

# Behavior Recommendations and Strategies

## Aligned with South Carolina Standards

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# Behavior Recommendations and Strategies

Grades K–5<sup>th</sup>

## Recommendation 3

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate (WWC Recommendation 3)

This document provides a summary of Recommendations from the WWC practice guide *Reducing Behavior Problems in the Elementary School Classroom*, Center on PBIS' *Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators*, and Center on PBIS' *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers*.

### Recommendation 3

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Reducing problem behavior in the classroom can be achieved by teaching students socially and behaviorally appropriate skills. When students know how, when, and where to use the new skills, students' attention will be focused on these new skills rather than on disruptive or aggressive behaviors. Teaching, modeling, and reinforcing new appropriate behaviors and skills can lead to a positive classroom climate and academic engagement.

#### Strategy 1

Identify where the student needs explicit instruction for appropriate behavior.

#### South Carolina standards alignment

SC Teaching Standards: ENVI.EXP.3, PLAN.IP.2, PLAN.IP.3, INST.TKS.3  
SCDE School Climate Survey: S.LE.4

Instructional strategies from the examples:

- Assess whether the students can demonstrate appropriate, desired behavior in other contexts or situations.
- Initiate a self-monitoring strategy for the student(s).

Teachers often assume students have the skills and knowledge to exhibit a particular positive behavior, yet this is not always the case. It is, therefore, important to assess whether the student has the prerequisite skills to engage in appropriate behavior by observing if the student is successful at the desired positive behavior in different contexts, such as with peers. Self-monitoring is another way to assess a student's ability to perform academic or social skills effectively.

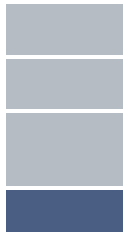
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#### Example

Ms. Lopez has asked students to read a book quietly for 15 minutes. She notices Tom is distracted, not reading, and trying to get his peers' attention. Ms. Lopez addresses the behavior and decides to observe Tom in different contexts to see if he can engage in activities independently. She also asks Tom to assess his own social and academic behaviors by keeping a checklist of questions for him to answer – Did I get started on time? Am I following directions? Am I working quietly on my assignment? Did I ask for help the right way? Did I turn in my completed work? Tom's self-monitoring and Ms. Lopez' assessment will allow her to see to what extent Tom can successfully meet the expectations during silent reading time.

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#### Subject



#### Level of Evidence

Minimal

Moderate

Strong

#### Grades

Pre-K

K

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

5<sup>th</sup>

6<sup>th</sup>

7<sup>th</sup>

8<sup>th</sup>

9<sup>th</sup>

10<sup>th</sup>

11<sup>th</sup>

12<sup>th</sup>

## Strategy 2

Teach skills by providing examples, practice, and feedback.

### South Carolina standards alignment

SC Teaching Standards: ENVI.EXP. 3, ENVI.ESMB.2, ENVI.ESMB.3, INST.GS.2

SCDE School Climate Survey: T.WC.11

Instructional strategies from the examples:

- Explicitly teach students new skills that are appropriate but bring similar outcomes to what the student is seeking.
- Use instructional strategies to help students apply the new behavioral skill effectively.

Teachers can help students acquire new skills to behave appropriately and in socially acceptable ways by teaching them when and how to:

- gain the teacher's attention,
- work in group settings,
- self-manage social behavior, and
- develop emotional awareness, responsibility, and self-regulation.

To teach these behavioral skills, teachers should use instructional strategies like those used when effectively teaching academic skills. These may include:

- explaining the appropriate behavior,
- breaking down the skill,
- modeling the skill,
- offering opportunities for guided and independent practice,
- cueing the student to use the skill,
- providing feedback,
- scaffolding the skill, and
- reinforcing the desired skill and behavior.

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### Example

While returning their devices from the computer cart, students were disorderly as they waited for their turn. Even though the teacher reminded them of behavioral expectations, they continued expressing frustration as they waited. Following this task, the teacher explained why turn-taking is important by providing several examples of the benefits of this practice. Students shared their own examples of times when turn-taking was helpful. The teacher discussed appropriate ways to ask for a turn and how to wait patiently and engage in other activities in the meantime. To practice positive behavior, students role-played different ways to politely ask for a turn and wait patiently. Through positive reinforcement, the teacher continued to prompt students to engage in this practice for the next month.

