'm sad to hear you use such angry words. **OR** I'm disappointed that you are choosing to use such angry words, even though I'm sure there is much to be upset about.

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- B. Wow! I want to know why you are so mad. Tell me later when I can listen.

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- C. I know there is a solution to this, but I don't know what it is right now. Let's meet later when we can really figure it out.

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D. It looks like you don't want to do this. It's hard to hang in there when you don't like the work. Thanks for sticking with it. **OR** Your words (actions) tell me you are bored. It takes a lot of discipline to hang in there when you are unsure about why we are doing certain things. Thanks for hanging in there.

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E. I know you are angry, but there is no problem too big that can't be solved. Let's use words to solve the problem.

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F. You're just not yourself today, and that must feel lousy.

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G. We both know that you can use respectful/kind words to tell me how you feel. I look forward to hearing from you later (after class).

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H. Throwing chairs (or...) doesn't make problems go away. It just creates new ones. Let's use our words to say why we feel so mad.

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I. I want to understand what I did to bug you, but swearing at me doesn't help. Let's talk when we've both had a chance to cool down.

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J. Wow! You must be feeling very mad to use those words in front of everyone. Later is the time to handle this.

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K. I'm glad you trust me enough to tell me how you feel (and I'm interested in your ideas). I want to hear your ideas about how to make this a better class. **OR** Any suggestions for improvement are appreciated.

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L. There may be some truth to what you are saying. It is hard for me to hear you when you use such angry words.

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M. That is an interesting opinion. Tell me more after class.

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N. When did you start (feeling, thinking, believing) that? Tell me after class.

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## Activity 4.6: Is it a cultural mismatch or a behavioral error?

A. Indicate **C** for cultural mismatch and **E** for behavioral error

1. Student is talking while teacher is talking but in an affirming way.
2. Student is tapping on desk while other students are working quietly.
3. Students are picking on another student.
4. Student says mean and disrespectful things to the teacher.
5. Students are in a collaborative group paying attention to students in another collaborative group.
6. Students are stealing
7. Student is assertively as opposed to aggressively talking back, trying to make a point with the teacher.

B. Identify your vulnerable decision points

## Activity 4.7A: Culturally responsive scenarios

A. The students are ending a small group activity, and need to regroup and return to the larger group setting. The teacher gives the attention signal to do so, “Ay go”, expecting the reply, “Ay me” from all students. A few students continue their discussion, even after repeated calls from the teacher.

Validate and Affirm:

Build and Bridge:

B. During 5<sup>th</sup> hour, the middle school Social Studies teacher explains the classroom’s expectations and routines for group work. As the teacher circulates, she notices that several 1<sup>st</sup> generation, Mexican, male students are not listening to the female students in their group. The math teacher reminds the whole class to make sure they are including input from all students in their group. However, this does not seem to make a difference in the group interactions.

Validate and Affirm:

Build and Bridge:

C. The students are given an assignment that requires them to work independently at their desks. After 10 minutes, Carlos leaves his seat and begins walking around the room, sometimes stopping to talk to other students. Even after repeated teacher redirections and Carlos verbally complies, but continues to walk and socialize.

Validate and Affirm:

Build and Bridge:

D. After the Math test, Pakou, an English Learner with 3.5 English Language Proficiency level, was returning from the bathroom when her teacher noticed she had notes written on her hand. Her teacher wonders about this.

Validate and Affirm:

Build and Bridge:

E. During class transition, Mariah and Jerome walking in the hall and are talking excitedly about a community event that is happening in the neighborhood tonight. When they enter the class, they are still talking **loudly** and finalizing who else **needs to be invited**. The teacher reminds them of the voice level and the need to get their materials out. The students **remain engaged** in their conversation, seemingly ignoring the teacher's redirection.

Validate and Affirm:

Build and Bridge:

F. Javon has not been working on his assignment. When you redirect him, he pushes away the assignment, looks the teacher in the eye, and directly says, "This is B\_\_\_\_ S\_\_\_\_!"

Note: A consequence would be appropriate.

Validate and Affirm:

Build and Bridge:



G. Yang, a high school Hmong boy, was walking down the hallway when he heard someone talking about his friend. He walked up to the individual and got into the person's face. When Yang was asked to describe what happened, he did not speak up.

Validate and Affirm:

Build and Bridge:

H. Kenesaeh, an eighth grade boy from the Menomonie tribe, is taking a test. He looks over at the work of a student next to him, then up at the teacher. The teacher's first thought is that he is cheating.

