

When challenging behaviour occurs it is important to plan your reaction. Consistent response that is appropriate to the student will help reduce challenging behaviours from reoccurring. Three response strategies are: Planned Ignore, Positive Reinforcement and Appropriate Consequences.

This learning guide is designed for use by instructional leaders and learning communities, or as a self-paced study to explore school-wide behavioural supports.



This learning guide is intended to be used after viewing the video clip [UDL: Responding to Challenging Behaviour](#).

Big idea: As skills were developed with the Anne Fitzgerald School staff, consistent ways to respond to challenging behaviours were explored and trialed. As part of a collaborative effort, three key strategies were identified and further practiced and perfected.

Key understandings:

- Planned ignore is a skill that students can be taught that allows them to remain on task if one of their peers is engaging in disruptive behaviour. Ignoring can also support behavioural students by allowing them time to emotionally regulate.
- Positive reinforcement of good behaviours decreases the probability that challenging behaviours will reoccur. Positive reinforcement may be tangible or intangible. Teachers should attempt to praise their students for good behaviour more often than correcting their actions (e.g., 4:1 ratio).
- Appropriate consequences are when teachers match a consequence that is appropriate for the student to the behaviour. Consequences may vary from student to student. Students need to be aware of the consequence beforehand. Consequences can be an effective way to teach desired behaviours in the classroom. Consequences can be used both with the entire classroom and individual students.

Questions for discussion:

- Can we set incremental goals for students to achieve knowing that students will achieve a greater goal in the future?
- What are ways to teach an alternative behaviour without using punishment?
- Why is it more effective for all students to have the same consequences?
- What ways can we prevent using consequences such as suspension or expulsion by setting manageable goals with the student and the student's family?

For more information:

- Alberta Education (2007). "Fair and Predictable Consequences." Retrieved from www.learnalberta.ca/content/inspb1/html/7_fairandpredictableconsequences.html.
- Alberta Education (2007). "Positive Reinforcement." Retrieved from www.learnalberta.ca/content/inspb1/html/6_positivereinforcement.html.

Acknowledgement:

This guide was developed by the Edmonton Catholic Schools and funded through a grant from the Edmonton Regional Learning Consortium. It is provided for free in support of improved teaching and learning under the following Creative Commons license.



EDMONTON CATHOLIC SCHOOLS



Alberta Regional Consortia