S7 Ability to build trusting relationships with students while remaining professional and objective.

Support Strategies for Preventing Problem Behavior

A. Increase Student Control and Choices

- Teach choice-making and group decision-making.
- Ask students what they need to have a better experience at school.
- Include students in planning and problem-solving.
- Increase the number, variety, and importance of the decisions students make.
- Support students by having flexibility in their daily schedules.
- Grant students legitimate power—and involve students in leadership roles.
- Help students transition to the next class or activity.
- Add interesting activities and experiences that are matched to students’ individual needs.
- Encourage students to self-evaluate their work.
- Allow students to choose between various assignments or to choose what part of an assignment to do.
- Permit students to leave class when needed.
- Allow students to choose testing methods.
- Develop assignments that emphasize students’ choices, strengths, and talents.

B. Increase Opportunities for Positive Attention

- Assign students to teachers/advisors/mentors.
- Increase the number of friends or allies who know and spend time with students.
- Encourage other students to include the student with challenging behavior in activities.
- Engage family, friends, faculty, and other students in supporting the student with challenging behavior.
- Identify an adult mentor within the community.
- Increase the number of community activities to which students have access.
- Support students in joining after-school groups/clubs/teams.
- Increase others’ knowledge of students’ interests, strengths, and preferences.
- Use teaching assistants to help all students in the class rather than an assistant paired directly with one student.
- Speak and react to students in ways that model respect and friendship.
- Develop a peer-buddy system for students.

C. Increase Students’ Status, Self-Esteem, Image

- Encourage students to be peer mentors/tutors.
- Support students’ involvement in community-service activities.
- Give students assignments that will “guarantee” success.
- Support students in obtaining jobs.
- Add pro-social skills to students’ curricula.
- Support students in gaining access to high-status materials, such as clothing accessories that are in style for students’ age group and community.
- If any characteristics of a student’s life reinforces a negative reputation, try to decrease the stigma the student experiences.
- Give students high-status jobs/roles in the classroom or school.
- Increase amount of time students spend in activities that offer the best opportunities to express their natural abilities or strong interests (e.g., drawing, music, drama, pottery, sports, reading, or math).
D. Match Teaching Strategies/Arrangements to Meet the Student’s Strengths

- Increase the use of hands-on, small group (three to six students), teacher-directed or student-directed activities; decrease/limit large group (e.g., lecture format) activities.
- Temporarily change the personnel who are working with the student or otherwise adapt staffing patterns.
- Increase the use of cooperative-learning activities.
- Provide students with instruction and frequent feedback on how to work in a group.
- Select instructional groups in advance; rearrange groupings often to ensure good matches among students.
- Alter or adapt the schedule of activities.
- Increase the use of activities in which students work independently.
- Eliminate problem activities that serve no important goal or purpose.
- Design alternate activities that achieve the same goal or purpose as problem activities.
- Increase the use of peer partner/tutoring teaching formats. For class projects, pair the student with a peer who is a good behavioral model.
- Gain student attention prior to giving directions.
- Provide students with written notes and/or audiotapes of lectures and with written directions.
- Adapt or change existing materials or purchase new materials.
- Increase the use of a question/discussion format.
- Increase repeating or rewording questions and answers.
- Be sure that students know when activities will be finished and how much time they have between activities.
- Shorten or divide activities into smaller, more easily achieved units.
- Increase use of comprehension checks before going on to a new topic.
- Increase use of teacher demonstration/modeling.
- Change or adapt the setting in which the goal or activity is taught (e.g., general education, community).