**Matching: Discouraging Unexpected Behavior to Corresponding Direct Strategies**

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| **What kind of Direct Strategy?** | **Scenario** |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. Julia is talking to the student beside her instead of working on an independent writing assignment. The teacher quietly walks to Julia and says, “Remember to be responsible by following directions and starting on your writing task. Thank you.” The teacher walks away to give Julia time to comply.
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| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. “Brittany, you are having difficulty working to complete your assignment sitting at your table. You can choose to work at the writing center or in the student office. I’ll be back in a few seconds to hear your decision.”
 |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. Lakeshia continues to talk after the teacher prompts her to begin working. The teacher returns to Julia and quietly says, “Please show me how you will follow directions by first getting out your writing materials. Now show me how you work quietly. Please let me know if you need help.” Thank Julia after she begins working.
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| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. The teacher assigns work on p. 182 in the math book. Austin takes out paper and begins drawing. The teacher quietly walks to Austin and respectfully says, “Please, follow directions by getting out your math book and opening to p. 182. You can finish drawing at the end of the day.” Walk away to give Austin time to comply
 |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. “Devonte, you are having difficulty starting your math work. You can choose to work on the assignment or on an alternate math activity. I’ll be back in a few seconds to hear your decision.”
 |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. “Juanita, can you please tell me what you need to do to start writing as directed?
* (If Juanita can tell you, provide specific positive feedback. If not, restate the steps, one at a time.)

“Juanita, tell me what you’ll do the next time you’re directed to work on a writing assignment. “ * (Juanita responds.)

“Tell me what I can do to help you to follow directions to start and complete the writing assignment. * (Juanita responds.)

“Thank you for listening. You did a nice job accepting some feedback. I’m going to watching to see if I can catch you on-task.” |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. Roderigo gets out his book but continues to draw. The teacher returns to Roderigo and quietly says, “Thank you for getting out your book. Now remember, to complete your work, clear your desk of everything but the book and math notebook, begin working right away and continue working until done. If you need help, raise your hand.” (Pause and look away to give Roderigo time to comply.)
 |
| * Re-Direct
* Re-Teach
* Provide Choice
* Student Conference
 | 1. “Sam, several times today you have been drawing during work time.”

“Sam, can you tell me the steps you need to follow when you’re directed to work on an assignment?” * (If Sam can tell you the steps, provide specific positive feedback. If he cannot, restate the steps one at a time.)

“Sam, tell me what you will do next time you are given an assignment.”* (Sam responds)

“Great, we will practice this in class after lunch.” |

**Answer Key**

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| 1. Re-Direct
 | 1. Provide Choice
 | 1. Re-Teach
 | 1. Re-Direct
 |
| 1. Provide Choice
 | 1. Student Conference
 | 1. Re-Teach
 | 1. Student Conference
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