Teacher Talk: Nine Key Phrases that Help Motivate, Encourage, and Build Responsibility

Phrase	Provides students with...	You are communicating...	Examples
"Check yourself"	• the opportunity to be responsible for their own choices	to them that you see them as capable and responsible	• "It seems noisy to me. Please check yourself to see if you are using your inside voice." • "It's time for the assembly. Please check yourself to see if you are lined up next to someone with whom you'll be able to sit quietly."
"Next time..."	• an image of what you want to see happen in the future	that any behavioral error he or she made is over and you have moved on	• "Next time, please let me finish my sentence before you start talking." • "Next time, please respect the rules about using art supplies."
"Please make a different choice."	• information about their present behavior and asks that they choose a different response	Respect	• "Pablo, your talking is disturbing reading time. Please make a different choice." • "Madison, crayons are not for throwing. Please make a different choice."
"I see..."	• a description of the current situation and the opportunity to decide what to do	that you think they are capable of creating appropriate responses once they understand the situation	• "I see paintbrushes under the art table." • "I notice that some students aren't raising their hands." • "I see groups that aren't sharing fairly."
"You decide." *"You choose."* *"It's up to you."* *"You can pick."*	• opportunities to be decisive and exercise independence • (when the request is clearly within the bounds of class rules)	that you are empowering them and you are not going to be a permission-giver	• *"Is this book a good one for me?"* "You decide." • *"Is it okay if I ask Beth to help me?"* "It's up to you."
"I'm really surprised."	• information about the positive expectations you have for them	that their particular behavior is not who and what they really are	• "The substitute teacher said you didn't listen. I'm really surprised at that." • "I was surprised by the behavior that I saw today."

Phrase	Provides students with…	You are communicating…	Examples
"Help me solve my problem."	• a model for effective problem solving and communication skills • encouragement to make a personal investment in solving the problem	confidence in their ability to reach a workable solution	• "I want you to help me solve my problem. When the class is noisy and takes a long time to clean up after science, we have less time for reading and I feel frustrated."
"Wouldn't it"	• an opportunity to take responsibility and make a verbal acknowledgement or commitment • an opportunity to learn negotiating skills by appealing to their sense of logic and fairness	• what you believe the situation to be and that he/she needs to believe it too • that you want to establish rules and expectations	• "Helping Kerry rebuild her tower would be a good thing to do, wouldn't it?" • You chose not to do your homework. That violated our agreement, didn't it?" • You know the consequence we agreed on, don't you?"
"Check it out inside."	• a cue to look within for some of the answers that they seek • encouragement to trust their own judgment	faith in their ability to make the right decisions	• "Do you think you hurt Jenny's feelings? Check it out inside." • "You aren't sure which activity to choose today? Listen to your voice inside." • "Why did you choose to behave that way? Check it out inside."

(Adapted from Moorman, C. (2003). Teacher talk: Nine key phrases that help motivate, encourage, and build responsibility, *Instructor*. Retrieved on November 14, 2007 from http://findarticles.com/p/articles/mi_m0STR/is_2_113/ai_109947648.)

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Love and Logic Solution:

Turn Your Word Into Gold

The Art of Enforceable Statements for the School

Ineffective Technique	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.
Keep your desks organized and neat.	All owners of neat desks are welcome to join us at recess.
I'm not loaning you any more paper.	I loan paper to those who have not borrowed before.
If you can't remember your pencil, you're just going to have to do without.	Feel free to borrow from anyone but me.

continued on next page

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Turn Your Word Into Gold, continued.

Ineffective Technique	Love and Logic Technique
You're not going out without your coat.	You may go out as soon as you have your coat.
You're not going to stay in this group and act like that.	You may stay with us if you can give up on that behavior.
Don't you come back to this room until you can show some respect!	Feel free to come back to the room as soon as you are calm.
Quit breaking the rules of the game.	Those who can follow the rules are welcome to play the game.
Stop arguing with me.	I'll be glad to discuss this with you as soon as the arguing stops.
If you can't treat the paintbrushes right, you'll just have to sit out this project.	All of those who can handle the paintbrushes right are welcome to join us in the project.
If you forget your permission slip, you're going to miss the trip.	All of those who remember permission slips are welcome to go on the field trip.

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Script for Correction Cycle

1. What are the rules?
2. Was your behavior safe, respectful, and responsible?
3. What do you need to do?
4. Are you willing to do that?

Script for "Reteach"

1. Give a reminder of the rule	Please show respect by paying attention to the lesson
2. Define what the expected behavior looks like	Attention means being silent and listen
If general redirection doesn't work:	
1. State your expectation	I expect that all of the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to.
2. Have student explain what the expected behavior looks like	(Student's, name), what does giving attention during a lesson look like?
3. Respond after student answers	Thank you, I'm glad that we all understand this now

Scripts for Encouraging Desired Behavior

1. Thank you for _____ (specific behavior). It shows that you have been _____ (Safe, Respectful, or Responsible).
2. Thank you for ____ (specific behavior). That's a great example of being _____ (S, R, R).
3. I really appreciate how you _____. That's a wonderful example of being _____ (S, R, R).
4. By being _____ (specific behavior) in the library you show a good example of being _____ (S, R, R).
5. Thank you, _____ (name) for _____ (specific behavior). That's showing _____ (S, R, R).
6. Thank you, _____ (name) for _____ (specific behavior). You're showing a good example of being _____ (S, R, R).

