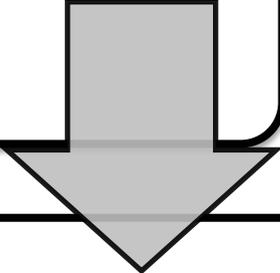


# Strategies to Address Non-Disruptive Behavior

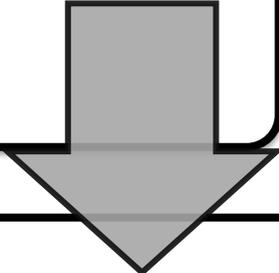
## Factual Statements

Teachers cannot force students to display desired behaviors. Many teachers exhaust themselves by redirecting students and telling them what they should be doing, such as, "You need to be quiet" or "Raise your hand". When teachers express statements of fact or statements regarding their own behavior, it is more likely to result in student behavior change. Delivering statements to the entire class provides the info to all students without isolating specific students and intensifying behaviors.

Before a transition time or the start of an activity, teacher makes a statement regarding their role or actions, such as, "I'll be circulating during the assignment looking to help the students with hands raised" or "I will dismiss for recess when the room is quiet".



When a redirection is needed, statements of facts may be verbalized for the entire class, such as, "I'm looking for raised hands" or "When the room is quiet we'll line up for recess".



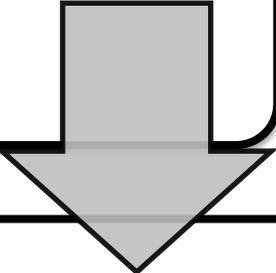
Negotiation, arguments, or explanations are avoided with factual statements. Statements are delivered calmly, without sarcasm or anger, and followed through consistently. Verbal acknowledgment is provided to all when directives are followed.

# Strategies to Address Non-Disruptive Behavior

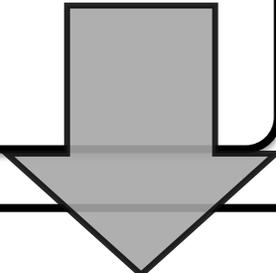
## Proximity

Teachers can deter and decrease misbehaviors through their physical presence without having to give a verbal direction or correction. This requires teachers to set up their classroom in a manner that allows for teachers to access all areas of the room quickly and easily.

Teacher identifies misbehaviors that would be considered minor non-disruptive in nature. Teacher circulates to stand near area of student misbehavior (desk, small group location, etc.)



Teacher may pat student's shoulder, tap their desk or make other non verbal signal to request desired behavior while continuing instruction.



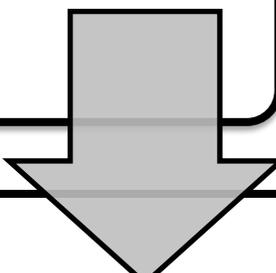
Teacher may remain near student until compliance or continue to circulate and visually check for compliance. When student complies teacher should acknowledge compliance (thumbs up, eye contact/smile, etc.)

# Strategies to Address Non-Disruptive Behavior

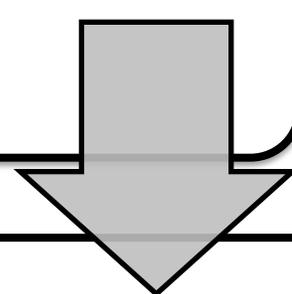
## Non-Verbal Cues

Some challenging behaviors are unconscious or habitual in nature. Teachers may discuss the behavior with a student several times, but the student continues to engage in the behavior repeatedly. Non-Verbal Cues allow the teacher to continue with instruction while still providing the student with feedback regarding behavior.

Discuss with the student the challenging behavior you want to improve. Model the replacement behavior you want to see.



In collaboration with the student, select a cue you can use to let the student know he/she is displaying the challenging behavior, and needs to change to the replacement behavior. Cues can be a tap on the shoulder, tug on the ear, etc.



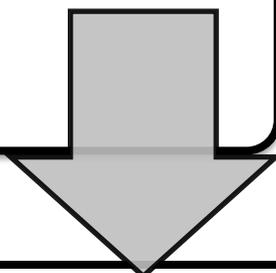
After cueing the behavior, reinforce the student for self-correcting.

# Strategies to Address Non-Disruptive Behavior

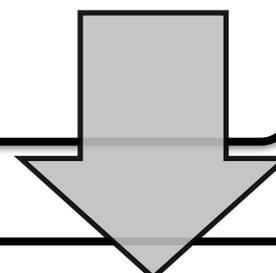
## Praising Peers

Behavioral science states that acknowledging appropriate behaviors will lead to more sustained behavior change than correcting misbehavior. Praising Peers demonstrates this concept by providing attention to appropriate classroom behaviors to cue students engaged in challenging behavior.

When a challenging behavior occurs, find a nearby student that is displaying the appropriate behavior.



Provide specific praise to the student displaying the appropriate behavior in a voice audible to the student with challenging behavior.



When the student displaying the challenging behavior improves his/her behavior, immediately reinforce the change in behavior.