

## 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 the 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 the schedule (i.e., a more desirable task can be used to reinforce the completion of a less desirable task).
- 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 the 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.