Validate and Affirm:

Build and Bridge:

I. Manih, a Native, 5<sup>th</sup> grade girl, did not turn in her homework. The teacher is speaking to her about her late assignment, and Manih does not give eye contact to the teacher. She looks down at the ground and does not respond to the teacher's comments or questions. The teacher feels frustrated and disrespected.

Validate and Affirm:

Build and Bridge:

## Activity 4.7B: Notes for culturally responsive scenarios

### Scenario A:

The students are ending a small group activity, and need to regroup and return to the larger group setting. The teacher gives the attention signal to do so, "Ay go", expecting the reply, "Ay me" from all students. A few students continue their discussion, even after repeated calls from the teacher.

*Note: Teacher wants immediate response, but culturally, students need to wrap up in a fashion that better accommodates their need to fully express all of their thoughts.*

*Additional Note: Attention signals should vary: traditional, responsive and culturally responsive. There are times when students do have to come back immediately. The teacher should look for opportunities when allowing a few seconds for a response matches the task.*

**Validate and affirm oral expression and engagement with task:** *I see some of you have a lot to say about this topic.*

**Bridge:** *I will give you 2 minutes to complete your conversations. (Allow several seconds after that call for students to respond, rather than demanding an immediate response.)*

**Build:** *Then we have to come back as a whole group for the next part of our work.*

### Scenario B:

During 5<sup>th</sup> hour, the middle school Social Studies teacher explains the classroom's expectations and routines for group work. As the teacher circulates, she notices that several 1<sup>st</sup> generation, Mexican, male students are not listening to the female students in their group. The teacher reminds the whole class to make sure they are including input from all students in their group. However, this does not seem to make a difference in the group interactions.

*Note: In some cultures, such as Hispanic\Latino or Hmong, male students are held to higher standards/expectations. The way they communicate or listen to females may not be perceived as the norm in the dominant culture. This is especially true for first generation students. Assimilation occurs with students have lived here longer.<sup>1</sup>*

**Validate and Affirm:** *You have some excellent ideas. I appreciate the leadership and responsibility you are taking on with this project.*

**Build:** *The girls are also voicing some important opinions. As leaders, how can you validate and incorporate their ideas into this project? (Choose a reason that would be of most value to the student.)*

**Bridge:** *If necessary, institute repeating what someone has said before adding your idea. Allowing 3 to speak before me is another way to encourage listening to all.*

<sup>1</sup> Dumka, L., Gonzales, N., Bonds, D., Etc. (2011). *Academic Success of Mexican Origin Adolescent Boys and Girls: The Role of Mothers' and Fathers' Parenting and Cultural Orientation*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3128498/>

### Scenario C:

The students are given an assignment that requires them to work independently at their desks. After 10 minutes, Carlos leaves his seat and begins walking around the room, sometimes stopping to talk to other students. Even after repeated teacher redirections, and Carlos verbally complies, but continues to walk and socialize.

*Note: The cultural behaviors of socio-centrism, collective work and responsibility are evident here. Validate that the student may be working on the assignment, then explain the expected behavior, and why it is needed for this assignment.*

**Validate and Affirm:** *Carlos, I can see you are talking with others about this assignment. I am glad to see that you are on task, and there are times when I will want you to work on a project with others.*

**Build with warm demander technique:** *However, for this assignment, I need you to work by yourself. You can stand by your desk if you need to stretch, but I want to see what you can come up with on your own.*

**Bridge:** Make sure there are opportunities for movement and communal work. Use a protocol for responding that is responsive to the cultural behaviors of collective work and socio-centrism, such as: Give one, Get one; Think, Pair, Share; Musical Shares, etc.

### Scenario D:

After the Math test, Pakou, an English Learner with 3.5 English Language Proficiency level, was returning from the bathroom when her teacher noticed she had notes written on her hand. Her teacher wonders about this.

*Note: Hmong students are sensitive about being called out in front of peers, especially when they are one of the only students of color. Also, it is important that accommodations in test taking occur to insure that the learning objectives are met, vs testing for language/reading proficiency.*

**Validate and Affirm:** *(The teacher approaches Pakou privately.) I noticed you really want to do well on the Math test. You must have studied really hard last night. Can you tell me how you felt while taking today's test? What is one thing you felt you did really well on the test? What one thing you wish you would do differently?*

**Build:** *(Privately) I care about you. I want you to feel and be successful in my class. What can I do to help you feel confident in taking tests in the future?*

**Bridge:** Teachers need the skills to know how to accommodate for ELL students in order to ensure that they are accurately assessing the specific academic skills. This requires school/district resources.

