

## Simonsen & Freeman (2014) Classroom Management Training Materials and Scripts

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6. **Email Script (for Email Prompts Between Trainings)**

**Reference:** Simonsen, B. & Freeman, J. (2014). *Classroom Management Training Materials and Scripts*. Unpublished training materials.

# Initial Overview

## Core Components:

### Presentation

- Overview of Classroom Management
  - Five Critical Features
  - Focus on Maximizing Structure

### Review and wrap-up

## Critical Features of Classroom Management

1. **Maximize structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a continuum of strategies to **acknowledge appropriate behavior**.
5. Establish a continuum of strategies to **respond to inappropriate behavior**.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## Focus on Maximizing Structure

- Develop **Predictable Routines**
  - **Educator routines**
  - **Student routines**
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - Arrange **furniture** to allow easy traffic flow.
  - Ensure adequate **supervision** of all areas.
  - Designate staff & student **areas**.
  - **Seating** arrangements (groups, carpet, etc.)

# Prompts & Precorrections

## Core Components:

### Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

### Activity

- Identifying examples of prompts in your context

### Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

### Review and wrap-up

# PROMPTS & PRECORRECTION

## What are prompts and precorrections?

*“A precorrection is defined as an antecedent instructional event designed to prevent the occurrence of predictable problem behavior and to facilitate the occurrence of more appropriate replacement behavior.”*

(Colvin, Sugai, Good, & Lee, 1997, p. 346)

*“Perhaps the easiest precorrection to implement is a verbal prompt, or reminder, of appropriate social behavior.”*

(Faul, Stepensky, & Simonsen, 2012, p. 47)

## Why provide prompts and precorrections?

- + Delivering **prompts or precorrections** for appropriate behavior results in increases in appropriate behavior and/or decreases in inappropriate behavior across a variety of student populations (Arceneaux & Murdock, 1997; Flood, Wilder, Flood, & Masuda, 2002; Gena, 2006; Wilder & Atwell, 2006)
- + **Specific prompts** may be more effective than general prompts (Hunsaker, 1983).
- + More **frequent prompts** may be more effective than less frequent prompts (Lancioni et al., 2001).
- + Combining **prompts or precorrection with active supervision** (moving, scanning, and interacting during supervision) is effective across a variety of classroom and non-classroom settings (Colvin et al., 1997; De Pry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000).  
(Faul, Stepensky, & Simonsen, 2012)

## What are some examples (and non-examples) of verbal prompts for appropriate social behavior?

Examples of Prompts	Non-Examples of Prompts
<ul style="list-style-type: none"><li>• <b>Before</b> the class is dismissed to go to lunch, the educator states, <b>“It’s time for lunch. Remember to show respect during a transition by staying to the right of the hallway and allowing personal space.”</b></li><li>• <b>Prior</b> to allowing a student leaving the classroom to go to the bathroom, the educator points (directs student attention) to a poster that illustrates how to show responsibility in the bathroom and says, <b>“Remember to follow our expectations.”</b></li><li>• <b>Before</b> beginning a lesson, the educator raises his hand (modeling) and says to the students, <b>“Remember how to get my attention appropriately during a lesson.”</b></li><li>• <b>Prior</b> to each school day, the educator greets each student and says, <b>“Remember, walk to your desk, quietly put materials away, and begin your warm-up activity.”</b></li></ul>	<ul style="list-style-type: none"><li>• The educator points to a poster of rules for adding fractions <b>and says, “On your white boards, write the answer to the equation <math>\frac{1}{2} + \frac{1}{4} = \underline{\quad}</math> and look at me when you are done.”</b> (<i>This is an opportunity to respond.</i>)</li><li>• At the beginning of class, the teacher <b>provides the students instruction on how to complete a worksheet for their academic task.</b> (<i>This is instruction in a task, but not a prompt for appropriate behavior.</i>)</li><li>• While teaching a lesson, a student calls out and the educator states, <b>“Instead of calling out, I would like you to raise your hand to get my attention during a lesson.”</b> (<i>This is also an error correction—it came after the behavior.</i>)</li><li>• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “<u>th</u>ough,” and says, <b>“What sound?”</b> (<i>This is an opportunity to respond.</i>)</li></ul>

