



Responding to Interfering Behavior

Tier 1 Classroom SEBH Supports

Universal 2025-26

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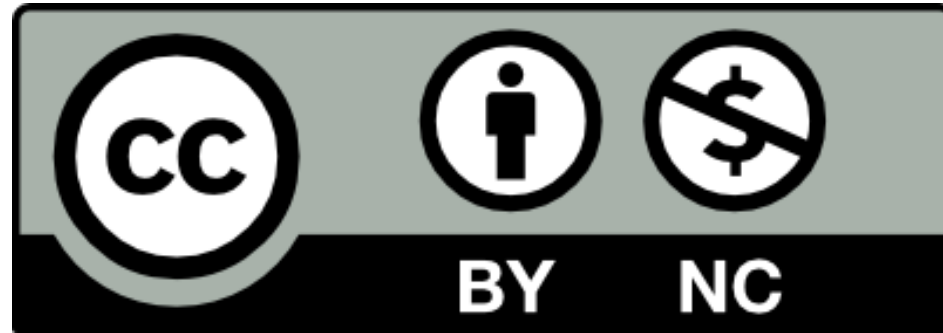


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS Network
- National Center on Intensive Intervention (NCII)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

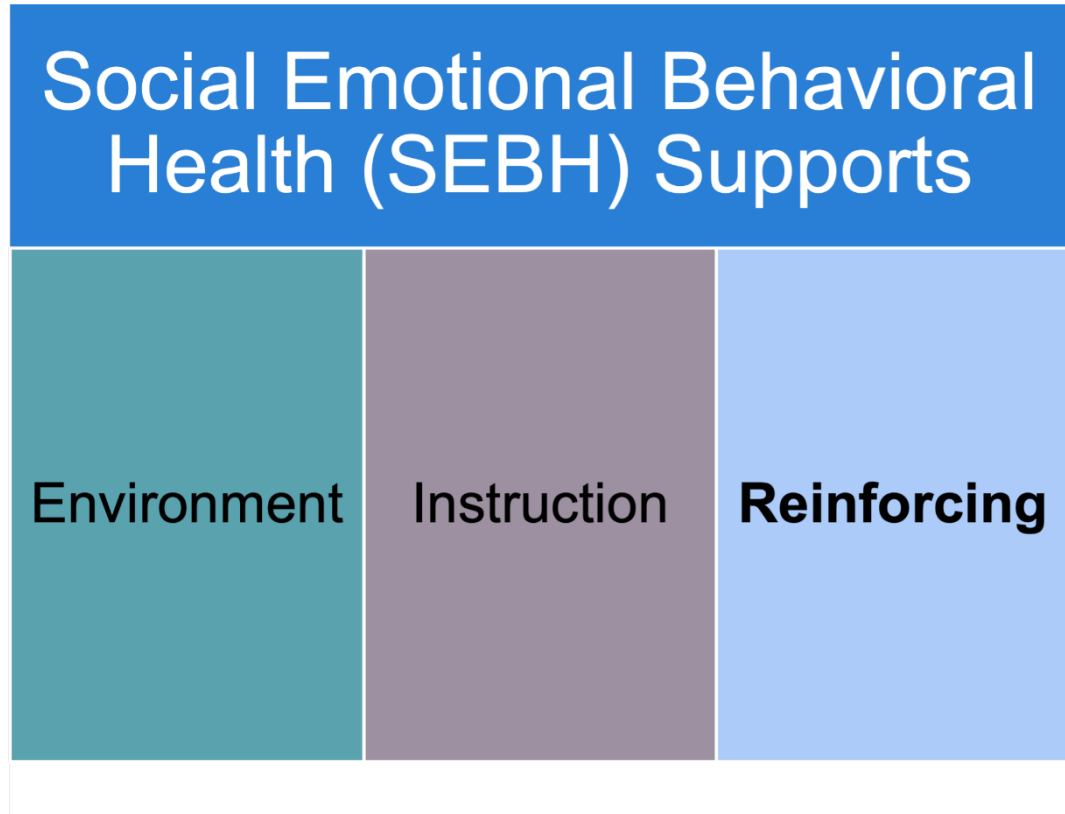
Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Continue identifying the function of behavior
- Identify strategies for responding to behavior in the classroom
- Practice Corrective Behavior-Specific Praise
- Describe the Phases of De-escalation and the adult response