### Scenario E:

During class transition, Mariah and Jerome walking in the hall and are talking excitedly about a community event that is happening in the neighborhood tonight. When they enter the class, they are still talking **loudly** and finalizing who else **needs to be invited**. The teacher reminds them of the voice level and the need to get their materials out. The students remain engaged in their conversation, seemingly ignoring the teacher's redirection.

*Note: This behavior has roots in communalism and emotional vitality. Articulate expected behavior and the rationale for that behavior in this setting/time.*

**Validate and Affirm:** *I feel your excitement for your party, and I'm impressed with your attention to being sure everyone is invited.*

**Build:** *I need you to complete your conversation so that the class can begin our lesson. Can't wait to hear how your party goes.*

**Bridge:** While attention signals should be followed, it is important to include a variety of signals: traditional, responsive and culturally responsive. One aspect of culturally responsive signal is to allow time for conversations to end. The teacher may decide to allow this wait time in this one instance, but then expect conversation to end.

### Scenario F:

Javon has not been working on his assignment. When you redirect him, he pushes away the assignment, looks you in the eye, and directly says, "This is B\_\_\_\_ S\_\_\_\_!"

*Note: Include the warm demander to defuse the emotionality. Also, create an excellent way to find out if the assignment is connecting culturally with the student. Include role model where student can see themselves meeting their needs in a respectful way.*

*Additional note: A consequence would be appropriate.*

**Validate and Affirm:** *You seem very frustrated with this assignment, which is something we need to talk about. I'd like to hear your thoughts on it, but it is hard for me to discuss and work on the problem when you use swear words. I'm going to help some other students, and when I return, I'd like to hear more about your thoughts regarding the assignment.*

**Build when returning to conversation:** *I know you are upset with the assignment, but when you swear, it is very hard for me to hear what the real problem is. I really want to make this work for you. (Teacher would model the words to use. Ms. Wells, this assignment seems like a waste of time for me. I don't see how I'm ever going to use this. I'd rather be... ) Do you think you can explain what is upsetting you without using swear words? \**

**Bridge:** May need to adjust assignment so that it is more meaningful/connects more to the student.

### Scenario G:

Yang, a high school Hmong boy, was walking down the hallway when he heard someone talking about his friend. He walked up to the individual and got into the person's face. When Yang was asked to describe what happened, he did not speak up.

*Note: Yang comes from a communism culture where allegiance, loyalty, and honor to family, and group needs come first. Hearing his friend being looked down by other students is a sign of disrespect. In determining a response, assume this is the first time this has occurred with Yang.*

**Validate and Affirm:** Teacher: It must be difficult to hear someone disrespect your friend in front of you. You must be extremely upset by the way you were being treated.

*Note: Yang has been taught that there is a communication hierarchy. Communication from father to mother and parents to children are a one way and top down. When parents speak, children are expected to listen without questioning. Any questioning or "talking back" is considered disrespectful. Thus, to explain his actions would be considered disrespectful.*

**Build and Bridge:** (Taking Yang aside): *It is important to support your friend. Can we look at ways to do that respect all people involved, make it more likely that your friend will be respected by his fellow students, and not get you in trouble?* (The teacher may need to make some suggestions, if Yang is uncomfortable doing so. Time to practice a new response also helps build cultural capital.)

### Scenario H:

Kenesaeh, an eighth grade boy, is taking a test. He looks over at the work of a student next to him, then up at the teacher. The teacher's first thought is that he is cheating.

**Notes:**

1. *Native culture does not put time limits in the way that dominant society does and individuals are given much time and trial and error to complete and master tasks. By looking at his friend's paper he was determining his pace and comprehension in comparison to his peers. Also, time tests can cause stress for Native youth, and do not allow for trial and error. We are assuming there is no room for flexibility in the time limits of this test.*

2. *Kenesaeh comes from traditional native culture which does not use a lot of verbal language and incorporates a lot of body language. Direct eye contact is not a norm and can either (a) be considered disrespectful or (b) indicate strong emotion from the individual. By looking at the teacher Kenesaeh was using eye contact (a sign of strong emotion-anxiety) to indicate that he needed assistance. Verbally asking for assistance can be thought of as disruptive causing other students to look and bring attention which would embarrass Kenesaeh.*

**Validate and Affirm:** *Are you concerned about the time, Kenesaeh? (Teacher looks at his work.) You're doing fine with the pacing.*

**Build:** *There are some difficult questions on this test; is there anything I can help you with that you may not understand fully?*

**Bridge:** *I know students in my other classes had difficulty understanding some things so I may not have done the best job with certain questions. (By taking personal responsibility for*

the test design, it relieves Kenesaeh from feelings of inadequacy, brings him closer to the teacher and suggests that she is approachable allowing for him to connect with her and build relationship leading Kenesaeh to trust her and feel comfortable to ask for assistance.