## What are the critical features of verbal prompts?

- Verbal statement (i.e., not look or gesture)
- Delivered *before* the behavior is expected
- Specifically *states the appropriate behavior* that is expected

For this study, we will focus on verbal prompts for appropriate *social* behavior

## How will you use verbal prompts in your classroom?

Write three (or more) specific prompt statements that you will use in your classroom during educator-directed instruction to prompt appropriate social behavior.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## How will you increase the likelihood that you will deliver verbal prompts for appropriate social behavior?

- Self-management
  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
  - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
  - We will ask you to (a) **arrange your environment** to increase the likelihood that you use prompts (set goals and give yourself reminders), (b) **self-monitor** (count) your use of prompts during a 15-min segment of instruction, (c) **self-evaluate** (graph your specific prompt rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
    - **Arrange your environment.** Today, we will set an initial **goal** for your prompt rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use prompts.
    - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students a prompt for appropriate behavior during the selected 15-min segment of educator-directed instruction.
    - **Self-evaluate.** Record total prompt statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
  - To help, we will send you weekly reminders about prompts and precorrections and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.
  - We will use the following table to further develop your self-management plan.

Estimate Your Current Prompt Rate:	___ prompts per minute
Initial Prompt Rate Goal:	___ prompts per minute
Plan for Increasing Prompt : <i>Identify how you will (a) prompt/remind yourself to use prompts, (b) use other strategies (e.g., script prompt statements into your lesson) to increase prompts, and (c) prompt/remind yourself to self-monitor.</i>	(a) (b) (c)
Self-delivered Reinforcement: <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement <i>Identify when you will (a) enter your prompt data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a) (b) (c)
Procedure for Email Coaching <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.





# Opportunities to Respond (OTRs)

## Core Components:

### Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

### Activity

- Identifying examples of OTRs in your context

### Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

### Review and wrap-up

# OPPORTUNITIES TO RESPOND

## What is an opportunity to respond (OTR)?

“An opportunity to respond (OTR) is a teacher behavior that prompts or solicits a student response (e.g., asking a question, presenting a demand).”

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008, p. 359)

## Why provide OTRs?

- Delivering **high rates of OTRs** is associated with
  - increases in
    - on-task behavior (Garnine, 1976; Sutherland, Alder, & Gunter, 2003),
    - academic engagement (Garnine, 1976), and
    - number of correct responses (Sutherland et al., 2003); and
  - decreases in
    - disruptive behavior (Garnine, 1976; Sutherland et al., 2003; West & Sloane, 1986).
- **Choral responding** (i.e., all students verbally responding together) has been shown to have positive effects on academic achievement (Sindelar, Bursuck, & Halle, 1986) and on-task behavior (Godfrey, Grisham-Brown, & Schuster, 2003)
- The use of **response cards** (i.e., all students simultaneously holding up written responses) has been demonstrated to increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006).
- Although response cards were most effective at increasing participation and on-task behavior, **choral responding** has also been found to be slightly more effective than **traditional hand raising** (Godfrey, Grisham-Brown, & Schuster, 2003).

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## Strategies to increase the frequency of OTRs

- Increase the **frequency** of individually directed opportunities
- Replace individual OTRs with **unison response strategies** (i.e. verbal, gestural, response cards, clickers)
- **Guided notes** (i.e. partially completed notes in which students fill in the blanks)
- Increase **peer-to-peer** academic interactions (i.e. Class-wide Peer Tutoring, Numbered Heads Together; Think, Pair, Share)  
(Haydon, Macsuga-Gage, Simonsen, & Hawkins, 2012)

