**Classroom Continuum of Responses:**

**Respectful Redirect/Error Correction**

**Student Scenarios**

**http://pbismissouri.org/class.html**

**Example 1:**

The teacher did not eat breakfast because one of her children threw up when they were getting ready for school. She was up most of the night with the same child. Later that day the class is working on an independent assignment. They do have a classwide expectation for being responsible when working on independent work. Students are working well except for two who are talking. The teacher says very firmly, “You are supposed to be working by yourself; there shouldn’t be any talking.” One student mumbles under his breath, and the teacher writes his name on the board. The students then curse at the teacher. The teacher says, “what did you say?” The two students say, “we said you are an f\_\_\_n b\_\_\_ and we hate this school.. The teacher says, that’s it, and asks the students to leave. They do with a great deal of yelling.

To address this problem how would you use?

1. Prevention – know you are tired and be aware you are ready for a trigger, remind students about expectations
2. Teaching – have taught responsibility and respect to students before the class starts in terms of working in small groups
3. Rewarding – acknowledge students who are on task and then your off task students as soon as they comply
4. Extinction (e.g., planning ignoring) -
5. Use correction (e.g., redirection) (use the one page document on redirection provided.
6. Collecting data – how many times you could have engaged in a power struggle (responded with public correction) and did not on golf counter or with paper clips. Did I explain the assignment? Was the assignment at an independent level for my students? Did they have enough guided practice?

Adapted from [**http://pbismissouri.org/class.html**](http://pbismissouri.org/class.html)and Heather Reynolds, 2011