### Scenario I:

Manih, a Native, 5<sup>th</sup> grade girl, did not turn in her homework. The teacher is speaking to her about her late assignment, and Manih does not give eye contact to the teacher. She looks down at the ground and does not respond to the teacher's comments or questions. The teacher feels frustrated and disrespected.

#### Notes:

1. See notes from Scenario E on respect and non-verbals.
2. In Native society some youth are given more responsibilities at a younger age than dominant society as a means of preparing them for life as an adult. They may be required to take on tasks that youth in dominant society do not, which may leave less available time to complete school work.
3. Time orientation is also different and time limits are not utilized in the same way because it is viewed as more important to do things well and correctly.

**Validate and Affirm:** *I understand that all students have a lot happening at home and sometimes we run out of time to do things.*

**Build:** Taking Manih to a private area and understanding that Manih is showing her respect by looking down, *"I need your help to let me know if I am doing a good job teaching and explaining the material to everyone. When I check homework I can see where my students are learning and where I could do more to help students. This is why it is important for everyone to do the homework so I can make sure that we all are learning."*

**Bridge:** *I was hoping that you could come up with a plan of how you can get it done and let me know after lunch?"*

## Activity 4.7C: Kahoot answer sheet

A. The students are ending a small group activity, and need to regroup and return to the larger group setting. The teacher gives the attention signal to do so, “Ay go,” expecting the reply, “Ay me” from all students. A few students continue their discussion, even after repeated calls from the teacher.

1. Take 2 min to finish talking, then we'll discuss as a class.
2. Re-practice the attention signal.
3. Repeat the attention signal until all students are listening
4. To students talking: Please give me your attention now.

B. During 5<sup>th</sup> hour, the middle school Social Studies teacher explains the classroom’s expectations and routines for group work. As the teacher circulates, she notices that several 1<sup>st</sup> generation, Mexican, male students are not listening to the female students in their group. The math teacher reminds the whole class to make sure they are including input from all students in their group. However, this does not seem to make a difference in the group interactions.

1. Lower the grade of students for not following procedures
2. Why aren't you listening to Rosa?
3. Why aren't you listening to Rosa?
4. Institute the protocol: repeat, then speak

C. The students are given an assignment that requires them to work independently at their desks. After 10 minutes, Carlos leaves his seat and begins walking around the room, sometimes stopping to talk to other students. Even after repeated teacher redirections and Carlos verbally complies, but continues to walk and socialize.

1. For the last time. Stay in your seat and do your work!
2. Carlos, show you know the rule for movement during work time
3. You work well with others, but this is do-it-yourself work.
4. Carlos receives a minor for non-compliance.

D. After the Math test, Pakou, an English Learner with 3.5 English Language Proficiency level, was returning from the bathroom when her teacher noticed she had notes written on her hand. Her teacher wonders about this.

1. In front of class, Pakou, what is on your hand?
2. Publicly, Pakou, did you use those notes during the test?
3. Privately, How do you think you did on the test today?
4. Write up Pakou for cheating on the test.

E. During class transition, Mariah and Jerome walking in the hall and are talking excitedly about a community event that is happening in the neighborhood tonight. When they enter the class, they are still talking **loudly** and finalizing who else **needs to be invited**. The teacher reminds them of the voice level and the need to get their materials out. The students **remain engaged** in their conversation, seemingly ignoring the teacher's redirection.

1. Sounds exciting! Please finish so we can begin class.
2. Re-practice entering class procedure with whole class.
3. You know the rule is 0 voice level when the bell rings!
4. Write Mariah and Jerome on the board, with a check mark.

F. Javon has not been working on his assignment. When you redirect him, he pushes away the assignment, looks the teacher in the eye, and directly says, "This is B\_\_\_\_\_ S\_\_\_\_\_!"

Note: A consequence would be appropriate.

1. Sorry you feel that way, but it won't improve your grade.
2. I don't respond to that language.
3. Privately deliver consequence after neutralizing situation.
4. I'm interested in feedback, but please use school language.

