

RESPONSE PROCEDURES

What steps should we consider as we develop a *continuum of procedures* to respond to problem behaviour?

How will we know if we have achieved our intended outcomes?

The chart below offers steps and products for your school to consider as you develop a PBL continuum of procedures to respond to problem behaviour.

Steps to Consider	How will we know we have achieved our intended outcomes? Suggested artefacts and documents
There are an agreed upon continuum of procedures for all staff to follow to respond to problem behaviour.	Procedures that describe how to redirect, reteach, prompt and provide choice and/or flow chart depicting procedures included in staff and student handbooks.
All behaviours are defined and there is a clear distinction of which behaviours are to be managed by the executive and which are to be managed in the classroom.	List of executive and teacher managed behaviours [majors and minors] included in staff and student handbooks and on forms.
School-wide procedures for responding to problem behaviour have been communicated and disseminated.	Procedures included in staff and student handbooks, on website and in other school and family publications
Staff development training on responding to problem behaviours has been provided (and is regularly revised). Systems are in place to support new staff.	Faculty/ stage meeting minutes, professional learning agendas and handouts, staff professional learning plan

To illustrate the importance of the PBL critical elements to meet social competence and academic achievement outcomes, the following chart breaks the steps into systems, practices and data.

Systems for Adults	Practices for Students	Data for Decisions
Communicate continuum of procedures for all staff to follow when responding to problem behaviour to all stakeholders (staff, students, parents). Professional development on techniques and language to use when responding to problem behaviour. Causal teacher support that include information about techniques and language to use when responding to problem behaviour.	Staff follow continuum of procedures to respond to minor problem behaviours. Teach students appropriate responses to correction.	Big 5 data report

Responding to minor problem behaviours:

Schools typically have discipline policies for major incidents but lack a consistent school-wide response to minor social behaviour learning errors.

To effectively correct a social learning error staff should response in a way that is:

- Calm - using professional and composed voice tone and volume
- Consistent - respond each time a social learning error takes place
- Brief - short and concise response and disengage quickly
- Immediate - respond within a short time after the social learning error takes place
- Respectful - polite response free of sarcasm, given in private
- Specific - identify the observable behaviour **from your school-wide matrix** that was violated.

Support your school staff to view social learning errors as similar to academic errors.

This can assist staff to be objective and professional with their response. It may take practice for staff to learn a new way to respond.

An effective school-wide continuum of response strategies to minor problem behaviours should include:

- Prompt - with a visual or verbal cue signal the occurrence of the behaviour
- Redirect - restate the matrix behaviour that is expected
- Re-teach - tell, show, practice and acknowledge the expected behaviour
- Provide choice - give the student options of behaviours to do next
- Conference with the student - have a private conversation with the student to problem solve together to plan how the student can meet the expectations.

The goal is for all staff to understand how to quickly and efficiently respond to minor problem behaviours in ways that get students back to learning.

A continuum of procedures for responding to problem behaviours will include:

1. List of minor problem behaviours
2. Examples of each problem behaviour
3. Response strategies for all staff to use in response to minor misbehaviours
 - Prompt - with a visual or verbal cue signal the occurrence of the behaviour
 - Redirect - restate the matrix behaviour that is expected
 - Re-teach - tell, show, practice and acknowledge the expected behaviour
 - Provide choice - give the student options of behaviours to do next
 - Conference with the student - have a private conversation with the student to problem solve together to plan how the student can meet the expectations.