Intervention Planner for Behavior

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

Behavior Intervention Strategies	Research Citations	Teacher Notes
FIXED-TIME TEACHER ATTENTION: INCREASE ON-TASK BEHAVIOR. Putting students on a steady, predictable 'dose' of teacher attention at fixed time intervals can reduce off-task behaviors: (1) DECIDE ON AN ATTENTION INTERVAL SCHEDULE. The teacher first decides on a manageable fixed-time interval schedule (e.g., every 4 minutes) when the student is to receive teacher attention.(2) BEGIN FIXED-TIME TEACHER ATTENTION INTERVENTION. During the intervention, the teacher engages in the usual instructional activities. At the conclusion of each fixed-time interval, the teacher provides a brief dose of attention to the target student: If on-task, the teacher praises the student--while if off-task, the teacher redirects the student to task. The teacher then resumes instruction. The teacher ignores the student's on-task or off-task behaviors that occur between fixed-time intervals. TIP: There are inexpensive cell-phone applications--e.g., MotivAider--that can serve as silent timers to help teachers to track fixed-time intervals.	Austin, J. L., & Soeda, J. M. (2008). Fixed-time teacher attention to decrease off-task behaviors of typically developing third graders. Journal of Applied Behavior Analysis, 41, 279-283.	
LINK PREFERRED ACTIVITIES/ITEMS TO WORK COMPLETION: INCREASING COMPLIANCE. This strategy is intended to increase the academic engagement and work completion of non-compliant students who request access to desired items or preferred activities. In preparation, the teacher defines reasonable short-term academic work expectations for the student: e.g., to complete 10 math computation problems; to read independently for 20 minutes. When the student requests an activity or item that can reasonably be provided, the teacher structures the response as follows: (1) The teacher says that the student can access the requested activity or item; and (2) The teacher describes the conditions of the academic activity that the student must first perform to access the preferred activity or item. Here is a sample teacher response to a student request: "Yes, Alice, you can spend five minutes drawing at your desk--once you complete the 10 problems on the math worksheet that I just handed out."	Mace, F. C., Pratt, J. L., Prager, K. L., & Pritchard, D. (2011). An evaluation of three methods of saying "no" to avoid an escalating response class hierarchy. Journal of Applied Behavior Analysis, 44, 83-94.	

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PRAISE: ACKNOWLEDGING AND SHAPING BEHAVIOR. To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior. The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.	Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44, 65-75.	

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