G. Yang, a high school Hmong boy, was walking down the hallway when he heard someone talking about his friend. He walked up to the individual and got into the person's face. When Yang was asked to describe what happened, he did not speak up.

1. Refer to expectations: This is not how we respect each other!
2. I can see you are both upset. Take ten to calm down.
3. Privately: Let's think of other ways to support your friend.
4. Call security and issue a disorderly conduct ticket.

H. Kenesaeh, an eighth grade boy from the Menomonie tribe, is taking a test. He looks over at the work of a student next to him, then up at the teacher. The teacher's first thought is that he is cheating.

1. To all students: Remember, keep your eyes on your own work!
2. Kenesaeh is written up for cheating.
3. Assuming Kenesaeh is done: *You can read a book now.*
4. Privately: How can I help you?

I. Manih, a Native, 5<sup>th</sup> grade girl, did not turn in her homework. The teacher is speaking to her about her late assignment, and Manih does not give eye contact to the teacher. She looks down at the ground and does not respond to the teacher's comments or questions. The teacher feels frustrated and disrespected.

1. Referring to matrix: Manih, you need to look at me!
2. Get back to me after lunch with a make-up plan.
3. Fine! you'll just get a zero for the work!
4. Manih is written up for being disrespectful.



## Module 4 Section 5: Continuum of Responses agenda

### I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Research (slides 8)

### III. Content (slides 9 – 26)

- A. Delivering corrective feedback (slides 9 - 13)
  - Video of secondary example (2.5 min)
- B. Continuum of responses (slides 14 - 25) 10 min
- C. Activity 4.8: Apply to scenarios (8 min small group)
- D. Activity 4.9: Continuum of responses list (20 min)

Self-reflection

Small group share/report out

Connections with skill development model (slide 26)

- E. CR connection (slides 27 – 28)

### IV. Evaluation

- A. Check for understanding (slide 29)
- B. Self-reflection checklist (slide 30)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 31)

### V. *Optional* Wrap-up activity (slide 32)

## Activity 4.8: Continuum of response strategies scenarios

### SCENARIOS

#### Directions:

1. Select a scenario to discuss in you small groups or with a partner. Discuss what went wrong.
2. Then using **Continuum of Response Strategies Chart** at the end of this document, choose one scenario to develop alternative ways to address this behavior.
3. Repeat with another scenario if time permits.

#### Example 1:

The class is working on an independent assignment. Students are working well except for two who are talking. The teacher says very firmly, "You are supposed to be working by yourself; there shouldn't be any talking." One student mumbles under his breath, and the teacher writes his name on the board. The student then curses at the teacher.

#### Example 2:

A student is out of his seat, walking around the room. The teacher tells him to sit down and do his work. The student says he needs to get something. The teacher says sit down or he will be in trouble. The student keeps walking around the room.

#### Example 3:

Sarah says she is not going to do her work because it is boring. The teacher says, so all can hear, "Sarah, you need to do the work now or you will stay in at recess to do it." Sarah pushes her materials to the floor.

#### Example 4:

Billy is muttering and fidgeting and is on the verge of tears. The teacher goes to him, puts his hand on Billy's shoulder and says calmly, "I see you are upset. Can I help you?" Billy begins to sob, and the teacher stands beside him and helps him start his work.

#### Example 5:

Ms. Sutton, a second grade teacher, read about time-out. She decided that she would use it to teach Aaron not to hit other students. She did not have access to a time out room, but concluded that putting Aaron in the hall outside the classroom would be just as good. The next time Aaron hit someone, Ms. Sutton told him, "Aaron, you hit somebody. You have to go to time-out." She sat him in a chair in the hall and went back to teaching reading. At the end of the

period, about an hour later, Ms. Sutton went to get him. Aaron came back in the room and hit Elaine before he even got to his seat.

**Example 6:**

Judy was a student in Mr. Medlock’s eighth-grade class. Whenever Mr. Medlock told Judy to do something, she argued with him. Mr. Medlock found himself having conversations like this:

“Judy, get to work.”

“I am working, Mr. Medlock.”

“No you’re not. You’re wasting time.”

“I’m getting ready to work.”

“I don’t want you to get ready. I want you to do it.”

“How do you expect me to work if I don’t get ready?”

