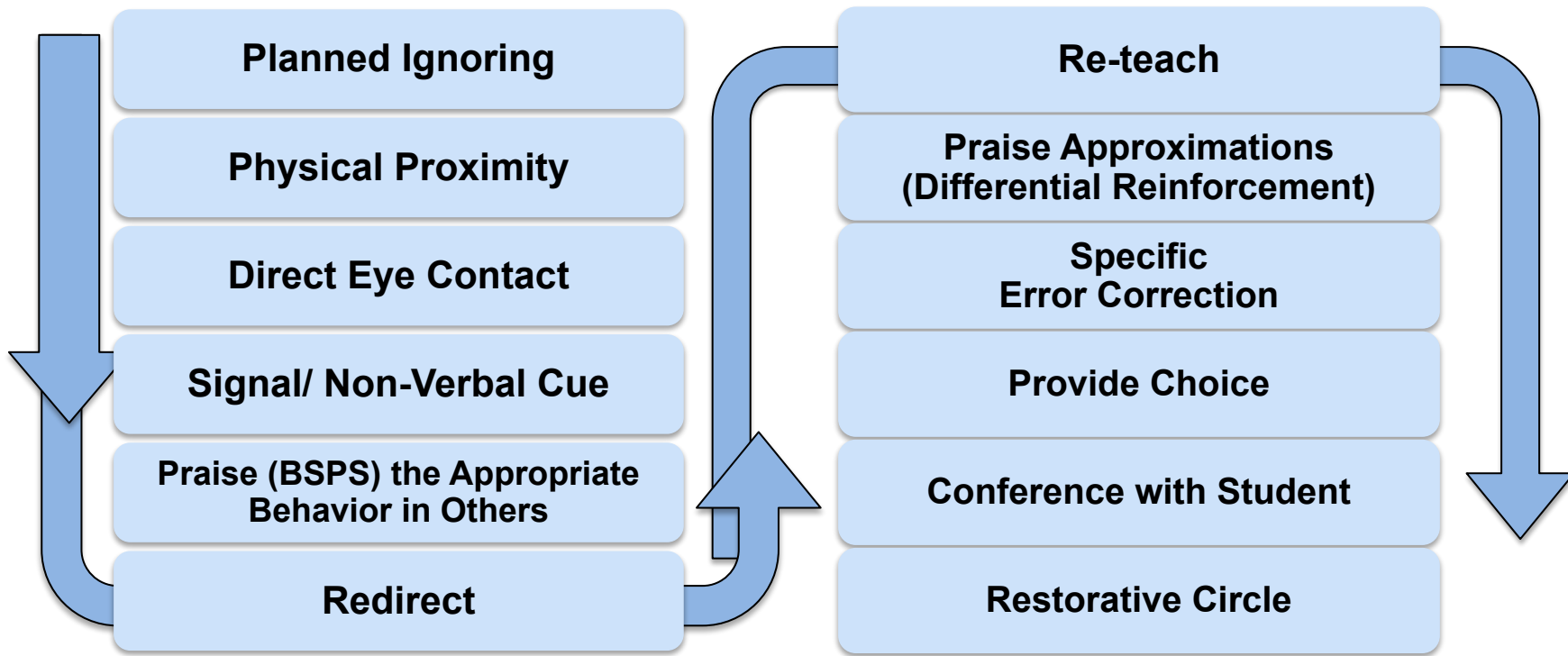


Identify a Continuum of Strategies to Address Challenging Behavior



(Adapted from Midwest PBIS Network ,2017)

Defining Strategies

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation
Redirect	Restate the desired behavior as described on the teaching matrix

(Midwest PBIS Network; Tier 1 New Team Training, 2017)

Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations

(Midwest PBIS Network; Tier 1 New Team Training, 2017)