## What are some examples (and non-examples) of OTRs?

Examples of OTRs	Non-Examples of OTRs
<ul style="list-style-type: none"> <li>• During a history lesson, the educator says to students, “<b>Please take out your white boards and write down the name of the country that borders the US to the south.</b>”</li> <li>• During an English lesson, the educator gives students cards that say exposition, building action/ events, climax, and dénouement. The educator states an event from the story and <b>asks the students to hold up the card that appropriate labels the type of event.</b></li> <li>• The educator points to a poster of rules for adding fractions and says, “<b>On your white boards or in your notebooks, write the answer to the equation <math>\frac{1}{2} + \frac{1}{4} = \underline{\quad}</math> and look at me when you are done.</b>”</li> <li>• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “<u>th</u>ough,” and says, “<b>What sound?</b>”</li> <li>• During a physics lesson the educator <b>asks groups of students to work together to explain</b> the concept conservation of energy. The teacher then selects one (random) student from the group to share the groups response .</li> <li>• During an English lesson the teacher <b>asks the students to turn and share their summary of their reading with a peer.</b></li> <li>• During a history lecture, <b>the teacher asks students to complete guided notes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• During a history lesson, the educator <b>tells the students that Mexico is the country that borders the US to the south.</b> She continues to explain that Mexico used to own parts of the US. (<i>No OTR was provided.</i>)</li> <li>• During an English lesson, the educator gives students a <b>sheet with definitions</b> of the following vocabulary words: exposition, building action/ events, climax, and dénouement. <b>The educator then gives examples of each word using events from a story the class had recently read.</b> (<i>No OTR was provided.</i>)</li> <li>• The educator points to a poster of the rules and states, “<b>Remember to show respect during a transition by staying to the right of the hallway and allowing personal space.</b>” (<i>This is a prompt for appropriate social behavior.</i>)</li> <li>• After a student responds by correctly pronouncing /th/. The educator says, “<b>Nice pronunciation.</b>” (<i>This is specific praise for a correct academic reponse.</i>)</li> <li>• After the student responds correctly by explaining the concept of conservation of energy the <b>teacher says, “Nice job including all the major points in your answer.”</b> (<i>This is specific praise for a correct academic response</i>)</li> <li>• The teacher points to the due date for the term paper which is written on the board and <b>says, “Remember, papers are due in 2 weeks”</b> (<i>This is a prompt for future academic behavior.</i>)</li> <li>• During a history lecture, the teacher <b>says, “Remember to raise your hand if you have a question.”</b> (<i>This is a prompt for social behavior.</i>)</li> </ul>

## What are the critical features of OTRs?

- Educator behavior that occasions (i.e., requests, solicits) an academic response
- OTRs may request verbal, gestural, written, or other response modalities
- OTRs may be delivered to an individual or a group of students (including a whole class)

## How will you use OTRs in your classroom?

Write three (or more) OTRs that you will use in your classroom during educator-directed instruction.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

## How will you increase the likelihood that you will deliver OTRs?

- Self-management
  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
  - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
  - We will ask you to (a) **arrange your environment** to increase the likelihood that you use OTRs (set goals and give yourself reminders), (b) **self-monitor** (count) your use of OTRs during a 15-min segment of instruction, (c) **self-evaluate** (graph your OTRs rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
    - **Arrange your environment.** Today, we will set an initial **goal** for your OTRs rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use high rates of OTRs.
    - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students an OTR during the selected 15-min segment of educator-directed instruction.
    - **Self-evaluate.** Record total OTRs in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
  - To help, we will send you weekly reminders about OTRs and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.

- We will use the following table to further develop your self-management plan.

Estimate Your Current OTR Rate:	___ OTRs per minute
Initial OTR Rate Goal:	___ OTRs per minute
Plan for Increasing OTRs: <i>Identify how you will (a) prompt/remind yourself to use high rates of OTRs, (b) use other strategies (e.g., script OTRs statements into your lesson) to increase OTRs, and (c) prompt/remind yourself to self-monitor.</i>	(a)  (b)  (c)
Self-delivered Reinforcement: <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement <i>Identify when you will (a) enter your OTR data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a)  (b)  (c)
Procedure for Email Coaching <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.



# Specific Praise

## Core Components:

### Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

### Activity

- Identifying examples of praise in your context

### Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

### Review and wrap-up

# SP RAISE

## ECIFIC & CONTINGENT

### What is specific and contingent praise?

“*Specific, contingent praise* is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.”