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### Strategy 3

Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.

#### South Carolina standards alignment

SC Teaching Standards: ENVI.ESMB.3, ENVI.ESMB.4, ENVI.ESMB.5

SCDE School Climate Survey: ENVI.ESMB.3, ENVI.ESMB.4, ENVI.ESMB.5

Instructional strategies from the examples:

- Increase the frequency of recognition and praise for appropriate behavior.
- Monitor the amount and consistency of praise.
- Try to make inappropriate behaviors ineffective for the student by systematically withholding or preventing access to reinforcing consequences.
- Maintain a positive and problem-solving approach.

Positive relationships between teachers and students lead to an increase in students' social skills, emotional regulation, motivation, engagement, and abidance to classroom expectations. Recognizing positive student behavior is one way to foster such positive interactions. Students' academic and behavioral outcomes can improve when positive statements by teachers exceed corrective statements. It is important for teachers to monitor the frequency of acknowledgment of appropriate behaviors and follow these guidelines if using rewards:

- use small rewards,
- give rewards immediately after the positive behavior,
- reward the behavior, not the student, and
- use varied rewards and be mindful that they are reinforcing students' behavior.

Preventing reinforcing consequences when students misbehave will make the problem behaviors ineffective for the student. When misbehavior is serious, however, teachers should respond promptly with appropriate consequences. A positive and problem-solving approach is recommended. To do so:

- provide instructions in a calm voice,
- provide positive options and a time frame to respond,
- address disengaged students promptly, fairly, and privately,
- use the misbehavior as a teachable moment, and
- align the severity of the consequence with the behavior.

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## Example

Due to inappropriate language use on the playground, Hector received discipline referrals. Hector's teacher observed his behavior and decided to help him by reinforcing appropriate behavior and building a closer relationship with him. He also helped him acquire social skills and self-control, as his misbehavior was a result of these deficiencies.

Classmates were asked to ignore his inappropriate behavior and praise his positive behavior. Hector then began monitoring his own behavior and checked in with his teacher about his progress. When improvements were noticed inside and outside of the classroom, Hector's teacher sent a note home about his accomplishments.

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## Strategy 4

Check In/Check Out.

### South Carolina standards alignment

SC Teaching Standards: ENVI.EXP.2, ENVI.RC.1

SCDE School Climate Survey: S.SPE.15

Instructional strategies from the examples:

- Adult mentors meet with students each morning to encourage them, review the previous day's performance, remind students of behavioral goals, and provide daily progress reports (DPR).
- Students give the DPR to the teacher at the start of each day/period. At the end of each day/period, the teacher provides feedback and a rating using DPRs.
- Students meet with their mentor at the end of the day to determine if the daily goals were met and to receive reinforcement.
- Students take DPRs home to parents for acknowledgment and signatures.

The Check In/Check Out (CICO) intervention, also known as Behavioral Education Program (BEP), is for students at risk of developing severe behavioral problems. With the support of an adult mentor and teachers, students set and review goals daily to help manage and improve their behavior. Through frequent check-ins, students receive constant feedback and reinforcement to encourage positive behavior and self-reflection. This strategy has proven to be efficient, practical, and effective for setting expectations and following through with them.

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## Example

Before school starts, Samantha meets with her mentor, Mr. Rios, who greets her joyfully. Mr. Rios asks Samantha to share how her day went yesterday. Samantha shares that it went well and that she met her behavioral goals for the day. They then review her behavioral goals for today, which are focused on maintaining those positive behaviors and avoiding negative behaviors she demonstrated previously. Mr. Rios encourages Samantha by telling her she is doing a great job and to continue being in charge of her behavior. Samantha goes to her first-period class and hands her DPRs to Ms. Salas. At the end of class, they meet, and Ms. Salas tells Samantha she did well but to remember to always raise her hand during whole group activities to give everyone an equal opportunity to share their thoughts. Ms. Salas rates her behavior using the DPRs.

Samantha follows the same process in all her classes by handing her DPRs to her teachers and meeting at the end of class to receive feedback and ratings. At the end of the day, Samantha visits Mr. Rios for a few minutes to receive reinforcement and to discuss if the daily point goals were met. Samantha is excited to hear she met her goals even though there is room for improvement. She takes home a copy of her DPRs, shares the news with her parents, and asks them to sign it.

