Planned Ignoring	If an attention-seeking behavior, such as pencil tapping, is ignored, the child may first increase the intensity of the tapping but may eventually stop due to lack of reinforcement.
Signal Interference	Nonverbal signals, such as the ringing of wind chimes or flicker of the lights, and verbal signals, such as the reminder of the rules, can signal students to change their own behavior.
Proximity and Touch Control	The presence of the teacher nearby can remind students to refocus, refrain, and reengage.
Involvement in the Interest Relationship	Changing examples to reflect student interests or shifting the activity can reel students back into classroom discussions. Personal attention can also serve to reengage students (e.g., "Ben, what did you think of the story?").
Hypodermic Affection	For some students, the deliberate delivery of kindness or individualized attention can boost their sense of wellbeing and reduce their need to act out within the classroom. The term "hypodermic" implies that this sincere attention is more than skin deep! A student who is having a bad day can be disarmed by the genuine concern of a teacher.
Tension Decontamination Through Humor	Behavior management can quickly turn into a power struggle between teacher and student. One way to defuse this is through the use of humor.
Hurdle Help	Providing instructional support rather than a reprimand or redirect can sometimes help this situation. Statements like "Let's look at the first problem together" or "Tell me where you are on this assignment" serve to shift the focus to the instruction and off of the behavior.
Interpretation as Interference	A student who is acting out or frustrated might not have a clear picture of the situation or attribute inappropriate motives to others. Clarifying statements, such as "She did this in response to your action" serve as an "interpretation" of the event and can help the student develop a more rationale view of a situation.
Regrouping	Simply moving the players around can be an effective strategy for addressing unwanted behaviors. Teachers should take care to remove emotion from this strategy since negative attention can be reinforcing to some students. A statement such as, "I am moving you because the two of you are always talking!" is less effective than, "Today, we are switching partners in order to practice our new strategy."
Restructuring	Teachers can change an activity that is not going as planned in order to avoid or reduce undesired behaviors.
Direct Appeal	A reminder of the rules can be all a student or group of students need in order to get back on track.
Limitation of Space and Tools	Making sure that students have limited access to materials during modeling and instruction and having specific procedures in place for distribution, use and collection of materials are two strategies for reducing the misuse of classroom materials.
Antiseptic Bouncing	This technique is the nonpunitive removal of a student from the classroom. Like its punitive counterpart, "time out," antiseptic bouncing should be used with caution. Antiseptic bouncing involves sending a student out of the room on a neutral errand.
Permission and Authoritative *Verboten* ("No!")	Sometimes permitting a behavior is the fastest way to stop it. Some low-level behaviors can be tolerated, particularly if a disproportionate amount of time is spent attempting to eliminate it. The opposite of permission, the authoritative *verboten*, can also be effective in communicating to students that a particular behavior is not permitted. The key to an effective "no" is to eliminate the lecturing, nagging, or rational building that often occurs with it.
Promises and Rewards	Although rewards can be effective in reinforcing desired behaviors, caution should be used when using promises and rewards as a surface management technique. The inadvertent message rewards communicate, "If you behave, you will get a prize," can serve to undermine an overall classroom climate of productivity. In terms of overall classroom support, rewards are best delivered randomly or at unexpected times.

Figure 2. Surface Management Techniques