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

### Why provide specific and contingent praise?

- + Delivering **contingent praise** for
  - academic behavior increased participants’
    - (a) correct responses (Sutherland & Wehby, 2001),
    - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
    - (c) language and math performance on class work (Roca & Gross, 1996), and
    - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
  - appropriate social behavior increased participants’
    - (a) on-task behavior (Ferguson, & Houghton, 1992),
    - (b) student attention (Brodin, Bruce, Mitchell, Carter, & Hall, 1970),
    - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
    - (d) positive self-referent statements (Phillips, 1984), and
    - (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).
- + Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- + Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.  
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## What are some examples (and non-examples) of specific and contingent praise?

Examples of Specific Praise	Non-Examples of Specific Praise
<ul style="list-style-type: none"> <li>• During educator-directed instruction, a student raises her hand. The educator says, <b>“Thank you for raising your hand.”</b></li> <li>• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, <b>“Thank you for coming in the room quietly.”</b></li> <li>• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and mouths (moves lips without sound), <b>“Thank you for paying attention.”</b></li> <li>• After a educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, <b>“Nice pronunciation.”</b></li> <li>• After the student responds correctly by explaining the concept of conservation of energy the teacher says “Nice job including all the major points in your answer”</li> </ul>	<ul style="list-style-type: none"> <li>• During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, <b>“Gee, thanks for listening.”</b> (<i>This is sarcasm, not specific praise.</i>)</li> <li>• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a <b>“thumbs up”</b> to recognize the quiet entry. (<i>This is general and non-verbal.</i>)</li> <li>• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 min later, the educator looks at a second student, smiles, and says <b>“good job.”</b> (<i>This is general and not clearly contingent.</i>)</li> <li>• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “through,” and says, <b>“What sound?”</b> (<i>This is an opportunity to respond.</i>)</li> <li>• During a physics lesson the educator <b>asks groups of students to work together to explain</b> the concept conservation of energy. (<i>this is an opportunity to respond</i>)</li> </ul>

## What are the critical features of specific and contingent praise?

- Deliver immediately after the behavior
- Specifically state the desired behavior demonstrated
- Pair praise with other rewards (e.g., delivery of tokens or points) you use with your class/group

## How will you use specific and contingent praise in your classroom?

Write three (or more) specific praise statements that you will use in your classroom during educator-directed instruction.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