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## Strategy 5

Check, Connect, and Expect.

### South Carolina standards alignment

SC Teaching Standards: ENVI.EXP.2, ENVI.RC.1

SCDE School Climate Survey: S.SPE.15

Instructional strategies from the examples:

- A trained coach provides support for 20–25 students each morning for a few minutes to review daily goals and give them their daily progress report (DPR) with clearly defined behavioral expectations.
- Each teacher provides a rating for each expectation on the DPR.
- Students meet with the coach at the end of the day to review their DPR score and to set goals for the following day.
- Students take their DPR home to receive feedback and signature.
- Students graduate from the program if they meet their goals for an 8-week period.
- The coach provides 15-minute problem-solving and social-skills instruction to students who are having difficulty meeting goals.

The Check, Connect, and Expect (CCE) intervention is for students who are at risk for school failure, as it is focused on preventing them from developing emotional and behavioral disabilities. A trained paraprofessional, also known as a coach, meets with students identified as needing behavioral support to provide reinforcement. Students are given a behavioral report card, which they hand to all their teachers for feedback. The coach meets with the student or students to provide behavioral support as needed. For CCE to be effective, it is necessary to have a well-trained coach, a focus on positive interactions, data-based and behavior-focused monitoring, direct instruction on problem-solving and social skills, positive reinforcement from coach and teachers, and parent involvement through report cards.

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## Example

Before school starts, Terry meets with her coach, Mr. Sanders, who greets her joyfully. Mr. Sanders asks Terry to share how her day went yesterday. Terry shares that it didn't go as planned and that she did not meet her behavioral goals for the day. Mr. Sanders provides 15 minutes of instruction on problem-solving, which is what Terry seems to be struggling with. They then review her behavioral goals for today, which are focused on trying the problem-solving skills Mr. Sanders just emphasized during the mini-lesson. Mr. Sanders encourages Terry by telling her she is very capable of meeting her goals if she stays positive and avoids conflict with peers. Terry goes to her first-period class and hands her DPRs to Mr. Jacobs. During class, Terry focuses on following the strategies Mr. Sanders provided that morning. At the end of class, Mr. Jacobs tells Terry she did well and met her goals. He rates her behavior using the DPRs. Terry follows the same process in all her classes by handing her DPRs to her teachers and meeting at the end of class to receive feedback and ratings. At the end of the day, she visits Mr. Sanders for a few minutes to receive reinforcement and to discuss if the daily point goals were met.

Terry is excited to hear she met her goals by trying the problem-solving approaches she learned that morning. Mr. Sanders encourages her to keep focusing on those skills and to try to avoid conflict as much as possible. Terry takes home a copy of her DPRs, shares the news with her parents, and asks them to sign it.

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## Strategy 6

Prevent-Teach-Reinforce.

South Carolina standards alignment

SC Teaching Standards: ENVI.EXP.1, ENVI.EXP.2, ENVI.RC.1

SCDE School Climate Survey: S.SPE.15, T.WC.9

Instructional strategies from the examples:

- Form teams (primary teachers, a behavioral consultant, and others—administrators, parents, counselors) and agree on responsibilities.
- As a team, define social, behavioral, and academic goals for the student that include targets for reduction, instruction, and ways to measure progress daily.
- Each team member participates in a 20-question checklist focused on problem behavior—antecedent variables, function and replacement variables, and consequence variables.
- Results of the assessment are synthesized and a behavior intervention plan (BIP) is developed using strategies that support PTR components. Training is provided to the primary teacher by a behavioral consultant on the implementation of strategies.
- Daily measurement data is used by team members to check the effectiveness of the intervention plan and modify as needed.

Prevent-Teach-Reinforce (PTR) is a tertiary, individualized intervention focused on providing intensive support for students who have exhibited frequent challenging behaviors. A team of teachers follows the PTR step-by-step process to develop positive interventions to assist the student in developing and practicing positive behaviors. The problem behavior is assessed by the core team, and they develop individualized BIPs to 1) prevent – manipulate behavior antecedents, 2) teach – teach replacement behavior, and 3) reinforce – develop consequences to improve behavior.



