

# P.R.O.M.P.T.

## A Progressive, Fair, & Reasonable Response to Problem Behavior

### Punitive versus Discipline

- **Punitive approaches that emphasize punishment –**
  - Produce unwanted side-effects
  - Punitive measures produce temporary relief but don't work in the long run
    - For example, 80% recidivism rate for people who are incarcerated
- **Disciplinary consequence that emphasize teaching and learning from the situation -**
  - Less negative side-effects
  - All about teaching and finding a solution that decreases future likelihood of problem occurring again

2

### Progressive System of Responding to Problem Behavior

- **Step 1:** disruptive, irritating, and most mild forms of noncompliance are normal
- **Step 2:** Remember the goal is to preserve the relationship with the child to the maximum extent possible while also correcting the problem behavior
- **Step 3:** In-class practices address up to 95% of behavior problems
  - Still a need for office support in some situations

3

### The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
- Communicating effectively
- Awareness & Reflection



4

## The Foundation: Creating the Context for Correction to Work

- **Strong Positive Relationships**
  - Positive relationships compel students to perform and behave well.
  - Students are more likely to correct their behavior when they trust and respect the teacher
- **Proactive Classroom Management**
  - PCM is designed to increase the academic engagement, which is incompatible with problem behavior
  - The better the class is managed, the fewer number of problem behaviors
- **Awareness & Reflection**
  - Awareness is knowing what's happening in the class moment-to-moment and being aware of effective strategies one can use
  - Reflection is a quick self-check to ensure that one is interpreting the situation accurately free from bias and responding in the most effective way possible

5

## The Foundation: Communicating Effectively

- **Think** – “How would you want an adult to interact with your child if s/he made a mistake or engaged in a problem behavior?”
- **Correct behavior as privately as possible**
- **Non-threatening facial expressions, body posture, & gestures**
  - Be aware & get on the student's level
    - Your eye's below the student's
- **Use of caring, validating statements eases potentially difficult interactions**
  - Empathy, perspective-taking, encouragement
- **Use a calm voice**
  - Tone, rate, and amount of speech
  - Fewer words the better
- **Give the student choice and a way out**
  - Alternative activity, “Not now, later,” “why don't you take a break and get some water”
- **Avoiding shaming, ridiculing, and/or embarrassing the student**

6

## Proximity Control

- **Consists of being mobile in the classroom and standing next to or being near the student(s) exhibiting the problem behavior**
- **No need to ruin the flow of instruction or verbally reprimand the student**
- **Up to 40% to 50% of classroom problems behaviors are corrected by proximity to the student(s)**

7

## Redirection Strategy

- **A correction procedure that involves giving the student an instruction/direction that has a high probability that the student will follow and comply to**
  - Goal is to disrupt and put an end to the problem behavior by gaining compliance
- **Create a list of instructionally-relevant and irrelevant redirections to use, so you can go to them when responding to problem behavior in the moment**
- **Between Proximity and Redirection, up to 70 to 85% of problem behaviors can be addressed with proximity and redirection**

8

## Ongoing Monitoring

- Don't lose sight of the student whose behavior you are trying to correct—keep an eye on the student
- The aim is to shape behavior in the desirable direction by praising and positively recognizing the student for getting his behavior back on track
- Don't want to miss an opportunity to recognize the student for engaging in the desirable behaviors

9

## Prompt Expected Behavior

- Is a verbal command that communicates precisely what you want the student to do (e.g., "I need you to start working on your essay by writing your introductory sentence.")
  - Not a threat or description of the problem behavior
- Prompt needs to be:
  - Positively stated
  - One command at a time
  - Statement and not a question
- Delivered privately in a cool, calm, collected yet firm manner

10

## Teaching Interaction

- Corrective teaching procedure that attempts to turn instances of ongoing problem behavior into a teachable moment
- Has been shown to prevent escalated behavior and preserve the relationship with the student
- Delivered in a calm yet firm manner

11

## Steps to Teaching Interaction

- Start with an empathy statement
  - "I understand that class can be boring sometimes, believe me I have to sit in faculty meetings, BUT"
- Label the inappropriate behavior
  - "Right now you are talking out loud and distracting other students."
- Describe the appropriate alternative behavior
  - "Instead of talking out loud, I need you to start working quietly on the assigned work."
- Provide a rationale for appropriate behavior
  - "When you work quietly on your work, you and the other students can get your work done, which means you don't have to take it home and you'll get a better grade in the class."
- Deliver a warning or consequence
  - "Here's the deal I'm going to give you 1 minute to think about the choice you want to make. You can either start working on the assigned work, take a brief break and then start working, or you can keep distracting other students and I'm going to take some of your time after class."
- Deliver feedback or praise
  - "In my eyes, you definitely made the right choice. It's okay to take a brief break once in a while and then get back to work and not distract others. Thanks."

12

## Teaching Interaction #1

### Verbal Warning of Consequence with 'Think Time'

- Often warning of the natural consequence is all it takes to correct the students behavior
  - Aim is to put the student in a 'decisional dilemma' ("what do I want to do?")
- 'Think Time' consists of providing the student with the space and time to reflect and make a choice about his behavior
  - Choices are:
    - Stick with the problem behavior and earn a disciplinary consequence
    - Take a brief break to reset and then start engaging in the desired behavior
    - Following the instruction right away by engaging in the desired behavior
- If the student does not respond to the warning, then you need to be ready to follow through with an in-class disciplinary consequence
  - Too often adults train students to be noncompliant because they warn of consequences but never follow through

13

## Teaching Interaction #2

### In-Class Disciplinary Consequence

- The student has decided not to comply with 'Think Time' by continuing to engage in problem behavior
- The aim is follow through on an in-class disciplinary consequence that is likely to reduce future instances of the problem behavior
  - Individualize the disciplinary consequence to the student (think – "what will encourage the student to behave better next time.")
- In-class discipline options:
  - Loss of a desired privilege (seating, use of free time, ability to work with partner of choice, leave class)
  - Contribution plan: form of restitution in which the student does something to give back to the classroom
  - Refocus form: complete a form to reflect on behavior, identify solutions, and prepare to take ownership and make things right (e.g., make an apology)
  - Send to teacher buddy:

14

## Teaching Interaction #3

### Requesting Office Support Process

- Student continues to be defiant by not complying with the in-class discipline
- Given the continuation of the problem behavior, it is now time to utilize the office support process
- Complete office support form and prepare to transition the student in a calm, respectful manner
- Office support is a solution-oriented process

15

## R<sup>3</sup>

### Reconnect, Repair, and Restore

- Students often experience disciplinary interactions as negative, which can hurt or weaken the relationship with the student
- This is a standard follow-up process that should be implemented with the student after engaging in a teaching interaction
- Schedule time to reconnect with the student
- Communicate effectively to repair any hard feelings and be open to a do-over or admitting one's own mistake
- Work to restore the relationship with student

16