

25 Positive Verbal Responses to Student Behavior



Positive Teacher Responses	Example
<p>1. <u>Prompting</u>: Using the student's name to advise of future action</p>	<ul style="list-style-type: none"> • "Shauna, will you act as our recorder for us during the next activity?" • "Julian, I'll be asking you to share your thoughts on the next question."
<p>2. <u>Enforceable Statements</u>- only state what you are able to control</p>	<ul style="list-style-type: none"> • "I listen to people who raise their hand." • "When everyone is in line, we will leave for lunch." • "When everyone is quiet, I will distribute the materials." • "Only those assignments that are turned in on time will receive full credit."
<p>3. <u>The Language of Choice</u>- Provide two or three options.</p>	<ul style="list-style-type: none"> • "You may work alone or with your group. You decide." • "Feel free to do the first 10 problems or the last 10." • "Which do you prefer: sitting in rows or in a circle?" • "You may finish your assignment quietly with your group or go to the back table and work alone. The decision is yours."
<p>4. <u>Name Dropping</u>- place the child's name in the body of a sentence.</p>	<ul style="list-style-type: none"> • Today, Mario, we will learn about the periodic table. • The main idea of the story summarizes, Robin, the author's overall message.

5. <u>Positive Interactions</u> : Increase the ratio of positive to negative teacher to student interactions. Ideal is 5:1.	<ul style="list-style-type: none"> • Aaron, I'm happy to see you today. • Brianna, I'm glad you're here.
6. <u>Whole class reminders</u> : Refocus students without calling out individuals.	<ul style="list-style-type: none"> • "We are entering quietly and taking out our notebooks." • "Respect quiet time." • "I see a few students off task. Let me repeat the directions."
7. <u>But Why?</u> : Explain the rationale for the rule.	<ul style="list-style-type: none"> • "We have this rule because . . ."
8. <u>Whole Class Assessment</u> : Ask students to self-assess.	<ul style="list-style-type: none"> • "Let's review our class rules and assess how we did today."
9. <u>Redirect</u> : Remind student of the task without commenting on the off task behavior.	<ul style="list-style-type: none"> • "Your job right now is to complete your assignment." • "6th period has begun, please move to class."
10. <u>Seating</u> : Change seat (student choice or teacher choice)	<ul style="list-style-type: none"> • "Michael, please select another seat where you can focus better." • "Morgan, please move your seat next to me."
11. <u>Offer Assistance</u>	<ul style="list-style-type: none"> • "Juan, what can I do to help you be successful today?" • "Maria, what can I do to help you get started?"
12. <u>Verbal Praise</u> : Used to encourage students and reinforce positive behavior.	<ul style="list-style-type: none"> • "Mya, you are doing a great job walking quietly in the hallway." • "Karin's group is reading the directions together and identifying roles in the group."
13. <u>Reinforcement</u> : Catch them being good and reinforce.	<ul style="list-style-type: none"> • "I notice you are paying attention and asking questions in class that are thought provoking. That's great."

<p>14. <u>Pre-Corrects</u>: Remind student(s) of appropriate behavior <u>before</u> the activity takes place.</p>	<ul style="list-style-type: none"> • “Remember, during independent work time, you are to remain in your seat, work on your assignment and not talk. If you have a question, raise your hand and I’ll help you.”
<p>15. <u>State the appropriate behavior</u>. Identify the incorrect behavior.</p>	<ul style="list-style-type: none"> • “We respect others in this room and that means not using put downs.”
<p>16. <u>Target/Stop/Do</u>- state name, your request, say thank you.</p>	<ul style="list-style-type: none"> • “Chloe, please stop talking to Joey and get to work on your assignment. Thank you.” (Smile)
<p>17. <u>Respond in a positive way with a reminder of the rule</u></p>	<ul style="list-style-type: none"> • “Thank you for sharing. Please remember to raise your hand.” • “Glad you’re here, please enter quietly.”
<p>18. <u>Ask for an alternative appropriate response</u></p>	<ul style="list-style-type: none"> • “That language is inappropriate in class. How can you show respect and still get your point across?”
<p>19. <u>Deliver a Closing Statement</u>- avoid power struggles with non-confrontational statement</p>	<ul style="list-style-type: none"> • “We can talk about this later.” • “I appreciate your opinion on that.” • “I’m very sorry that you feel that way.”
<p>20. <u>Allow for cool down</u>: Wait the student out. Give the student time to think it through.</p>	<ul style="list-style-type: none"> • “Let me give you 5 minutes to think it through and I’ll come back and we will talk more”
<p>21. <u>Grandma’s Law</u>: State how the desired activity can be obtained by first completing required activity.</p>	<ul style="list-style-type: none"> • “When you finish your math problems, you may play a math game on the computer.” • “When you are quiet, we will begin the video.”

<p>22. <u>Time Out/ Cool Down:</u> Remove the student from the situation</p>	<ul style="list-style-type: none"> • “Please go next door to complete your work. I’ll check on you in 5 minutes.” • “Please go get a drink of water.”
<p>23. <u>Hurdle Help:</u> Provide help to the student in order to overcome difficulty.</p>	<ul style="list-style-type: none"> • “Nina, you seem stuck. Let’s see if I can help you figure out what you need to do next and how you can help yourself the next time.”
<p>24. <u>Logical Consequences:</u> Strategies designed to help the student consider the possible consequences of his actions.</p>	<ul style="list-style-type: none"> • “If you slide down the hand rails, you might hurt yourself.” • “If you come to class on time, you will hear all of the review material for the test.” • “Only students who have no referrals are allowed to go to the dance.”
<p>25. <u>Direct Appeal to Values:</u> Appeal to the values of student(s) when intervening in a problem.</p>	<ul style="list-style-type: none"> • “You seem angry with me. Have I been unfair to you?” • “I care about you and I cannot let your behavior to continue.” • “How would your parents/grandmother/coach feel if you ruined the project you’ve worked on all period?”