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## Example

Sally has been demonstrating negative behavior towards classmates repeatedly throughout the school year. She gets very frustrated and seems unable to control her use of words and aggressive behavior during class. She has been reported to administrators several times, and even though several methods have been used to help her reduce and eliminate the behavior, they have not been effective. For this reason, the administrator decides to initiate the PTR process to more intensively support Sally in replacing her negative behavior with more positive options. A team consisting of Sally's primary teachers, the behavioral consultant, the school counselor, and the school principal meet to define social, behavioral, and academic goals to target the aggressive behavior and teach her pro-social options to cope with her frustration. The team decides to have the primary teacher, Ms. Sanders, monitor and assess Sally's behavior daily. Ms. Sanders receives training from the behavioral specialist on strategies to prevent, teach, and reinforce.

The menu of strategies is included in a BIP. After each school day, Ms. Sanders jots down notes on Sally's behavior that day and shares findings with the team. Some strategies have worked, and others have not. The team decides to include more strategies related to the ones that have worked and to remove those that are not positively affecting Sally's behavior. They continue with the PTR intervention until Sally's behavior improves significantly and is no longer disruptive.

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## Strategy 7

Provide specific feedback contingent on students' social, emotional, behavioral, and academic skills; give at least five positive praise statements for each 1 corrective statement.

### South Carolina standards alignment

SC Teaching Standards: ENVI.ESMB.4, ENVI.ESMB.5, INST.AF.5

SCDE School Climate Survey: ENVI.ESMB.4, ENVI.ESMB.5, INST.AF.5

Instructional strategies from the examples:

- Provide specific praise for social skills, academic skills, and contextually appropriate behavior.
- Give specific corrections when students make an error (academic or social-emotional-behavioral).
- Teach and provide practice for students to give feedback to peers.

Feedback provided to students should be specific, precise, and timely. Teachers should offer targeted praise when students demonstrate proficiency in social interactions, academic tasks, or appropriate behavior. When errors occur, specific corrections and quick redirections should be given privately and calmly. By doing so, teachers provide opportunities for students to understand their mistakes and practice more appropriate solutions. Additionally, teachers should explicitly instruct students on how to give feedback to one another and provide time for students to practice those skills. It is suggested that teachers provide students with five or more statements of praise for each corrected error (the  $\geq 5:1$  ratio).

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## Example

In Ms. Rodriguez's 11<sup>th</sup> grade English class, students are engaged in peer review for their analytical essays. As Ms. Rodriguez circulates the room, she notices Alex providing thoughtful feedback to his partner. She offers specific praise: "Alex, I'm impressed by how you're referencing the rubric while giving feedback. You're pointing out both strengths and areas for improvement in Jenna's essay. This shows excellent critical analysis and communication skills."

Later, Ms. Rodriguez overhears Chris misinterpreting a key symbol in the novel. She provides a specific correction: "Chris, while the green light does symbolize hope, I think it's more specific than that. Let's revisit that passage together to clarify."

Before the peer review began, Ms. Rodriguez had taken time to teach effective feedback strategies. She modeled how to give constructive criticism and had students practice. For instance, she guides Sophia in giving feedback to her partner: "Try saying something like, 'Your thesis is clear, but it could be stronger if you included how this theme develops throughout the novel.'"

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## Strategy 8

Consider implementing a continuum of strategies to acknowledge/encourage social, emotional, behavioral skills and respond to social, emotional, behavioral errors.

### South Carolina standards alignment

SC Teaching Standards: INST.MS.3, ENVI.ESMB.3, ENVI.ESMB.4, ENVI.ESMB.5

SCDE School Climate Survey: S.LE.12, S.SPE.12, T.WC.11

Instructional strategies from the examples:

- Implement group contingency rewards as motivation for collaboration and teamwork.
- Implement a token economy system, allowing students to earn points or "money" toward rewards.
- Consider using non-contingent reinforcement (NCR) such as intentional breaks in instruction and attention to students.
- Use differentiated reinforcement to address specific behaviors with individual students.
- Teach self-management strategies to students, promoting goal setting and celebration when goals are met.

Implementing a continuum of strategies is an effective method of supporting social, emotional, and behavioral growth and maintaining a positive classroom culture. The continuum should include group contingency, token economy, non-contingent reinforcement, differentiated reinforcement, and self-management. A description and example of each of these methods is included in the table below. By consistently implementing multiple strategies, teachers can provide layered support for students within a classroom. Teachers should teach, model, and provide positive reinforcement of the behaviors they seek to replicate. Celebrations of positive behaviors are a key component of the continuum of strategies. Any redirection or corrections of inappropriate behaviors should be provided privately and instructionally.

