

## DEFINITION OF STRATEGIES FROM MIDATLANTIC PBIS

<p><b>Planned Ignoring</b></p>	<p>This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.</p>
<p><b>Physical Proximity</b></p>	<p>Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. the teacher is a source of support and strength and helps the student to control his impulses by her proximity.</p>
<p><b>Signal/Non-Verbal Cue</b></p>	<p>Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.</p>
<p><b>Direct Eye Contact</b></p>	<p>The “teacher look” to get attention and non-verbally prompt a student.</p>
<p><b>Praise (BSPS) the Appropriate Behavior in Others</b></p>	<p>Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation</p>
<p><b>Redirect</b></p>	<p>Restate the desired behavior as described on the teaching matrix</p>

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<b>Support for Procedures/ Routine</b>	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place
<b>Re-teach</b>	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
<b>Differential Reinforcement</b>	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring an inappropriate behavior
<b>Specific and Content Error Correction</b>	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
<b>Provide Choice</b>	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.
<b>Conference with Student</b>	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.