Several effective techniques are presented in this chapter that educators can use with an individual student, with a small group of students, or with an entire classroom. While many students learn and flourish in a well-structured classroom and do not require specific or intensive intervention to behave appropriately, students with behavior problems and/or emotional disabilities will require more support and may require more extrinsic motivation to develop appropriate academic, social, and compliant behaviors. The goal of these interventions is not simply behavior management or using rewards to control behavior, rather it is to help students improve behavior and develop internal motivation to succeed. Based on the definition of the term *intervention* described in Chapter 2, the research-validated procedures presented in this chapter include methods of teaching new skills, and/or manipulation of antecedents and consequences. They include a range of effective or combination of effective positive interventions such as group contingencies, self-management, differential reinforcement, token economies, peer tutoring, as well as some mild reductive techniques such as response-cost and time-out from reinforcement. A complete list of behavioral intervention terms, definitions, examples, and cautions for each are provided in Appendix B. When selecting an intervention, it is always important to try the most direct or simple approach first. When classroom disruption is the result of only one or two student’s misbehavior, the most appropriate intervention may be an individual intervention. When several students are misbehaving, class-wide interventions or group contingencies may be more effective. Most of the following interventions can be adapted for use with an individual student, a few students, or with the entire class.

Based on the Teacher Top Ten Problem Behaviors listed in Chapter 1, the interventions for behavior problems are organized to address the major concerns...
that continue to disrupt classrooms at all grade levels. Most, if not all of these problem behaviors are externalizing behavior excesses described in Chapter 3, and fall into one of the six categories listed below. Specific interventions for a variety of behaviors under each category are described. Although each intervention is listed in only one of the following six areas, many of these interventions can also be used to improve behaviors in some of the other areas as well. Additional behavior problems related to peer-relationships and social skills are addressed in Chapter 7. Refer to the subject index for additional information and page references.

1. Aggression—Aggression involves both verbal and nonverbal actions intended to hurt others ranging from name calling to physical assaults and threats. Behaviors addressed in this category are, anger management, arguing, bullying, fighting, and teasing.
2. Disruptive Behaviors—Disruptive behaviors are behaviors that annoy or bother others, including talking out, interrupting, making noises, out-of-seat, and self-control.
3. Following Directions—Following directions refers to compliance with teacher requests, obeying commands, and doing what the teacher asks and expects.
4. Following Rules—Specific strategies to teach and reinforce classroom, playground, bus, or transition rules are included in this category.
5. Noncompliance—Noncompliance includes active refusal to comply with requests, defiant behaviors, and deliberate rule-breaking behaviors.
6. Task Engagement—Task Engagement refers to behaviors such as initiating tasks, task maintenance, and work completion.

When selecting interventions for behavior change, the student’s age and developmental level should be considered, as well as which behaviors are most likely interfering with a student’s educational progress and will lead to repeated failure. Regardless of the intervention used, these basic considerations for implementing a behavioral intervention are recommended.

1. Determine specific target behaviors to focus on that are the most problematic—those behaviors that are the most salient and disruptive to the classroom and most detrimental to the student’s success. It is best to limit targeted behaviors to only 1–3 specific behaviors. Although many times the primary complaint is actually quite complex and there are other underlying problems, this unacceptable behavior must change for success in other areas to follow.
2. Determine the possible functions (refer to ABC sheet in Appendix A) of the behavior and what antecedents or consequences may be contributing to the behavior before choosing an intervention.