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**Examples**

Strategy	Description	Example
<b>Group Contingency</b>	The teacher rewards a group of students for appropriate behavior or social skills.	“If we generate five examples of ‘Synthesis’ in 5 minutes, you can sit where you like for the last 20 minutes of class.”
<b>Token Economy</b>	Students earn tokens (or class money or points) for positive behavior and the tokens can be exchanged for a reward.	“Thanks for working quietly on math for 10 minutes—very responsible! You earned a point!”
<b>Non-Contingent Reinforcement (NCR)</b>	The teacher rewards students independent of a specific behavior being present. This is often used to break up challenging tasks and acknowledge the work, effort, and time students are contributing.	Knowing the class will be sitting and working independently for 90 minutes on the upcoming state assessment, Mr. Chu plans an additional 15-minute recess for the students immediately following the assessment.
<b>Differentiated Reinforcement (DR)</b>	The teacher gives or withholds reinforcement depending on whether the behavior is desirable or undesirable.	During a whole-group activity, James calls out (without raising hand). The teacher ignores the call out, models a hand raise, and immediately gives attention (calls on and praises) when James raises his hand.
<b>Self-Management (SM)</b>	Teach students to set goals, self-monitor SEB skills, and celebrate when goals are met.	After a whole-class lesson on self-management, Ms. Brown models how to set a goal for a social-emotional-behavioral skill. At the end of each school day for a week, Ms. Brown asks students to record their success toward their individual goals. When students reach their goals, the whole class celebrates and encourages setting a new goal.

Source: Center on PBIS (2022).

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## Strategy 9

Make the problem behavior irrelevant with anticipation and reminders.

### South Carolina standards alignment

SC Teaching Standards: ENVI.ESMB.2, INST.MS.3

SCDE School Climate Survey: S.LE.4, S.SPE.12, S.SPE.13, T.SPE.8, T.WC.11

Instructional strategies from the examples:

- Give reminders (both verbal and visual) about what is expected before that behavior is expected.
- Teach, practice, and emphasize self-management.

Teachers can anticipate common challenges for students within the school day (i.e. transitions, after lunch, final few minutes of class). By providing reminders about appropriate behaviors and expectations before these anticipated challenges, teachers can avoid many problem behaviors and increase positive behavior. The reminders given by teachers should be:

- **Preventative:** Reminders are given before the activity starts.
- **Understandable:** Instructions use age-appropriate language and visual aids.
- **Observable:** Expectations involve visible or audible actions.
- **Specific:** Clear examples are provided for each expectation.
- **Explicit:** Directions are stated clearly and directly.

Students should be taught how to self-manage their behavior and provided with opportunities to practice and document that self-management. Teachers can use individual goals and charts or journaling to promote self-management with individual students needing additional support.

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### Example

Ms. Marsh is preparing her 5<sup>th</sup> grade class for group work. She begins by giving verbal reminders. "Class, in two minutes we'll transition to our science groups. Let's review our expectations:

1. Use your indoor voice. This means speaking at a volume where only your group members can hear you.
2. Stay on task. Keep your eyes and attention on your group members or materials.
3. Respect others' ideas. Nod when others speak and use phrases like 'I agree' or 'I have a different thought' to respond."

Ms. Marsh also provides visual reminders which she displays on a chart paper with simple icons such as a whisper/mouth icon for 'use indoor voices', eyes on a book icon for 'stay focused on the assignment', and a handshake and lightbulb icon for 'respect others' ideas'. Before sending the students into their groups, Ms. Marsh spends a few minutes re-teaching self-management strategies. Mrs. Chen guides a brief discussion: "Let's practice self-management. When I say 'go,' silently count to 10 while taking deep breaths. Then, write one specific goal for yourself during this group session, such as 'I will ask at least two questions' or 'I will ensure everyone in my group speaks once before I speak again.'" After the practice, she adds: "Remember, you're in charge of your own behavior. If you feel distracted, take a deep breath and refocus. If you're struggling, give me our silent signal for help."

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## Strategy 10

Use brief, contingent, and specific error corrections to respond to problem behaviors.

