

A continuum of response strategies to student behaviour errors

	Strategy:	Explanation:	Example:
Indirect	Proximity	Strategic movement by the teacher towards student to encourage positive behaviour.	Stand next to a struggling student and give them positive specific feedback when they follow rules.
	Signal, Nonverbal Cue	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
	Ignore, Attend, Praise	Provide specific positive feedback to a nearby student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore them and tell the student next to them how well they are staying on task. When student gets on task, give them praise.
	Re-direct (Specific Corrective Feedback)	Brief, clear, private verbal reminder of the expected behaviour from the classroom rules. (Specific Corrective Feedback)	“Please follow the directions and put your book away.” then later, provide positive feedback for following directions.
Direct	Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model “on task” behaviour (have only book, pencil, and paper out, start reading or writing right away and raise hand if you need help). Have students’ practice.
	Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice (away from peers, work later during fun activity, etc.)	“You can be respectful and work quietly at your seat or you can move to the private student area. Which do you prefer?” Later, provide positive feedback to student for working quietly.
	Student Conference	An individual re-teaching or problem-solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.