

Strategies to Discourage Inappropriate Behavior

Strategy	Explanation	Example
Acknowledging Other Behavior (Low Rates, Absence, or Alternate Behavior)	Acknowledging a student for levels of inappropriate behavior below a certain criteria, the absence of inappropriate behavior, or other appropriate behaviors.	<p><i>Acknowledging Low Rates of Inappropriate Behavior:</i> Sammy answers questions/calls out every time the teacher calls on students to participate. The teacher tells Sammy that if he can only answer questions 5 times in the morning, then she will give him 2 minutes to share information from the book he is reading with her prior to going to lunch.</p> <p><i>Acknowledging the Absence of Inappropriate Behavior:</i> If Sally doesn't poke any peers during morning meeting, she can pick which peer she wants to sit with at lunch.</p> <p><i>Acknowledging an Alternate Behavior:</i> If Peppermint Patty keeps her hands to herself during morning meeting, she can select her peers to sit with at lunch and can earn Honey Money.</p>
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."
Redirect	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A redirect 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. That's how we show responsibility. (Later) "Nice job being responsible, Jason. You have begun your assignment."
Prompt the Appropriate	Verbal or gestural actions that provide additional supports after the initial	<p><i>Verbal:</i> "Abbie, write your name on your paper."</p>

Adapted from MO-SWPBS Tier I Team Workbook
Simonsen, B. & Myers, D. (2015)

¹Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008)

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Behavior	instruction has been given.	<p><i>Visual:</i> The teacher points to the “name” line on the piece of paper that she is using as a model for the class.</p> <p><i>Gestural:</i> The teacher points to “name” at the top of Abbie’s paper.</p> <p><i>Model:</i> The teacher writes Abbie’s name on another piece of paper (so Abbie sees her name being written).</p> <p><i>Physical:</i> The teacher hand-over-hand assists Abbie with writing her name.</p>
Signal/ Non-verbal Cue	Teaches 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.	<p>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.</p> <p>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.</p>
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	“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.”

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	behavior specific positive feedback should follow.	
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>
Error Correction	"An informative statement, typically provided by the teacher, that is given when an inappropriate behavior occurs." ¹ An error correction contains the following components: is brief, contingent upon the inappropriate behavior, specific, and informs the student of what to do instead.	"Bobby, it is not respectful to interrupt your friends when they are speaking. Next time, listen quietly while others are talking and raise your hand so that I can call on you."
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?"
Provide Minimal Attention	<p>Purposefully providing brief, neutral statements or withholding attention from a student when he/she exhibits an inappropriate behavior.</p> <p>Please note: This strategy should be used in conjunction with other strategies and the safety of all students should be continuously monitored.</p>	Heather is calling out and looks directly at the teacher every time she calls out. The teacher avoids making eye contact (while still keeping Heather in her peripheral vision), engages with the other students, and relies on nonverbal cues to briefly redirect Heather back to the task. Once Heather is engaged appropriately and working quietly, the teacher provides

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		Heather with attention in the form of behavior-specific praise: "Heather, thank you for sitting and working quietly. You are being so respectful and responsible right now!"
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."
Break from Reinforcement	"A procedure employed when a student is removed from a reinforcing environment to a less reinforcing environment contingent upon an undesired behavior." ¹	<p><i>Non-Exclusionary:</i> Sarah was shouting out inappropriate phrases while the teacher was giving instructions to the class. The teacher used proximity and provided verbal directions. These strategies were unsuccessful and Sarah continued shouting out. The teacher moved Sarah to an area of the room that was out of sight of her peers and instructed Sarah to sit quietly. The teacher set the timer for 5 minutes.</p> <p><i>Exclusionary:</i> Tyler was throwing paper airplanes at his peers during a reading lesson. The teacher provided verbal redirections and tried removing the paper airplanes. Tyler found other paper in his desk and continued making paper airplanes to throw. His peers laughed when he threw the airplanes. The teacher took Tyler to the counselor's office next door and had him sit in her office until the reading lesson was over.</p>

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