INTERVENTIONS FOR BEHAVIOR
Negative Student Behavior

Purpose:
To replace negative behavior with appropriate behavior and encourage more cooperative choices; build responsibility, accountability and self-management.

Description:
Replacement of negative or disruptive student behavior that is interfering, in some way, with the teaching or learning process.

Materials:
No specific materials necessary.

Procedure/Steps:
1. Interrupt disruptive or destructive behavior.
2. Withdraw positive consequences until the student changes the behavior (or until another time when the student has another chance to behave more cooperatively), or until student corrects, repairs, restores or replaces materials or areas damaged or disarranged.
3. Require the student to change the behavior in order to gain (or regain) access to meaningful outcomes or privileges.
4. Accept the student even though you do not accept the behavior. Leave the door open for the student to stop and replace negative behaviors: *"You can have the book back as soon as you both agree on how you'll share it."*

Note: Many misbehaviors can be avoided by getting students attention before giving clear directions or instructions, by making sure adequate materials and resources are available, by practicing transitions, by building independent work habits, by making sure that assignments challenge students and yet allow for achievement and success for everyone, and by maintaining physical proximity and eye contact. Minimizing negative reactions whenever possible, validating students' feelings or reality, and maintaining a sense of humor can avert many problems.

Note: If a misbehavior or potential misbehavior is due to lack or misunderstanding of directions, interrupt the behavior: *"Stop"* or *"Freeze."* Give additional information or directions, or suggest more acceptable options: *"Stop. We don't pour paint in the trash can. Pour the paint in the sink and run the water until you can't see the paint anymore."*

Connection to Boundary: Boundaries offer conditional access to positive outcomes (e.g., privileges, meaningful activities, etc.). As long as students behave in ways that respect the conditions of the boundary, they retain the privilege the boundary promises. As soon as those conditions are violated, the privilege is removed. Keep in mind that removal of positive consequence depends on availability of positive consequence, which is why a reward-oriented, win-win environment makes this process possible and effective.

Caution: Follow-through requires constructive action. Once previously-announced limits have been violated, withdraw privileges immediately. Avoid warnings and reminders after the fact. Do not ask for excuses ("why"); instead, simply restate the boundary (or ask what the student plans to do to correct the situation). Avoid punishing or taking responsibility for the student's problem.

Evaluation of Effectiveness:
Comparison of student behavior before and after implementation.

Sources:
http://www.janebluestein.com/handouts/strategies.html