

Example

Direct Strategies to Discourage Minor Unexpected 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 restatement of the schoolwide, 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 question 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 student 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 is 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 re-directs 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, provide praise.	"Arionna, you are asked to get on-task and begin your work or you can finish this task later today during our special activity. I will watch to see if you would rather begin now." or "Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?"
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. A student conference might include practice.	"Ben, 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 get done more quickly and move on to things you enjoy more. Tell me what you will do when given an assignment. Let's practice... How can I help you to do that if you get stuck?" (Then) "Can I get a commitment from you to do that?"