

Teaching Threads

Behavior Change Strategies

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Positive Strategies that Prevent Undesired and /or Increase Desired Student Behavior (listed in no significant order)

If you need a few more ideas on how to change student behavior, this list is for you. If you have any questions, feel free to contact me.

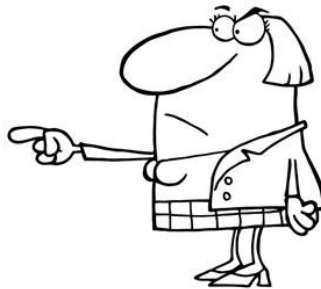
- Using a strength-based approach
- Providing frequent, genuine praise, appreciation, recognition, and rewards
- Teacher proximity and withitness
- Increasing academic learning time and student engagement
- Incompatible behavior strategy
- Supportive, responsive environment
- Teaching compliance, cooperation, and friendship skills
- Adequate materials and equipment for all
- Prompting desired behavior
- Behavioral momentum
- Varied schedules of reinforcement
- Direct instruction of desired behavior
- Teacher planning, preparation, and organization
- Addressing prerequisite skills and knowledge
- Individual accommodations
- Hands-on activities and engaging instruction
- Consistency
- Teaching, re-teaching, practice, prompting, posting, recognition of classroom rules and procedures
- Setting/environmental analyses with modifications in physical, social, instructional environments
- Positive reinforcement of desired behavior
- Signaling, prompting, cuing desired behavior
- Differential reinforcement
- Behavioral contracts
- Token economies
- ABC analysis - antecedent and consequence based interventions
- Functional behavior analysis and intervention
- Teaching for generalization
- Redirection
- Goal setting
- Self-management, self-assessment, self-reinforcement, self-monitoring
- Shaping student behavior
- Teach student chains of desired behavior / chaining
- Chain stopping, chain interrupting
- Teach how-to's for academic and behavioral skills
- Group recognition/reward/ reinforcement programs
- Cooperative learning activities
- Building student motivation to learn
- Teaching a relevant behavior curriculum including social, school survival, cognitive, and affective skills
- Variety in teaching methods, materials, and student assignments
- Safe, secure, trusting atmosphere for students
- Challenging academic and behavioral expectations
- Peer modeling/ observational learning
- Video-modeling and video self-modeling
- Peer tutoring/CWPT
- Universal Design for Learning
- Differentiated instruction
- Student preferences, interests, and choices
- Providing at least 3 positives to 1 negative statement to students
- Clear directions and expectations for behavior



- Frequent positive communications with families
- Managing the physical environment and classroom arrangement
- Attending to the physical needs of students
- Keeping yourself healthy, happy, positive, and ready!
- Treating all students and parents with respect and understanding.
- Get to know and like your students for who they are and who they can become
- Maintaining a schedule or routine
- Peer prompting, recognition, and reinforcement
- Reflection by teacher and students
- Active listening and I messages
- Calls home for recognition
- Following up on student questions
- Student involvement in constructing rules and learning activities
- Improve student academic skills
- Relevant curriculum
- Providing choices
- Problem solving and social skills instruction
- Reviewing student's daily performance in a positive manner
- Classroom acknowledgment system to acknowledge desired behavior and achievement
- Teaching technology, study, task-completion, organization skills
- Assess transitions and implement strategies to increase desired transition behaviors
- Change in instruction, routine, schedule
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Negative Strategies that Decrease Undesired Student Behavior

- Response cost
- Exclusion
- Suspension
- Seclusion
- Harassment
- Restraint
- Extinction
- Reprimands
- Planned ignoring
- Punishment
- Removal of reinforcement
- Negative reinforcement
- Overcorrection/positive practice
- Presentation of aversive stimuli
- Verbal and physical abuse
- Humiliation/embarrassment
- Time-out: non-exclusionary and exclusionary
- Sarcasm, ridicule, rudeness, insults, name-calling



As always, my intent in presenting these activities is to help teachers answer this question -

What can I do to make it easier for my students to learn and behave?



Sharon A. Maroney, Ph. D., a special educator for over 40 years, has held faculty positions at Western Illinois University and Buena Vista University, teaching and consulting positions in Emotional and Behavioral Disorders, and leadership positions for the Midwest Symposium for Leadership in Behavior Disorders, the Council for Children with Behavioral Disorders, and the Council for Exceptional Children.