



TIPS ON PREVENTING PROBLEM BEHAVIORS

PROBLEM TIME	STRATEGY	DESCRIPTION	EXAMPLES/ACTIVITIES
Termination of Preferred Activities/Removal of Preferred Item	<ul style="list-style-type: none"> • Pre-activity instructions/ reminders 	Provide instructions/ reminders before an activity that is associated with problem behaviors	<ul style="list-style-type: none"> • Review schedule for upcoming activities • Provide a warning • Provide a timer/ watch/clock to help child monitor how much time he/she has • Try scheduling a slightly less preferred activity following a highly preferred activity
Waiting			<ul style="list-style-type: none"> • Inform child of how long he/she needs to wait • Use a timer to signal to the child how much longer he/she needs to wait • Use a choice board of activities that child can engage in while waiting • Praise child for waiting nicely
Bedtime/ Naptime/ Quiet time			<ul style="list-style-type: none"> • Establish a bed time ritual • Allow child to look at books/listen to calming music • Alter bedtime to ensure that child is tired • Turn off electronics well before bedtime • End rough housing/ physical activities well before bedtime
Homework	<ul style="list-style-type: none"> • Use child preference/ choice • Alter/enrich environment • Pre-activity instructions/ reminders • Alter how instruction is delivered 	<p>Choice of materials or tasks is offered</p> <p>Change routine/ schedule</p> <p>Modify activity to increase interest</p> <p>Provide instructions/ reminders before an activity that is associated with problem behaviors</p> <p>Instruction is altered so child clearly understands what is expected</p>	<ul style="list-style-type: none"> • Have a homework 'kit' or pencil pouch with all materials needed for homework, so your child doesn't have to go search for them • Allow child to take breaks as needed or break tasks into smaller increments for child to complete • Provide child with fun materials to complete homework with (special paper, pencils, stickers etc.) • Schedule 'homework time' when child is most likely to be focused (well rested/alert, not hungry or bothered by other distractor in environment) • If needed review homework/directions with child before he/she starts to ensure that he/she knows what to do



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