

PROBLEM BEHAVIOR OUTSIDE THE CLASSROOM

Staff Name: _____ School: _____

Today, how many of the following occurred:

Date:	Check-ins	Positives given for stop routine	Reports of Problem Behavior	Practices of stop routine with students	ODRs Given out for Problem Behavior

Comments:

Appropriate staff response to *reports* of problem behavior outside the classroom.

Time:

1-2 Minutes

When a student reports disrespect, adults should follow a specific response sequence:

- **First, let students know that their report is important**
 - Reinforce the student for reporting (i.e. "I'm glad you told me.")
 - Use reflective statements to let the student know you are listening to them
 - Use supportive statements to let the student know you care
- **Ask who, what, when and where.**
- **Ensure the student's safety.**
 - Is the non-respect still happening?
 - Is the reporting student at risk?
 - What does the student need to feel safe?
 - What is the severity of the situation
- **"Did you tell the student to stop?"** (If yes, praise the student for using an appropriate response. If no, practice)
- **"Did you walk away?"** (If yes, praise student for using appropriate response. If no, practice.)

When addressing the perpetrator...

- **Reinforce the student for discussing the problem with you**
 - "Did ____ tell you to stop?"
 - "If yes: "How did you respond?"
 - "If no: Practice the 3 step response.
- **"Did ____ walk away?"**
 - "If yes: "How did you respond?"
 - "If no: Practice the 3 step response.

Practice the stop routine and the stopping routine

The amount of practice depends on the severity and frequency of problem behavior