



Provide Opportunities for Success

NON-VERBAL CUEING

Non-verbal cueing strategies can be effective in a variety of educational situations. The following examples focus on behavior management. When a student's behavior distracts from the class activity or discussion, sometimes stopping to address it verbally can compound the situation. Creating non-verbal systems that reinforce positive behavior and address negative behavior *when it occurs* can support the flow of class and provide students with feedback on their performance.

The following examples of non-verbal cueing strategies recognize positive behavior and cue needed modifications to negative behavior. While these example strategies aim at elementary or early middle school students, the concept can be modified for older students (e.g., tap on students' desks or stand nearby to refocus them, or make notations on a desk in removable dry erase marker or on post-it notes).

STAMP REWARDS



In this picture of a Landmark elementary student's desk, the "stamp chart" on the right recognizes positive behavior. Teachers first identify a behavior they would like to see (e.g., "Take out your homework without a reminder." or "Proofread your work with greater independence."). Then, when they observe this behavior from the student, they stamp the chart. In this way, teachers non-verbally acknowledge the behavior *as it happens*, thus reinforcing the idea that they notice and appreciate the gains the students are making. When the chart is filled, students earn a small reward.

STOPLIGHT CUEING



This corner of the desk demonstrates the velcro "stoplight" system for self-monitoring and behavior management. All students begin with the green light above the other two, signifying "keep doing what you are doing."

- If a student demonstrates undesirable behavior (e.g., speaking without raising a hand or being called upon), the teacher removes the green light to denote the first warning with no consequence.
- The yellow light is now at the top, signifying "caution—slow down and think about your actions."
- If the student continues the behavior, the teacher removes the yellow light, leaving just the red light, signifying "stop the undesirable behavior," then meets with the student in the hall to provide a strategy for changing the behavior.
- If the behavior continues, the teacher removes the red light. The students know this means they must leave the class and see an administrator or counselor designated to address behavior issues.