Continuum of Response Strategies	
Little or no interruption to learning	Eye contact/ the “look”
	Proximity
	Using student’s name in the lesson. Example: Susan bought 6 donuts on the way to school, and split them with her friends, Sade and Alysa.
	Touch. This can be the desk, the student’s paper, or the student. Caution: Know your student!
Interruption to learning	Prompt (visual or verbal cue) This requires teaching ahead of time. Can be something the whole class knows, or just a private signal with a student
	Have class work in pairs to discuss the lesson, and cruise the class giving individual positive and corrective feedback. Try to keep a 5:1 ratio of positives to correctives.
	Redirect: Restate the matrix expectation
	Re-reach: tell, show, practice, acknowledge
	Provide choice: range of alternatives
	Conference

## Activity 4.9: Continuum of responses for elementary

Note that the very first response when student behavioral errors occur is to ask, “Where is this student’s skill development of the expected behavior?” If the skill is not fully developed, re-teaching, providing opportunities to practice, and specific positive feedback to coach new skill development is the most effective response. Many of the items on this list are designed to support that learning process.

Do It	Want to Do It	
<b>Environment Adjustments (Module 1)</b>		
_____	_____	<a href="#">Calming area</a>
_____	_____	Seating arrangement
_____	_____	Teacher proximity
<b>Teaching Strategies</b>		
(*These are procedures that need to be developed and taught – Module 2.3/2.4)		
_____	_____	Brief pre-correct expected behavior using matrix
_____	_____	Non-verbal teacher cue*
_____	_____	Brief pre-correct expected behavior using matrix
_____	_____	Verbal cues to appropriate behavior*
_____	_____	Reteach with practice during recess/after school with teacher
_____	_____	<a href="#">Student self-monitoring*</a>
<b>Involving Families</b>		
_____	_____	Student call home with teacher
_____	_____	Teacher call home
<b>Restorative Practices</b>		
_____	_____	Reflective time
_____	_____	<a href="#">Restorative practices</a>
<b>Communication Strategies</b>		
_____	_____	<a href="#">Precision requests</a>
_____	_____	<a href="#">Working with defiant students</a>
_____	_____	<a href="#">Interrupting strategy</a>
_____	_____	<a href="#">Disengage strategy</a>
_____	_____	De-escalating strategy (Module 4.4)
_____	_____	Validate, affirm, build and bridge ( <a href="#">video clip</a> )
<b>Other</b>		
_____	_____	Private conference with student (before/after school)
_____	_____	Planned ignoring (Module 4.2)
_____	_____	<a href="#">Behavioral contracts</a>
		<a href="#">Intervention Central website</a>
		<a href="#">Defusing Anger and Aggression paper from IRIS Ed</a>
Note: This is not meant to be a hierarchy. Teachers should choose the consequence that best fits the student, student motivation, circumstance, etc.		

# Self-Reflection Checklist for Module 4: Continuum of Responses to Behavioral Error

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Module 4: Continuum of Responses to Behavioral Errors	High	Med	Low
<b>SECTION 1: USE ACTIVE MONITORING</b>						
			Move about the room.			
			Interact positively with students.			
			Visually scan the room.			
<b>SECTION 2: PLANNED IGNORING</b>						
			Use for appropriate behaviors (need for attention).			
			Teach student the plan before implementing.			
			Reinforce replacement behaviors.			
<b>SECTION 3: ABC'S OF BEHAVIOR</b>						
			Describe the behavior specifically.			
			Determine the antecedent, or what happens right before the challenging behavior.			
			Identify what happens as a result (consequence) of the challenging behavior.			
			Determine the function of the behavior (obtain or avoid).			
<b>SECTION 4: CONTINUUM OF RESPONSES</b>						
			Delivery is: __ calm __ immediate __ brief __ consistent __ respectful			
			Prompt: provide a visual or verbal cue			
			Redirect: restate the matrix expectation			
			Re-teach: tell, show, practice, acknowledge			
			Provide choice: range of alternatives			
			Conference with student.			
			Have a range of consequences.			
			Use teaching consequences when appropriate.			
			Match the response to the function of challenging behavior.			

SECTION 5: IMPLICIT BIAS						
			Have identified personal vulnerable decision points.			
			Pause to consider: <i>Is the behavioral error a cultural mismatch?</i>			
			Have a sufficient understanding of the cultures of my students to confidently answer the above question.			
			Use VABB to respond to behavioral errors that are a mismatch. This includes teaching to mastery behaviors needed to succeed in a class setting.			

Action Plan:

Adapted from: Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates  
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised*. University of Connecticut.