

Preventing Behavior Problems

- Determine reinforcer preferences
- Determine academic ability levels
- Determine social interaction skills
- Determine ability to remain on task
- Determine group behavior
- Monitor and limit contemporary determinants of inappropriate behavior such as having to wait, task length, task difficulty, peer involvement, etc.
- Base seating arrangements on behavior
- Base group involvement on behavior
- Maintain teacher mobility in classroom
- Maintain teacher/student contact: visual, verbal, and physical
- Use criteria for expectations based on observed behavior and performance
- Use shaping, fading, and imitation procedures to gradually change behavior
- Maintain variety in reinforcers
- Use the *Premack Principle* in arranging schedule (i.e., a more desirable behavior can be used to reinforce the completion of a less desirable behavior)
- Use curriculum as reinforcement
- Use rules, point cards, and schedules of daily events as discriminative stimuli
- Use contracting to individualize, specify expected behavior, and identify reinforcers
- Arrange seating so all students have visibility to and from the teacher and teacher can scan the entire class
- Maintain a full schedule of activities
- Use language that is positive and firm, not demeaning, insulting, or harassing
- Intervene early when any form of conflict occurs
- Do not ignore behavior as an excuse for not intervening
- Use time-out to help the student resolve problem behavior
- Use removal to prevent contagion, destruction of property, and danger to others
- Communicate and coordinate with other teachers
- Communicate with home to prevent students playing one adult against another