### South Carolina standards alignment

SC Teaching Standards: ENVI.ESMB.3, ENVI.ESMB.4, ENVI.ESMB.5

SCDE School Climate Survey: S.LE.4, S.SPE.12, S.SPE.13, T.SPE.8, T.WC.11

Instructional strategies from the examples:

- In a private setting (if possible) and with a calm tone, state the observed behavior and name specifically what the student should do in the future.
- Disengage after the redirection or error correction, avoiding a power struggle.

When teachers provide error corrections that are direct, immediate, and end with the student displaying the correct response, they are highly effective in decreasing undesired behaviors and increasing future success. Teachers should address unwanted behaviors as soon as possible and with specific information about replacing the observed behavior with a positive alternative. Corrections should be brief and direct to avoid confusion, disengagement by the student, or a power struggle.

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### Example

Ms. Jones notices that Alex, one of her 10<sup>th</sup> grade math students, is out of his seat repeatedly and avoiding his assignment. She responds, “Please stop walking around the room and return to your seat to finish your work.” This correction is brief, direct, and names the appropriate behavior Ms. Jones is seeking. However, Alex initially responds by denying the behavior. To avoid a power struggle, Ms. Jones restates the desired behavior, “Please return to your seat to finish your work” and then resumes working with the small group of students in front of her. Keeping a calm and respectful tone, without blame, and moving her focus immediately back into her work helps Ms. Jones to avoid a power struggle and Alex to avoid dwelling on the unwanted behavior.

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### Potential Roadblock 1

“Teaching appropriate behavior is beyond my responsibilities as a teacher.”

**Suggested Approach.** Teachers are pivotal in the acquisition of school-based social skills and behaviors. It is recommended that teachers integrate these skills into their existing curriculum. Identifying the social skills necessary to meet curriculum goals and planning to support students to acquire and practice these skills during lessons is important. For instance, if small group work is a pedagogical approach for a lesson, the teacher can communicate and model the skills necessary to engage in the small group activity. Social skills can enhance student learning when seen as part of the curriculum.

## Potential Roadblock 2

“Too much praise and attention is harmful to students.”

**Suggested Approach.** Positive reinforcement can result in appropriate classroom behaviors and academic achievement when it is tied to student competence. It is recommended for teachers to provide behavior-specific praise, encourage achievement, provide honest feedback, and remove extrinsic rewards gradually as students master positive behaviors. Over time, fewer extrinsic rewards will be needed, since students become more intrinsically motivated as their behavior and academic achievement improves.

## Potential Roadblock 3

“I forget or run out of time to complete my student’s daily progress report (DPR).”

**Suggested Approach.** Strategies such as CICO and CCE require consistency from teachers to be successful. To avoid forgetting or running out of time to complete the DPR, teachers should intentionally plan for that time. Teachers with a student participating in CICO or CCE should create a routine of spending a minute or two with the student as they enter the class and as they exit. This time should be held sacred and accounted for in planning to keep the strategy consistent.

## Potential Roadblock 4

Teachers often provide praise that is vague and not actionable for students.

**Suggested Approach.** Teachers can avoid being too vague when giving praise by including specific examples of what the student did successfully. This allows students to replicate the positive behavior in the future and helps other students mimic the behavior. Teachers can use sentence frames such as “I appreciate the way you...” or “I can tell Michael is ready because he...” to get in the practice of being specific. Teachers should avoid remarks such as “great job!”, “Nice work!”, and “Super!” because students will be unclear about what exactly they did well.

## Potential Roadblock 5

Teachers implement a public system for making corrections.

**Suggested Approach.** To avoid escalating behaviors, embarrassing students, or getting involved in power struggles, teachers should make corrections as privately as possible and with a calm tone. Teachers should avoid public systems, such as clip charts, to correct unwanted behaviors.

### **Potential Roadblock 6**

Teachers provide students with a list of “no” behaviors.

**Suggested Approach.** Rather than telling students all the things they should not be doing, teachers can state for students what the positive behaviors look like and sound like in the classroom, and then reinforce those behaviors when they are in place.

### **Potential Roadblock 7**

Teachers engage in a full discussion with the student about a concerning behavior.

**Suggested Approach.** Teachers can avoid a power struggle by keeping their corrections brief and direct. If teachers feel there is a deeper discussion that is needed, it can be scheduled for a later time when emotions are calmed, and possibly with additional support staff and family involved.

## References

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