



Classroom Interventions

Clarification - Clarification is used as an initial intervention when undesirable behaviors first occur, when student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgment. Clarification interventions should be used only once for each occurrence; this prevents “preaching” and communicates to student the need for a meaningful response (if response is not meaningful - more restrictive interventions will be used).

Reinforcement of Others - The use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher’s expectations. It is important that the targeted students do not view that you are punishing them at this time but helping to cue them into their behavior. Reinforcement should be made available to the targeted student when they are displaying the desired behavior.

Proximity Control - This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often the teacher’s proximity to the student is enough to stop the behavior.

Signal Interference - These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

Redirection - Distract the student, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. “help me out; go get me the red pen off the desk”).

Premack Principle - You work before you play. “As soon as you _____ you can _____” (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row).

Planned Ignoring - Sometimes it is wise for the teacher to ignore a student’s behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his/her attention to learning.

Interest Boosting - If the student’s interest in an activity is waning, it is sometimes helpful for the teacher to show interest in the student’s assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

Curricular Modifications - Important first step when students are exhibiting behaviors resulting from frustration with the curriculum. Examples: shortened assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer tutor, give 1-on-1 assistance, restate or rephrase directions.