**ETLP 4: Discouraging Unexpected Behavior Pre/Post Answer Key**

***Select the best match for each question.***

1. Two types of instructionally-based strategies are suggested for preventing and responding to unexpected behavior:
   1. **Direct and Indirect**
   2. Formative and Summative
   3. Obtain and Avoid
   4. Punitive and Permissive

**Rationale: Indirect strategies are unobtrusive and carried out quickly during instruction. Direct correction strategies are suggested for inappropriate behaviors that continue or do not change after indirect strategies have been used.**

1. Using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to physically positioning the teacher close to a student.
   1. Avoidance
   2. **Proximity**
   3. Common sense
   4. Momentum

**Rationale: Proximity can be used as a whole group strategy or for individual students. With the whole group, the teacher can intentionally move through the classroom during instruction, creating opportunities to be near each student for a period of time, demonstrating supervision and availability for assistance.**

1. One strategy for addressing unexpected behavior, called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ focuses on providing positive feedback to a student nearby who is meeting expectations, and following up with the target student when they demonstrate the appropriate behavior.
   1. Bait and switch
   2. **Ignore/Attend/Praise**
   3. The old switcheroo
   4. Trade-off

**Rationale: Ignore/Attend/Praise is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.**

1. A common strategy used to interrupt unexpected behavior and refocus the student by using a brief verbal reminder of the expectation is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   1. Forget-me-not
   2. Reprimand
   3. **Re-direct**
   4. Planned ignoring

**Rationale: This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the classroom rule/procedure the student needs to demonstrate. A redirect clarifies and emphasizes the current expectation.**

1. The most important consideration in choosing strategies for discouraging unexpected behavior is not the severity of the consequence, but the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   1. Person being punished
   2. **Consistency**
   3. Time of day
   4. Administrator conference

**Rationale: It is not the severity of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as we often look for a bigger consequence – the one that will stop the behavior. Yet, increasingly harsh consequences can actually lead to further behavior errors.**