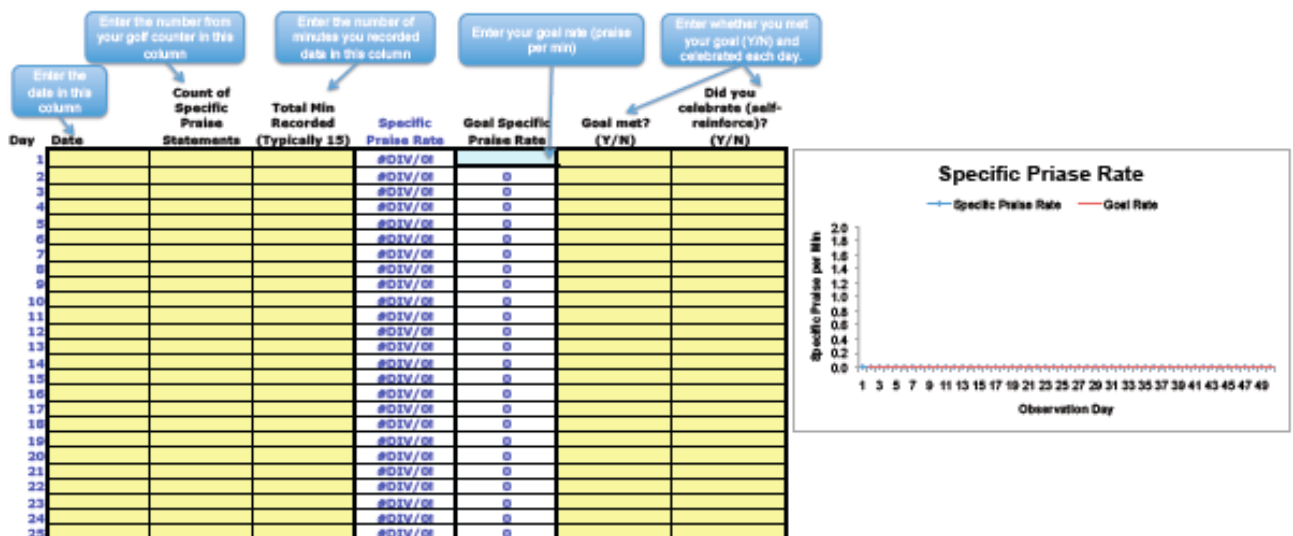


## How will you increase the likelihood that you will deliver specific and contingent praise?

- Self-management
  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
  - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
  - We will ask you to (a) **arrange your environment** to increase the likelihood that you use praise (set goals and give yourself reminders), (b) **self-monitor** (count) your use of specific praise during a 15-min segment of instruction, (c) **self-evaluate** (graph your specific praise rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
    - **Arrange your environment.** Today, we will set an initial **goal** for your specific praise rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use specific praise.
    - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students specific praise during the selected 15-min segment of educator-directed instruction.
    - **Self-evaluate.** Record total praise statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
  - To help, we will send you weekly reminders about specific praise and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.
  - We will use the following table to further develop your self-management plan.

Estimate Your Current Praise Rate:	___ specific praise statements per minute
Initial Praise Rate Goal:	___ specific praise statements per minute
Plan for Increasing Praise:  <i>Identify how you will (a) prompt/remind yourself to use praise, (b) use other strategies (e.g., script praise statements into your lesson) to increase praise, and (c) prompt/remind yourself to self-monitor.</i>	(a)  (b)  (c)
Self-delivered Reinforcement:  <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement  <i>Identify when you will (a) enter your praise data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a)  (b)  (c)
Procedure for Email Coaching  <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.



# Final Review

## Core Components:

### Presentation

- Review of Five Critical Features
- Focus on Responding to Student Behavior with Error Corrections

### Activity

- Scripting Error Corrections

### Review and wrap-up

## Critical Features of Classroom Management

1. **Maximize structure** in your classroom.
2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a continuum of strategies to **acknowledge appropriate behavior**.
5. Establish a continuum of strategies to **respond to inappropriate behavior**.  
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## Focus on Responding to Inappropriate Behavior

- You may employ a continuum of strategies to respond to inappropriate behavior:
  - **Error corrections** (providing specific and contingent feedback for the inappropriate behavior)
  - **Differential reinforcement** (reinforcing what you want students to do instead of the inappropriate behavior)
  - **Planned ignoring** (withholding attention for inappropriate behavior being used to get your attention)
  - **Response cost** (removing something—privileges, tokens, etc.—contingent on inappropriate behavior)
  - **Time out from reinforcement** (BRIEFLY removing student from the opportunity to receive reinforcement, or participate in a reinforcing environment/activity, contingent on inappropriate behavior)
- **Error Corrections** should be
  - —...**contingent**: occur immediately after the undesired behavior
  - —...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
  - —...**brief**: after redirecting back to appropriate behavior, move on
- How will you use **error corrections in your classroom?**  
*Write three (or more) specific error correction statements that you could use in your classroom to address common inappropriate behaviors.*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

**Thank you!!!**

<b>Email reminders for OTRs</b>	
#1	<p>Hi All,</p> <p>We hope you're having a great Monday! As promised, this is your first weekly email reminder about OTRs.</p> <p>Remember, "OTRs" are teacher behaviors that request or solicit academic responses from one or more students.</p> <p>"What is 2+2" and "Please write your answer on your white boards" are examples of OTRs statements.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#2	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about OTRs: Effective OTRs include response cards, choral or unison responding, individual responding, and other strategies that promote active student responding/engagement with academic content.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#3	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>This is another weekly reminder about OTRs: High rates of effective OTRs are associated with a variety of desired outcomes for students, including both (a) increases in academic and on-task behaviors and (b) decreases in disruptive behaviors.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#4	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>It's time for your weekly reminder: OTRs are not only good for the students! We've found that it makes lessons more fun to teach, and it helps us be more effective as educators.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#5	<p>Hi All,</p> <p>WE hope you had a nice weekend and were able to spend time with friends and family.</p> <p>It's time for your weekly reminder: OTRs help create an academically engaging classroom environment.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p>

