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.**