

Corrective Responding to Minor Problem Behaviors

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Goals of Corrective Responding: (1) Minimize likelihood the problem behavior continues or gets worse (escalates); (2) Highlight the expected behaviors; (3) Minimize the likelihood of damaging the relationship you have with a student; and (4) Return the student to instruction/activity.

5 Big Ideas

1. Deposits Before Withdrawals: Start with high rates of positive contacts/acknowledgements/relationships
2. Negative Consequences/Punishments Don't Teach the Skills you Want from Students: Teach and Precorrect First (Positive Goal)
3. Consistency of Response is not the Same as Identical Consequences: Identify a Menu of Common Corrective Responses in Advance
4. Use the Simplest Most Efficient Strategies First: However You May Have to Address Causes/Function
5. If Consequences Don't Produce Change in Behavior After a Few Times, An Alternative Approach is Needed: "If You Always Do What You Always Did, You'll Always Get What You Always Got." Most, Some, Few. It's impossible to punish some students more than life has!

Four Types of Corrective Responses

1. The R's: Best when tied to core values and ROAR. Helpful if preceded by positive comment.
 - a. Requests: (e.g., Please stop. Finger over lips for quiet.)
 - b. Reminders/ Redirections: (e.g., Pencils are for writing. Two across in the halls. It's time to start your work. Pointing to clock.)
 - c. Reteaching/Practice: (e.g., Here's what a partner voice sounds like. Show me that level.)
 - d. Relationship (Appeal to): (e.g., Howard, remember when you
2. General/Arbitrary Consequences: Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior.
 - a. Parent Contact
 - b. Time Out
 - c. Extra schoolwork or homework unrelated to infraction
3. Logical Consequences: Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
 - a. Loss of Privileges: (e.g., Wait for others to leave at dismissal time if you are trying to leave before bus is called)
 - b. Time Owed Equal to Misbehaving Time (e.g., 5 minutes for wasting teacher time for 5 minutes)
 - c. Repair Relationship, Restitution (e.g., apology for inappropriate language; cleaning your desk for writing on it with a pencil)
 - d. Positive Practice of Expected Behavior: (e.g., slide down bannister, go back and walk)
 - e. Learning Task: (e.g., slide down bannister, one page report on head injuries from accidents)
4. Social Problem Solving Discussion/Reflection: Use of a predetermined procedure for aligning problem behavior with school-wide expectations. What did you do? What school rule or value did you break? What were you trying to gain from doing that? Did it work? What will you do next time?

Ten Strategies for Delivering Effective Corrective Responses

Sopris West (1996)

1. **Format:** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" vs. "I need you to stop teasing."
2. **Distance:** It is better to make a request from up close (i.e., one desk distance) than from longer distances (i.e., across the classroom). Private works better for teenagers than public!
3. **Eye Contact:** It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact (culture matters here!)
4. **Two Requests:** It is better to give the same request only twice than to give it several times.
5. **Loudness of Request:** It is better to make a request in a soft but firm voice than loud voice.
6. **Time:** Give the student time to comply after giving a request (three to five seconds).
7. **Start Requests:** It is more effective to make positive requests of a child to get appropriate behavior (e.g., "Please start your arithmetic assignment.").
8. **Non-emotional Requests:** It is better to control negative emotions when making a request.
9. **Descriptive Requests:** Requests that are positive and descriptive are better than ambiguous or global requests (i.e., "Please sit in your chair, with your feet on the floor, hands on desk, and look at me.").
10. **Reinforce Compliance:** It is too easy to request a behavior from a child and then ignore the positive result.

A Simple Sequence if One Request Doesn't Work

1. Request: "Please start your writing assignment." Wait 3-5 seconds
2. 2nd Request: "Time to get started writing. If you start now, that's great. If not, you'll need to make up the time at _____. I know you can make the responsible choice by beginning your assignment. I'll be back in a couple minutes to check on you. Walk away."
3. If student complies, acknowledge them. "I knew you would be responsible. Thanks for getting to work."
4. If not, count time and implement consequence as discussed privately at the end of class.
5. If they start working, acknowledge the effort even though the consequence stands. Remain optimistic for tomorrow. "Although today you had trouble starting your work, I'm hopeful that tomorrow you'll get started right away."

Consider Allowing Students to Pick Their Consequence From Your Menu

"That's not fair." "You think the consequence isn't fair. Here's a list of possible consequences. Choose one and we'll try it."