## Behavior Intervention # 8

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<th>Skill: Behavior Momentum</th>
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**Name of the Activity:**

Behavior Momentum

**Purpose:**

Increase the probability that students will comply the teacher directions OR have a tendency to escalate behavior when asked to engage in an activity that they do not like.

**No special materials needed**

- Be sure to determine the student has the necessary skills and abilities to complete all requests that are made – particularly the task they are less likely to do.

**Time:**

2-5 minutes (can be repeated multiple times during instruction as needed)

**Procedure:**

1. Determine if the student has the necessary skills and ability to complete all requests that are made, particularly the task that they are less likely to do. If not, the appropriate intervention is to re-teach the skill until it is mastered. If the student is unable to perform multiple requests, this intervention is not appropriate. Additionally, if making multiple requests (even for things they like) may cause the student to demonstrate anger and resistance, this intervention is not appropriate.

2. Identify a situation and setting where giving a student an initial direction would likely cause a problem. For example, when reprimanded by a teacher, bus driver, or other authority figure, the student becomes angry and increasingly argumentative and disruptive.

3. Determine the most appropriate replacement behavior. For example, we want the student to sit down at his desk, cool down, and discuss the problem calmly.

4. If the student doesn’t have the skills to perform the replacement behavior, teach the student the desired behavior and conduct rehearsals when the student is composed. Talk to the student about how to calm himself down so that he can think clearly and consider appropriate ways to respond. Allow for role plays and practice with feedback.

5. At the appropriate time, make a request of the student that he is likely to comply with. "Jake, can you take a deep breath? Could you pick up your back pack?"

6. Observe the student’s response and assess accuracy. If correct, provide specific praise ("Thanks for helping me out by waiting for me to get class started!"). If incorrect, make a request with an even higher probability of getting compliance ("Jake, could you stand right here while I start class?").

7. After giving verbal praise for compliance, make another high probability request. "Jake, could you have a seat for a moment and then we can talk?"

8. After offering more verbal praise for compliance, give a low probability directive. "Jake, thank you for letting me get class started. Have a seat at your desk and we can talk more at the end of class.")

9. Be sure that the student’s incentive for engaging in the correct behavior is met with an outcome that is similar to the function of the problem behavior (If this is known/hypothesized). If the function is to avoid or escape doing schoolwork, a similar outcome would be that a successful initiation of their work allows the student to take a break for 5 minutes after working for 30 minutes, and a poor start does not allow the student to take a break. Similarly, if the function of the problem behavior is to access student attention, then success may be met by allowing access to preferred peers in response to correct behavior.
10. Monitor the plan by recording whether problem behavior occurs less and/or appropriate behavior occurs more. Perhaps Jake starts his work within 10 seconds of being asked 100% of the time.

11. Fade the number of high probability compliance requests to be less frequent. Move from two or three high probability requests to just one or two. For example, ask Jake to pass out paper before directing him to get started on his work. As a pattern of compliance develops, just direct him to get started on his work without any high probability requests.

Research