**Decrease Inappropriate Verbalizations via Peer-Monitoring**

This strategy has been shown to reduce inappropriate vocal behaviors such as calling out, talking to peers, making noises, and negative peer-to-peer comments (derogatory remarks, teasing, arguing, etc.). The original study for this strategy also reported positive effects for students with ADHD. This intervention is likely best used with elementary and middle school students.

**Prep Activities:**

1. Prominently display and review classroom rules. Particularly review and model rules concerning verbal interactions (like talking without permission, working quietly, listening quietly, using kind words, etc.).
2. Seat students in groups of 4-5.
3. Create “Group Behavior Charts” (one per group) – laminated 9’’x12’’ construction paper that is half green, 1 quarter blue, and 1 quarter red.
4. Create small laminated black circles (about the size of a 50 cent piece) – 5 per group.
5. Explain, demonstrate, and have the groups practice the peer-monitoring procedure as described below.

**Peer-Monitoring Procedure:**

1. Distribute one Group Behavior Chart to each group along with 5 black circles. Every circle or “dot” should begin in the green section of the chart.
2. Have each group conduct a meeting for the first 5 minutes of each intervention period to discuss its performance on the previous day and brainstorm how they will earn the reward for today.
3. Teach class as normal, but monitor the groups.
4. When any student makes an inappropriate verbalization (or breaks any other classroom rule), the following should occur.
   1. The student moves a dot from the green section of the Group Behavior Chart to the blue section.
   2. If the student fails to do so a group member should remind him or her to move the dot.
   3. If a dot has not been moved after 10 seconds, the teacher moves a dot from the green section to the red section quietly and without comment.
   4. Do not tolerate any negative behavior toward the student who caused the dot to be moved, or any general negative reactions from the group. If this occurs, the teacher quietly moves another dot to the red section.
5. At the end of the intervention period all students in teams that have at least one dot remaining in the green section earn a reward.
   1. The teacher can also encourage accurate group monitoring by requiring teams to have only one dot in the red section to receive their reward to promote accuracy in monitoring.