



King Professional Development
Engaging and Empowering Educators

25 Positive Verbal Responses to Student Behavior



Positive Teacher Responses	Example
1. <u>Prompting</u> : Using the student's name to advise of future action	<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."
2. <u>Enforceable Statements</u> - only state what you can control	<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" •
3. <u>The Language of Choice</u> - Provide two or three options.	<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."
4. <u>Name Dropping</u> - place the child's name in the body of a sentence.	<p>Today, Matthew, we will learn about the periodic table.</p> <ul style="list-style-type: none"> • 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. • Heather, 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	<ul style="list-style-type: none"> • "Your job right now is to complete your assignment"



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task without commenting on the off-task behavior.	<ul style="list-style-type: none"> • “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. Offer Assistance	<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"> • “Cameron, 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.”
14. <u>Pre-Corrects</u> : Remind student(s) of appropriate behavior <u>before</u> the activity takes place.	<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?”
15. State the appropriate behavior. Identify the incorrect behavior.	<ul style="list-style-type: none"> • “We respect others in this room and that means not using put downs”
16. Target/Stop/Do- state name, your request, say thank you.	<ul style="list-style-type: none"> • “Naomi, please stop talking to Jasmine and get to work on your assignment. Thank you, Naomi. (Smile)
17. Respond in a positive way with a reminder of the rule	<p>“Thank you for sharing. Please remember to raise your hand” “Glad you are here, please enter quietly”</p>
18. Ask for an alternative appropriate response	<ul style="list-style-type: none"> • “That language is inappropriate in class. How can you show respect and still get your point across?”
19. <u>Deliver a Closing Statement</u> - avoid power struggles with non-confrontational statement	<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.”
20. <u>Allow for cool down</u> : Wait the student out. Give the student time to think it through.	<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”
21. <u>Grandma’s Law</u> : State how the desired activity can be obtained by first completing required activity.	<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”



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22. <u>Time Out/ Cool Down</u> : Remove the student from the situation	<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.”
23. <u>Hurdle Help</u> : Provide help to the student to overcome difficulty.	<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.”
24. <u>Logical Consequences</u> : Strategies designed to help the student consider the possible consequences of his actions.	<ul style="list-style-type: none">• “If you slide down the handrails, 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.
25. <u>Direct Appeal to Values</u> : Appeal to the values of student(s) when intervening in a problem.	<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 periods?”