

# FACT SHEET

## Behavior Management Guidelines

1. Identify and reward/reinforce socially appropriate behaviors.
2. Do not reinforce unacceptable behaviors by attending unnecessarily to them.
3. Be consistent with reinforcers and other consequences.
4. Anticipate antecedents (i.e., events or situations that appear before a specific behavior).
5. Once responding to a behavior, follow through with the specified procedures.
6. Deliver reinforcers immediately following desired behaviors; punishment should also be delivered immediately following undesirable behaviors.
7. Reinforce peers for appropriate behavior in the presence of the student displaying inappropriate behavior. Ignore the inappropriate behavior; when the student engages in an appropriate behavior, immediately reinforce him/her.
8. Model the behavior that you would like the student to demonstrate.
9. Be specific with your verbal praise by referencing the behaviors that you consider acceptable (e.g., "Good job being quiet during math." "Nice job finishing your work.")
10. Be realistic in prioritizing behaviors in the sequence of importance in which they should be addressed (e.g., address behaviors injurious to self or others before nail biting).
11. Since modeling is so effective, be sure to demonstrate only those behaviors that you want the student to imitate.
12. The better the relationship the model has with the student, the more likely the student will imitate the model's actions.
13. Imitation of a modeled behavior is more likely to increase if it is reinforced.

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Children & Youth Who Are  
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*Fact sheets from the Project for NM Children & Youth Who Are Deafblind are to be used by both families and professionals serving individuals with dual sensory impairments. The information applies to students 0 – 21 years of age. The purpose of the fact sheet is to give general information on a specific topic. More specific information for an individual student can be provided through individualized technical assistance. The fact sheet is a starting point for further information. Information for this Fact Sheet kindly supplied by California Deaf-Blind Services and the Nevada Dual Sensory Impairment Project.*