

## Effective Classroom Practice Response Strategies & Error Correction Mini-Module Fact Sheet

- Clearly stating expectations and consistently enforcing them **lends credibility to a teacher’s authority** (Good & Brophy, 2000)
- Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)
- Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993)
- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)
- “The single most commonly used but *least effective* method for addressing undesirable behavior is to verbally scold and berate a student” (Albetro & Troutman, 2006).

Classroom Continuum of Response	
1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful	
	Words/Actions an Adult Can Use.
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	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.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

