

# Classroom Strategies for Preventing Disruptive Behaviors and/or Problematic Emotional Responses

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- Establish a positive ecology that is supportive of all students, regardless of whether they have EDBs.
- Establish and communicate high expectations for all students.
- Create structured, supportive learning environments in which expectations for learning and behavior are communicated in multiple ways, and in concrete, comprehensible language.
- Provide universally available supports for appropriate school performance, including: task analysis and individualized instruction; visual/ nonverbal supports to guide task completion; prompts and redirection strategies; coaching and debriefing, etc.
- Keep difficulty level of tasks for groups commensurate with skills levels of low performing students. Antisocial students, in particular, tend to have reduced academic skills and may react negatively, attributing hostility to instructors, and thereby creating negative teacher-student relationships.
- Systematically teach social skills needed to meet expectations for behavior.
- Teach students how to be appropriately assertive rather than aggressive; and how to repair derailed social interactions.
- Use cooperative learning activities, with instruction in appropriate social interaction skills, and guidance to help students internalize and practice the skills taught.
- Find ways to use difficult situations involving problem behaviors as opportunities to teach appropriate, effective social interaction skills (“teachable moments” approach).
- Provide universal access to assistance with instructional tasks.
- Be continuously aware that adults can unknowingly communicate negative impressions of low performing, uncooperative students who impact their peers at school. Adults must monitor their impressions and communicate positive regard for all students, giving them benefit of the doubt when possible.
- Avoid criticizing, ridiculing, or even arguing with any student, especially acting out students.
- Communicate genuine interest in acting out students, and find ways to encourage them and reinforce their efforts at coping with the complex demands of school (and at rates even higher than for appropriately behaving students).

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Source: Walker HM, Ramsey E, Gresham F (2004). *Antisocial Behavior in School: Evidence-Based Practices*. Thomsom Wadsworth Publishers.