**Effective Classroom Practice**

**Discouraging Inappropriate Behavior**

**Fact Sheet**

•Clearly stating expectations and consistently enforcing them **lends credibility to a teacher’s authority** (Good & Brophy, 2000)

•Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)

•Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993)

•When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)

•“The single most commonly used but *least effective* method for addressing undesirable behavior is to verbally scold and berate a student” (Alberto & Troutman, 2006).

**Techniques to Manage Minor Behavior**

Not all student misbehavior requires elaborate response strategies. Some­times students will respond quickly to a teacher action to minimize the be­havior before it gets out of hand and requires more extensive intervention.

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| **Technique** | **Explanation** |
| Pre-correction | An antecedent instructional event designed to prevent the occurrence of predictable problem behavior and to facilitate the occurrence of more appropriate replacement behavior. |
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| Proximity Control | The strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of protection and strength, helping the student to control impulses. |
| Signal  Non-verbal Cue | Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one’s throat, etc. suggesting that the teacher is aware of the behavior and prepared to intervene if it continues. |
| Ignore,  Attend,  Praise | Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behavior, attention and praise are then provided. |

**Instructional Responses to Inappropriate Behavior**

If the simple techniques above do not result in the desired change in behavior, more direct **instructional** approaches can be used.

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| **Strategy** | **Explanation** |
| Re-direct | Brief, clear, private verbal reminder of the expected behavior. A re-statement of school-wide and non-classroom behavior, or classroom procedure. |
| Re-teach | Builds on the re-direct by specifically instructing the student on exactly what should be done. |
| Provide Choice | Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives–the preferred or desired behavior or a less preferred choice. |
| Student Conference | Lengthier re-teaching or problem solving. Discusses the behavior of concern, teaches the desired behavior, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice. |

**Referneces**

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