Classroom SEBH Supports Components

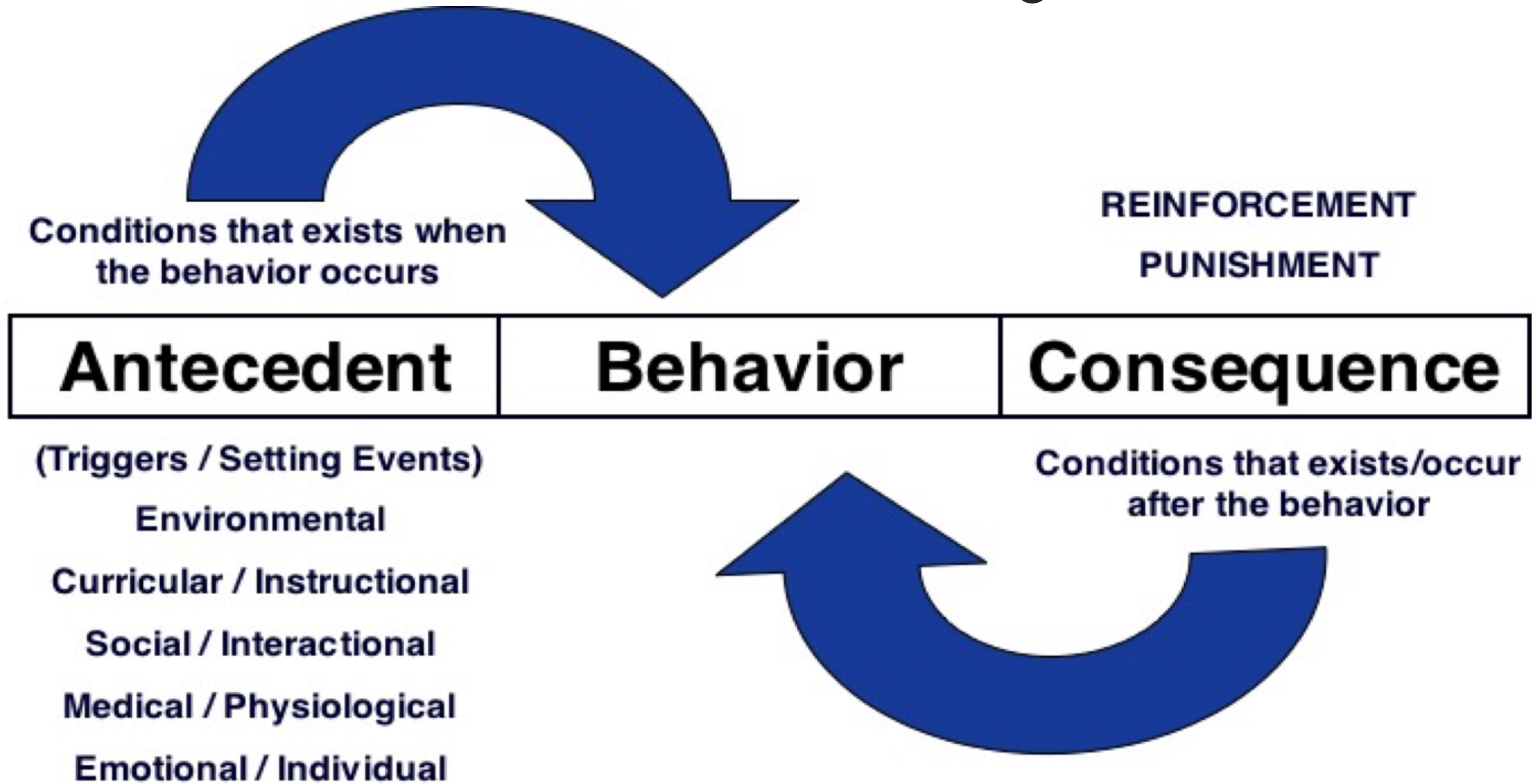


- Supportive Relationships
- Expectations and Routines
- Physical Environments
- Engaging Instruction
- Teaching SEBH Skills
- Regulation for Students and Staff
- Understanding Behavior
- Reinforcing Behavior
- **Responding to Interfering Behavior**

Getting Organized

- Resource Guide
- Classroom SEBH and Instructional Practices Checklist

Review: ABC Paradigm



Interfering Behaviors

Behaviors that interfere with the academic and social success of self and/or others