ABC Functional Behavioral Assessment Form

Name _____ Date _____

Setting Information:

Time	Antecedent	Behavior	Consequence

ABC Functional Behavioral Assessment Form

Name _____ Date _____

Setting Information:

Time	Antecedent	Behavior	Consequence

Functions of Behavior		
	Positive Reinforcement (get something)	**Negative Reinforcement** (get out of something)
Attention		
Tangibles/ Activities		
Sensory		

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	Positive Reinforcement (get something)	**Negative Reinforcement** (get out of something)
Attention		
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Sensory		

Behavior Intervention Plan

Student Name: _____ Problem Behavior: _____

Definitions; _____

Grade: _____ Date of Birth: _____

Teacher Name: _____ Replacement Behavior: _____

Date: _____ Definitions; _____

RECOMMENDED CHANGES

Modification	Description of Procedure	Who	What	Where
Teach Replacement Behavior(s)				
Environmental Changes				
Changes in Curriculum/ Instruction				
Changes in Antecedents				
Changes in Consequences				

Related IEP Goals _____

Review #1 Date: _____ Modifications to plan: _____

Review #2 Date: _____ Modifications to plan: _____

Review #3 Date: _____ Modifications to plan: _____

BEHAVIOR INTERVENTION PLAN

Student Information:	**Name:** **Date:** **School:** **Grade:**
BIP Report By:	
Problem Behavior: *Inappropriate behavior(s)*	
Replacement Behavior: *What is expected of the student?*	
Method of *Teaching* Replacement Behavior and By Whom: *How will we teach the desired behavior and who will teach it?*	☐ direct instruction, by: _____ ☐ social skills training, by: _____ ☐ anger management, by: _____ ☐ providing cues, by: _____ ☐ role playing, by: _____ ☐ modeling, by: _____ ☐ behavior contract, by: _____ ☐ stress management, by: _____ ☐ decision-making lesson, by: _____ ☐ use of mentor(s), by: _____ ☐ other _____, by: _____
Accommodations, Interventions, and Who's Responsible for Them: *What help will we give the student to help him/her succeed?* *It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.*	**Accommodations to assist the student in displaying the replacement behavior:** ☐ clear, concise directions ☐ supervise free time ☐ frequent reminders/prompts ☐ avoid strong criticism ☐ frequent breaks/vary activities ☐ predictable, routine schedule ☐ teacher/staff proximity ☐ specified study area ☐ reprimand the student privately ☐ preferential seating ☐ modify assignments ☐ avoid power struggles ☐ review rules & expectations ☐ specifically define limits ☐ provide alternate recess ☐ avoid physical contact ☐ provide cooling off period ☐ provide highly-structured setting ☐ communicate regularly with parents ☐ other _____ **Interventions & Who's Responsible for Them:** 1. 2. 3. 4.
Method of *Measuring* Progress: *How will we know if it's working or not?*	☐ direct observation ☐ daily behavior sheet ☐ weekly behavior sheet ☐ charting/graphing ☐ self-monitoring ☐ number of discipline referrals ☐ other: _____
***Length* of behavior plan**	☐ one week ☐ two weeks ☐ other: _____
Positive Consequences for Appropriate Behavior *What can the student earn?*	☐ verbal praise ☐ immediate feedback ☐ computer time ☐ earned privileges ☐ earned tokens/points ☐ positive call or note home ☐ tangible rewards ☐ free time ☐ positive visit to office ☐ other _____
Negative Consequences for Inappropriate Behavior: *What happens if student does not behave?*	☐ loss of points/tokens ☐ loss of privileges ☐ time out ☐ phone call home ☐ work detail ☐ detention ☐ send to office ☐ in-school suspension ☐ out-of-school suspension ☐ escort to another area ☐ other _____

Behavior Intervention Plan Form

Student: _____ Teacher: _____

School: _____ Date: _____

Step	Action	Outcomes
1	Identify the function of the behavior • Describe the behavior in measurable terms. • How does the behavior meet the student's needs?	
2	Select a replacement behavior • What should the student do instead? • What do successful students do? • Will the behavior help the student meet his or her needs?	
3	Design a teaching plan The expected behavior includes: • Conditions • Behavior Teaching examples should: • Describe when to use the behavior • Be realistic Non-examples should: • Describe when not to use the behavior • Be realistic	Expected behavior
		Teaching examples
		Non-examples
		Teaching strategies
4	Arrange the environment to facilitate success Consider changes to: • Physical environment • Classroom procedures • Task requirements • Teacher-student interactions	Problem situations
		Facilitate success

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Behavior Intervention Plan Form

Step	Action	Outcomes
5	Develop consequences for desired and undesired behavior (Artificial consequences should be used only when natural consequences are not sufficient!)	Natural positive consequences
		Withhold access to natural positive consequences
		Prompts
	• If the replacement behavior is not exhibited despite natural positive consequences and prompts	Artificial positive consequences
	• If the problem behavior continues despite natural positive consequences and prompts	Negative consequences
6	Write behavioral objectives • Learner: Who will demonstrate the behavior • Conditions: When, where, and under what circumstances • Behavior: A physical description of what the learner is to do • Criteria: How much of the behavior is neccessary for the objective to be complete	

Date for implementation: _____

Date for review: _____

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