**TEACHER STRATEGIES AND RESPONSES**

**Professional Development Module for Classroom Pyramid Practices**

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| **Strategy/**  **Response** | **Definition** | **Examples** |
| Re-Teach/Practice | Instruct student on expected behavior, model the expected behavior, have student practice expected behavior and acknowledge the expected behavior. | Remind students of expectations or rules prior to activity or transition, have students repeat/share expectations or rules regularly, have student exhibiting challenging behavior name the expectations and model expected behavior, acknowledge other students for exhibiting appropriate behavior. |
| Re-direct | Re-focusing student’s attention on another task or topic with little to no attention paid to the challenging behavior occurring. Give minimal acknowledgement to the issue at hand while focusing on something more appropriate to the moment. | Let a student who dislikes mornings have a morning helper job or start their day with something they enjoy doing as a reinforcement, If a student is running up the slide at recess, point out the swings and state “Look there is an empty slide for you.” |
| Change of Seat | Move student to another work area where they can still be actively engaged such as preferred work desk/table, the floor, teacher’s desk, or a special table. | Provide seating that provides for individual space and needs, teach students to recognize when they need a quiet work area and how to ask for one, Give student exhibiting challenging behavior a choice of a “better” work space, allow student to sit in a special area to complete a task. |
| Verbal Reminder | Initial intervention when challenging behavior first occurs. Give student signal to engage in an alternate, appropriate behavior in a brief and concise manner without showing emotion or judgment. Only use once for each occurrence. | Remind student of appropriate behavior at the first sign of challenging behavior occurring. |
| Provide Physical Comfort | Provide appropriate soothing to a student in the form of a hug, rocking, pat on the back, etc. | If student is crying, provide comfort by sitting with them and rubbing/patting their back to calm them down and then engage them back into an activity. |
| Time with Teacher or Support Staff | Student spends one to one time with his/her teacher or an administrator, counselor, behavior specialist, etc. | Have student spend quality one on one time with teacher or support staff discussing challenging behavior and also building a nurturing and responsive relationship. |
| Time in Different Classroom | Student is removed from primary classroom for a limited period of time (no more than 15 minutes) to spend some time in a neighboring classroom with a different adult supervising. | When a student is exhibiting challenging behavior have an agreement with a neighboring teacher that the student can come join their class for between 5 to 15 minutes. Student will be expected to participate in the activity/lesson taking place in the class in which they are sent. |
| Physical Guidance | Teachers provides minimal physical assistance to help a student perform a task or to move a child to another location when the student is not actively resisting. This may include using a physical nudge or tap, guiding the student with your hand, or physically (hand over hand) helping the person start doing the task. Only use after other less intrusive interventions have been tried and only as long as necessary. | If a child doesn’t line up at the conclusion of recess because they don’t want to leave the playground, a teacher may gently guide the student to the line with their hand. This would only occur after teacher would have spoken with the student and tried other strategies to get the student to line up on their own. |
| Peer Mediation | Have another student aide/mentor/tutor a student who is in need of additional support around challenging behavior. | If a student displays particular challenging behavior during a certain activity or time of day, pair the student with another student to serve as their buddy during the activity that will model and promote appropriate behavior. |
| Behavior Momentum | Scaffolding student to the appropriate behavior through a series of back-to-back requests. Teacher will increase the probability of compliant behavior by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do. | A student is reluctant to pick up after himself in the classroom. In order to increase the likelihood he will comply and pick up the desired objects, the teacher asks him a series of questions: “John, tell me your name. John, give me a high five. John, point to a friend. John put your book back on the shelf.” If John puts the puzzle away, he is acknowledged. |
| Modeling | Teacher models expected behaviors for the student or has other students in the class model the expected behavior and then acknowledges them appropriately. | Teacher models/role plays expected behavior prior to a transition or daily activity where challenging behavior may occur. Teachers model appropriate behavior with students in the class regularly as well as other adults. |
| Offer Choice | Provide student with a choice of at least two favorable tasks which allows them to have some degree of control. | Have students select who they want to partner with for an activity or project, choose what book they want to read for an assignment, or complete ½ of an assignment with a partner. For a student exhibiting challenging behavior provide the option of participating in small group story time or reading a book silently at another table. |
| Prompting | A visual, auditory or physical cue is presented to a student to facilitate a given response. | Play clean-up music to signal center time is ending and time to clean up, show a student a visual cue card prior to a transition beginning, or if a student is learning to write, provide a dot on the beginning of each line where the student should start printing each letter. |
| Visual Schedule | Provide/prompt student with a pictorial or written organized schedule for the day or a particular task. | Have schedules and routines posted with pictures and words throughout the classroom. Review these schedules and routines frequently with the class. Use individual cue cards with pictures and words to remind a student exhibiting challenging behavior of appropriate behavior or what is happening next to prevent challenging behavior from occurring. |
| Antiseptic Bounce | Send the student from the room on an errand or task allowing the student some space/time. | If a student is exhibiting challenging behavior tell them you have a special errand for them to run. Give them a note to deliver to a colleague in the building which you have a predetermined arrangement with. Have the student deliver the note to other teacher and have the teacher send back a written response with the student. |
| Proximity Control | The teacher moves closer to the student exhibiting challenging behavior in an effort to stop the challenging behavior. | The teacher circulates throughout the classroom for all activities, seats students closer to he/she during activities where anticipated challenging behavior may occur, moves student closer to he/she during activities or transitions when challenging behavior is displayed, remains in close proximity to student exhibiting challenging behavior. |
| Planned Ignoring | Teacher withdraws attention from student when challenging behavior occurs. Most effective for behaviors that are primarily occurring to gain attention. It should be paired with acknowledgement for appropriate behavior when exhibited. | Focus on acknowledging appropriate behavior regularly (at least every five minutes), Ignore minor disruptions by student displaying challenging behavior while reinforcing others, provide reinforcement to student as soon as he or she displays appropriate behavior. |
| Time Out/Remove from Group | Student is removed from location/group where activity is taking place but can continue to work on that activity in a different part of the classroom for a limited period of time or there is termination of a specific activity. Time out (removal of child from all interaction) is not considered an effective strategy. | Review expectations with all students prior to beginning activities where challenging behavior may occur,  Remove child displaying challenging behavior from small group to their desk where they can continue the activity/lesson there after reviewing expectations with the teacher. |
| Student Conference | Student privately meets with teacher to discuss challenging behavior and works with student to improve undesired behavior. | Meet with student to discuss the incident, what expectation was not followed, and what the expectation should be displayed in the future. Have student reflect on behavior. Determine appropriate strategy or consequence (if necessary) needs to occur to help prevent challenging behavior in the future. |
| Loss of Item | Teacher removes the student’s access to a reinforcing object, activity or status for a specific period of time. | During an activity, the teacher puts away a board game a student is playing with after exhibiting challenging behavior. Student is unable to play with board game until the next day. Student loses five minutes of recess. Loss of item should only be used after other strategies have been tried. |
| Family Contact | Teacher notifies family member by phone, email, letter or conference to discuss student’s challenging behavior. | Make positive contact with families before challenging behaviors occur, contact family member to discuss challenging behavior. |
| Individual Instruction | Provide one to one assistance to student who is having difficulty mastering a desired behavior. This may result in more specific or modified instructions in the form of verbal, written, pictorial, visual aids with the curriculum. | Modify assignments as needed for individual students such as shortening the amount of time a student has to sit in circle time or participate in reading group, negotiate with student, change assignment, change directions of the assignment, provide individuals aids and prompts to assist student. |