

## Activity 3.2: Continuum of Response Strategies Scenarios

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### Scenarios

#### Directions:

1. Select a scenario to discuss in your small groups or with a partner. Discuss what went wrong.
2. Then using **Activity 3.2 Continuum of Response Strategies Chart**, choose one scenario to develop alternative ways to address this behavior.
3. Repeat with another scenario if time permits.

#### Example 1:

The class is working on an independent assignment. Students are working well except for two who are talking. The teacher says very firmly, “You are supposed to be working by yourself; there shouldn’t be any talking.” One student mumbles under his breath, and the teacher writes his name on the board. The student then curses at the teacher.

#### Example 2:

A student is out of his seat, walking around the room. The teacher tells him to sit down and do his work. The student says he needs to get something. The teacher says sit down or he will be in trouble. The student keeps walking around the room.

#### Example 3:

Sarah says she is not going to do her work because it is boring. The teacher says, so all can hear, “Sarah, you need to do the work now or you will stay in at recess to do it.” Sarah pushes her materials to the floor.

#### Example 4:

Billy is muttering and fidgeting and is on the verge of tears. The teacher goes to him, puts his hand on Billy’s shoulder and says calmly, “I see you are upset. Can I help you?” Billy begins to sob, and the teacher stands beside him and helps him start his work.

**Example 5:**

Ms. Sutton, a second grade teacher, read about time-out. She decided that she would use it to teach Aaron not to hit other students. She did not have access to a time out room, but concluded that putting Aaron in the hall outside the classroom would be just as good. The next time Aaron hit someone, Ms. Sutton told him, “Aaron, you hit somebody. You have to go to time-out.” She sat him in a chair in the hall and went back to teaching reading. At the end of the period, about an hour later, Ms. Sutton went to get him. Aaron came back in the room and hit Elaine before he even got to his seat.

**Example 6:**

Judy was a student in Mr. Medlock’s eighth-grade class. Whenever Mr. Medlock told Judy to do something, she argued with him. Mr. Medlock found himself having conversations like this:

“Judy, get to work.”

“I am working, Mr. Medlock.”

“No you’re not. You’re wasting time.”

“I’m getting ready to work.”

“I don’t want you to get ready. I want you to do it.”

“How do you expect me to work if I don’t get ready?”

Continuum of Response Strategies	
Little or no interruption to Learning	Eye Contact/ The “Look”
	Proximity
Interruption to learning	Using student’s name in the lesson. Example: Susan bought 6 donuts on the way to school, and split them with her friends, Sade and Alysa.
	Touch. This can be the desk, the student’s paper, or the student. Caution: Know your student!
	Prompt (Visual or verbal cue) This requires teaching ahead of time. Can be something the whole class knows, or just a private signal with a student
	Have class work in pairs to discuss the lesson, and cruise the class giving individual positive and corrective feedback. Try to keep a 5:1 ratio of positives to correctives.
	Redirect: Restate the matrix expectation
	Re-Teach: tell, show, practice, acknowledge
	Provide Choice: range of alternatives
	Conference

*MU Center for PBS & MO SWPBS Classroom Practice Mini-Module: Response Strategies & Error Correction Handout 2. From Alberto, P. A. & Troutman, A. C. (2006). Applied Behavior Analysis for Teachers. New Jersey: Pearson Education. Walker, H. M., Colvin, G. & Ramsey, E. (1995). Antisocial Behavior in School: Strategies and Best Practices. Pacific Grove, California: Brooks/Cole Publishing Company.*