

## ABC Intervention Ideas

### PREVENT

Environmental task or instructional adjustments that make the behavior of concern unnecessary

<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Provide guidance prior to independent work
<input type="checkbox"/> Encourage positive peer connections	<input type="checkbox"/> Check to ensure student understanding of task
<input type="checkbox"/> Contract for grades	<input type="checkbox"/> Schedule adjustment
<input type="checkbox"/> Daily progress report/point sheets	<input type="checkbox"/> Give student an opportunity to tutor a peer
<input type="checkbox"/> Weekly progress reports	<input type="checkbox"/> Increase frequency of task related recognition
<input type="checkbox"/> Establish teacher/parent communication system	<input type="checkbox"/> Allow student to use quiet time/spaces
<input type="checkbox"/> Establish a personal connection with student	<input type="checkbox"/> Identify appropriate settings for specific behaviors
<input type="checkbox"/> Visual schedule	<input type="checkbox"/> Curricular accommodations
<input type="checkbox"/> Facilitate participation in extracurricular activities	<input type="checkbox"/> Environmental changes (furniture, space, light)
<input type="checkbox"/> Prompt prior to transition times	<input type="checkbox"/> Other

### TEACH

Teach behavior/skills needed to replace (meet the same function as) the student's behavior of concern

<input type="checkbox"/> Teach/re-teach rules/expectations prior to activity	<input type="checkbox"/> Perform task analysis - break down steps
<input type="checkbox"/> Have student repeat expectations prior to transition	<input type="checkbox"/> Use students personal interests to increase motivation on difficult skills
<input type="checkbox"/> Develop monitoring checklist for teacher/student	<input type="checkbox"/> Teach anger management/problem solving skills
<input type="checkbox"/> Teach and model appropriate communication skills	<input type="checkbox"/> Teach self control strategies
<input type="checkbox"/> Teach coping skills	<input type="checkbox"/> Use social stories
<input type="checkbox"/> Teach use of positive self talk	<input type="checkbox"/> Remediate specific academic skills
<input type="checkbox"/> Teach awareness of problem behavior	<input type="checkbox"/> Provide role play opportunities for newly acquired skills
<input type="checkbox"/> Other	<input type="checkbox"/> Other

### REINFORCE

How consequences are managed to insure reinforcement for positive behavior, not behavior of concern

<input type="checkbox"/> Use preferred activities for reinforcement	<input type="checkbox"/> Student uses self monitoring of progress
<input type="checkbox"/> Personally greet the student upon arrival to class	<input type="checkbox"/> Acknowledge use of alternative/desired behavior
<input type="checkbox"/> Spend individual time with the student	<input type="checkbox"/> Inform student of logical consequences in advance
<input type="checkbox"/> Increase frequency of positive attention	<input type="checkbox"/> Give encouragement for effort to display appropriate behavior
<input type="checkbox"/> Use tangible rewards	<input type="checkbox"/> Use non-tangible rewards
<input type="checkbox"/> Assign classroom responsibility that allows student recognition	<input type="checkbox"/> Chart daily success and share with student
<input type="checkbox"/> Call home to share news of student effort/success	<input type="checkbox"/> Acknowledge ownership of behavior of concern
<input type="checkbox"/> Use school-wide recognition for behavioral improvement	<input type="checkbox"/> Other