Research-Based Behavioral Principles

- Behavior is **learned**
- Behavior **influences** behavior
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- Default to **reteach**
- **No** student should be intentionally or unintentionally humiliated or belittled

Scenario 2: Function of Behavior

Function Categories	GET Something (Positive Reinforcement)	AVOID Something (Negative Reinforcement)
Internal	<ul style="list-style-type: none"> Relaxation Self-stimulation Justice/fairness Sensory input Enjoyment 	<ul style="list-style-type: none"> Failure Embarrassment Boredom Anxiety
External	<ul style="list-style-type: none"> Peer/Adult Attention Choice Objects/money Praise Preferred Activities 	<ul style="list-style-type: none"> Task Sensory input Peers/Teacher Homework Chores

Prevent-Teach-Respond

Prevent	Teach	Respond
<p>What can we do to prevent interfering behaviors from occurring in the first place?</p>	<p>How can we use effective teaching techniques to teach replacement behaviors, underdeveloped skills, and/or pivotal skills?</p>	<p>How can we respond to behaviors in ways to reinforce school appropriate behaviors?</p> <p>How do we respond in ways that do not reinforce the interfering behavior and prevent further escalation of behavior?</p>

Default to Reteach

“Intervene instructionally but privately. Address unwanted behavior privately with the student to teach and practice the expected behavior. Assume they don’t know what to do before assuming they are intentionally misbehaving. Most importantly, provide meaningful positive feedback immediately and frequently when the expected behavior is observed.”

(Ditch the Clip!, National Center on PBIS, 2020)



Activity 1

60-Second Quick Write

- What are some of the ways you have responded to or corrected interfering behaviors?
- Which responses were effective in supporting a positive change in the behavior?

Responding to Low-Intensity Behaviors

Low-Intensity Behaviors

- Disruptive during instruction
- Refusing to complete work
- Cell phone misuse
- Dismissive to teacher or peers
- Misuse of classroom materials

Responses

- Proximity
- Signal/Non-Verbal Cue
- Planned Ignoring
- Redirect
- Reteach
- Provide Choice
- Corrective Behavior-Specific Feedback
- Student Conference

Corrective Behavior-Specific Feedback

Addresses interfering behaviors with clarity and precision

- 1. Timely:** Give feedback as soon as possible after the behavior occurs
- 2. Private:** At their physical level, close proximity, use a sincere tone.
- 3. Specific:** Clearly state the behavior you are addressing
- 4. Constructive and Supportive:** Frame feedback positively to encourage generalization

Examples

- Work quietly, Joachim.
- Keep your hands to yourself, Ana.
- Mohammed, show respect with Betty by sharing your materials.
- Be responsible by taking turns during group discussions.
- Laura, be kind and use school-appropriate words.

Non-Examples

- Stop talking.
- No touching!
- Don't be selfish, Mohammed.
- Stop blurting out!
- Swearing is not ok, Laura.

Corrective Behavior-Specific Feedback

Elementary Corrective Behavior-Specific Feedback	Secondary Corrective Behavior-Specific Feedback
“Use your inside voice during class. It helps everyone concentrate better.”	“Listen intently when others are speaking. This keeps our discussions respectful and purposeful.”

Corrective: Be sure to **behavior expectation** . This will help **positive outcome** .



Activity 2

Let's Practice

1. Choose an activity in your classroom (e.g., circle time, cooperative group work)
2. Create 2 **corrective** specific feedback statements that you might provide
 - Use Resource Guide for support
 - When done, share in the chat

Other Response Strategies

- Restitution
- Student Contract
- Social Skill Instruction and Practice
- Family Involvement
- *Protocol for Re-Engaging an Off-Task Student*
- *Precision Request Sequence*
- *Four Questions*



Activity 3

Individually Review:

- *Protocol for Re-Engaging an Off-Task Student*
- *Precision Request Sequence*
- *Four Questions*

Reflect and share:

- Which protocol do you prefer and why?
- How might you make this part of your “routine” for responding to students?

