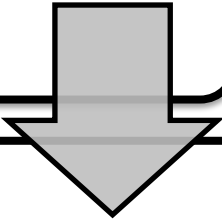


# Strategies to Address Disruptive Behaviors

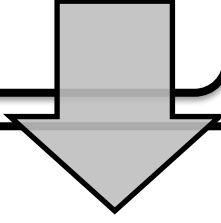
## Response Cost

Sometimes the removal of an item or privilege is necessary to correct behavior. In the response cost procedure, something is removed for a time until the desired behavior is displayed. Once desired behavior has been shown, the item or privilege is reinstated. If removal of the item or privilege does not improve behavior, there may be other factors that need to be addressed. The item or privilege removed should have a direct relationship to the behavior displayed.

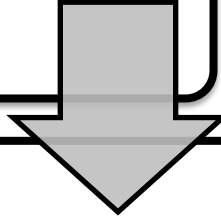
Discuss with the student why the behavior being displayed is a violation of core values. "It's disrespectful to others when your voice is loud while working with the iPad."



Remove the privilege or item with an explanation of how they can earn access again. "I'll put the iPad over here until I see respect demonstrated with an inside voice".



Follow-through with the removal, even if for a brief period of time. Factor student age and development for a reasonable determination of time.




After student demonstrates desired behavior, reinstate the privilege while stating the positive behavior displayed. "Thank you for using your inside voice, you may have the iPad back for the rest of choice time".

# Strategies to Address Disruptive Behaviors


## Private Conversations

Private conversation is one of the most common responses to misbehavior in school, but it is frequently implemented in a confrontational way, escalating the situation rather than facilitating resolution.


Engage the remainder of the class in an alternative or independent task.



Approach the student and ask in a quiet voice for him/her to step outside the classroom or talk in a quiet area.



Utilize the following script:  
I noticed that you...  
This makes me concerned because...(reference core value)  
I need to see you...  
What can I do to help you?  
Restate core values/expectation(s).  
Ask student to return to the classroom with that expectation.



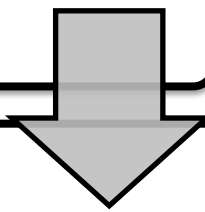
Allow the student to stay in the hall or area for a few moments while you return. Get the rest of the class refocused on you prior to the student returning.

# Strategies to Address Disruptive Behaviors

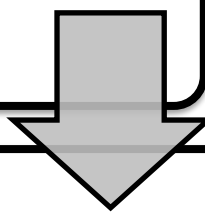
## Take a Redo

Brain research shows that physically and mentally engaging in a behavior can form neural pathways in the brain that make the behavior easier and more likely in the future. Addressing misbehavior by having the child engaged in appropriate behavior not only helps “undo” the challenging neural pathways, but also starts to carve a more appropriate neural pathway.

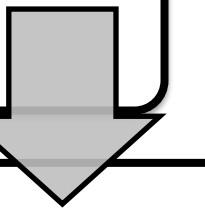
Discuss with the student why the behavior being displayed is a violation of core values.



Brainstorm with the student to determine other strategies that might work better to accomplish the goal. Make suggestions and modifications as necessary.



Encourage the student to "take a redo" and try the new behavior as a replacement to the previous behavior. Support the student during the redo if needed.



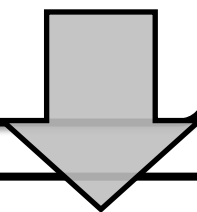
Debrief with the student about how the redo changed the response from others or the outcome experienced.

# Strategies to Address Disruptive Behaviors

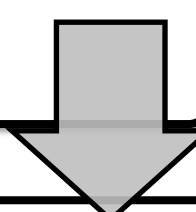
## Speak and Spin

The way a demand or expectation is delivered may increase or decrease the likelihood of compliance. The Speak and Spin technique delivers an expectation without providing the opportunity for argument or conversation that may escalate the situation from minor to major behavior.

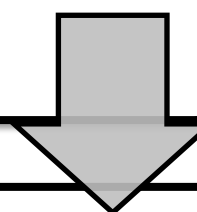
Approach the student from the side. Avoid squaring up directly in front or locking eyes as this body language sends an aggressive message.



State the request simply. "Please start working on the beginning portion of the assignment".



Do not wait for a response. Turn and walk away, circulate to check on other student work and progress. Do not respond to minor sighs or mutterings from redirected student.



Check back in 15-30 seconds to see if student has responded to the request, if so, reinforce for appropriate change in behavior. If not, repeat Speak & Spin procedure.