	Thank you!!!
#6	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about OTRs: OTRs solicit or request academic responses from an individual (e.g., “Jose, what did you write down as an answer to Question 3?”) or group (e.g., “Hold up the correct number of fingers for the question on the SmartBoard [5-2=?]”)</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#7	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#8	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>

<b>Email reminders for prompts and pre-corrections.</b>	
#1	<p>Hi All,</p> <p>We hope you're having a great Monday! We enjoyed meeting with you last week. As promised, this is your first weekly email reminder about prompts and pre-corrections.</p> <p>Remember, "verbal prompts " are <i>verbal</i> (i.e., not a look or gesture), delivered <i>before</i> the behavior is expected), and <i>specifically</i> state the behavior that is expected.</p> <p>"During our next activity, please raise your hand if you want my attention" and “Please walk safely” are examples of brief prompts and pre-corrections (as long as they are delivered <i>before</i> the behavior is expected.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#2	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about prompts and pre-corrections: Effective prompts occur before the expected behavior, are specific and frequent, and can be combined with other strategies (like active supervision).</p>

	<p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#3	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>This is another weekly reminder about prompts and precorrections: Prompts and precorrections are associated with good outcomes, including (a) decreased problem or undesired behavior and (b) increased appropriate or desired behavior. They easy and effective!!!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#4	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>It's time for your weekly reminder: Prompts and precorrections are not only good for the students! We've found that it helps us think about what we want students <i>to do</i> (instead of correcting them after the fact), and we are better able to focus on the positive and desired behaviors throughout the day.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#5	<p>Hi All,</p> <p>WE hope you had a nice weekend and were able to spend time with friends and family.</p> <p>It's time for your weekly reminder: Prompts and precorrections help create a positive classroom environment.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#6	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about prompts and precorrections: Prompts occur before the behavior and remind students' specifically what's expected. They can be provided to individual students or the whole class.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#7	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!!</p>
#8	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p>

	Thank you!!!
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<b>Email Reminders for Specific Praise</b>	
#1	<p>Hi All,</p> <p>We hope you're having a great Monday! We enjoyed meeting with you last week. As promised, this is your first weekly email reminder about specific praise.</p> <p>Remember, "specific praise" is contingent (delivered immediately after the behavior), specific (names the desired behavior exhibited), and positive.</p> <p>"Nice hand raise" and "Thank you for actively listening" are examples of brief specific praise statements.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#2	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about specific praise: Effective praise is contingent, genuine, and specific. Specific means that you name the behavior when you provide the praise statement (e.g., "Thank you for quietly finding your seat.")</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#3	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>This is another weekly reminder about specific praise: "Catch 'em being good!" Specific praise (i.e., praise that names the behavior) is associated with a variety of desired outcomes for students, including both (a) increases in academic and prosocial behaviors and (b) decreases in disruptive and off-task behaviors.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#4	<p>Hi All,</p> <p>Happy Monday! We hope you had a nice weekend.</p> <p>It's time for your weekly reminder: Specific praise (praise that names the behavior) is not only good for the students! We've found that it helps us focus on the positives throughout the day, and we go home more focused on those than the negatives.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#5	<p>Hi All,</p> <p>WE hope you had a nice weekend and were able to spend time with friends and family.</p>



	<p>It's time for your weekly reminder: Specific praise (praise that names the behavior) helps create a positive classroom environment.</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#6	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>This is your weekly reminder about specific praise: Effective praise is contingent, genuine, and specific; and it can be delivered to an individual (e.g., "Thank you for raising your hand.") or group (e.g., Wow, you walked safely when you came in. That was great!)</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>
#7	<p>Hi All,</p> <p>Happy Monday! We hope you had a great weekend!</p> <p>Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!</p> <p>Thank you!!</p>