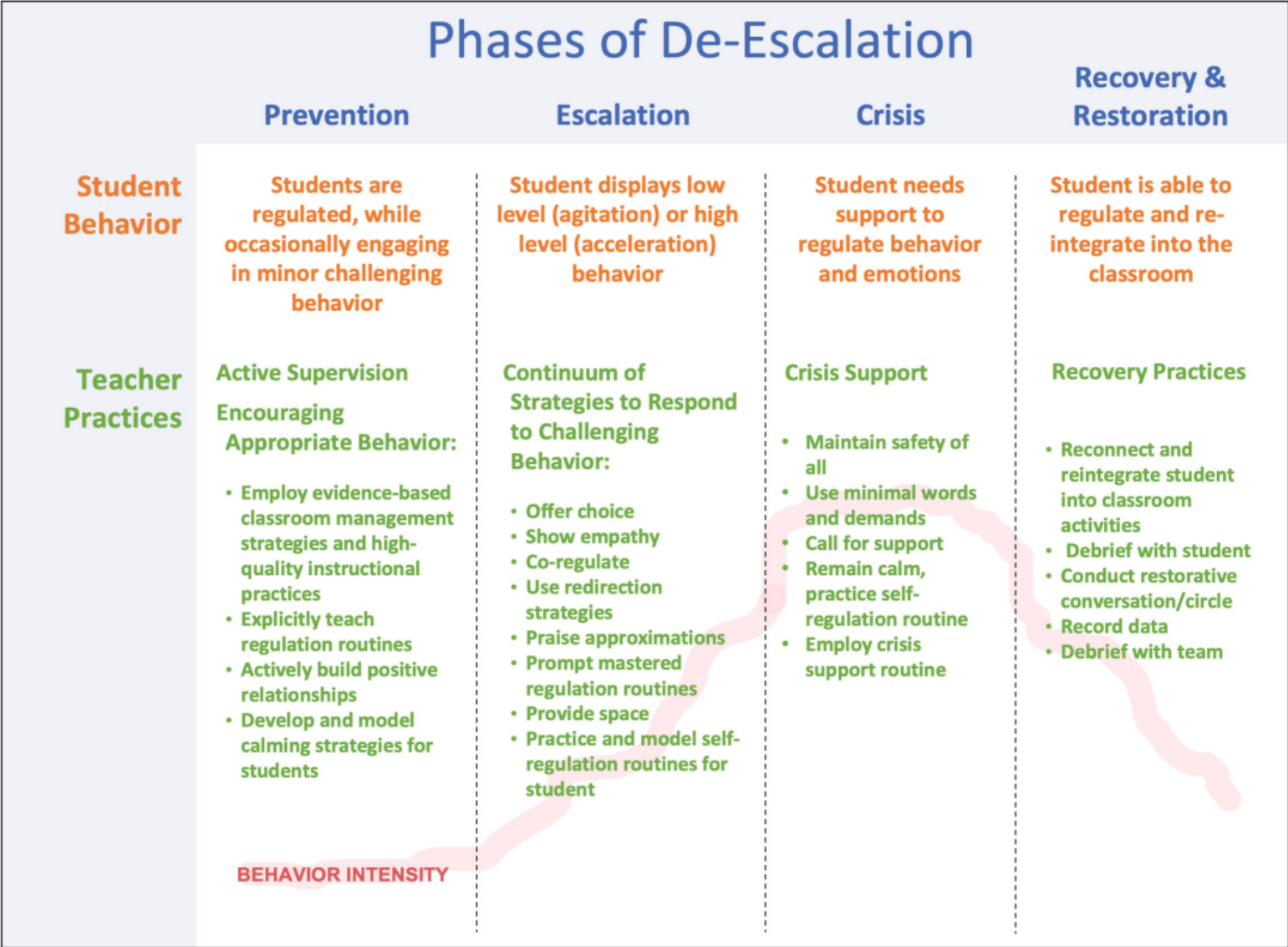


Figure 1. Phases of De-Escalation (adapted with permission from Midwest PBIS Network Phases of De-Escalation graphic)

Prevention

Student is regulated and engaged

- Positive relationships (5:1 ratio)
- Supportive physical environments
- Active supervision
- Active engagement
- Procedures are taught and reinforced
- Regulation strategies

Escalation

Student displays low level (agitation) or high level (acceleration behavior)

- Validate
- Choice
- Co-regulation
- Praise approximations (steps toward an expected behavior)
- Provide space
- Slow the Climb (PBISapps)
- Reminder of known strategies
- Four Questions

