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| ***Behavioral Strategies*** | | |
| ***Strategy*** | ***Useful when….*** | ***Description/Suggestions/Examples*** |
| * Maintains close proximity to students | Students are showing signs of getting off-task | If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors |
| * 5:1 Positive feedback | Students are seeking positive/negative attention | Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement. |
| * Limit/reduce transition time | Students are becoming off-task during transitions. | Use a signal for transitions and give a set amount of time for students to make transitions. |
| * Reward system in place | Always | Positive praise tickets are given when kids get caught “being good” and the ticket labels the positive behavior. |
| * Classroom matrix taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring in certain locations. | Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like. |
| * Instructional routines taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines. | Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine. |
| * Response routine taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring during the response routine. | Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do. |