

# Strategies to Discourage Inappropriate Behavior

Strategy	Explanation	Example
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A redirect emphasizes the "what" of the behavior instead of the "why"	"Jason, please begin your writing assignment. (Later) "Nice job being responsible, Jason, you have begun your assignment."
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in questions and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the students the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior specific positive feedback should follow.	"Jason you need to be responsible by being on-task. That means your desk in clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible Jason; it looks like you are ready to work. Let me know if you need help."
Provide Choice	Providing choice can be used when redirects or re-teaching have not worked. This is the statement of two alternatives the preferred or desired behavior and a less-preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, praise.	<p>"McKenzie you are asked to get on-task and begin your work or you can finish the activity later today during our special activity. I will watch to see if you would rather begin now.</p> <p>Or</p> <p>"Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?"</p>
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. To be done when students are calm, not while students are escalated.	"B.J. several times today I have reminded you about being on-task. When you are given an assignment, you need to .... When you do that you can finish faster and move on to things you enjoy. Tell me what you will do when given an assignment. Let's practice ... How can I help you do that if you get stuck" (then) "Can I get a commitment from you to do that?"

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Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.	When Alan is off-task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help maintain the desired behavior, "Thanks, Alan for showing respect with your attention."
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.  The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior attention and praise is then provided	James is off-task during independent work time. The teacher briefly ignores James, and specifically praises a student nearby who is on task, "LeBron, thank you for working on the correct assignment!" When James begins to get back on task, the teacher then immediately praises him: "Thanks, James for being on-task; you'll be sure to get your work done."