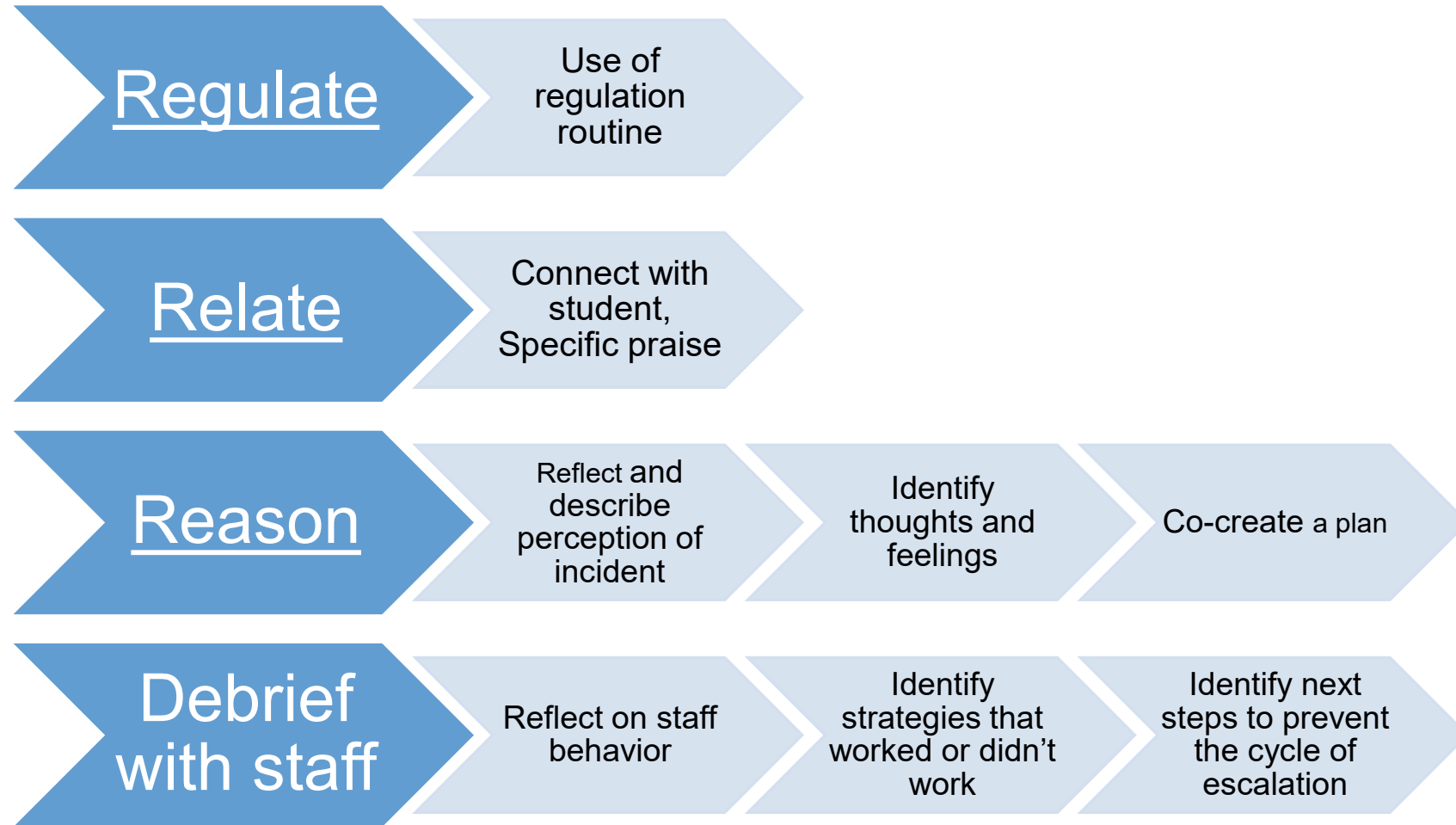
Student is highly disruptive and needs support regulating

Crisis

- Use your own self-regulation routines to remain calm
- Proximity
- Minimal words
- Ensure safety
- Seek Support

**Student is
regulating and
becoming ready
to re-enter
classroom**

Recovery and Restoration



Activity 5

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for responding to interfering behaviors in an upcoming lesson or classroom routine

Coaches/Administrators: What can you do to support teachers in improving and monitoring responding to interfering behaviors?

Consider:

- Default to Reteach
- Low-Intensity Responses (proximity, signal)
- Corrective Behavior-Specific Feedback (template)
- Protocols for Responding (Script, flowchart)
- Cycle of Escalation

References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.
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