



# Behavioral Momentum

## Behavior Interventions in the Classroom

2020-2021

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# Response Strategy: Behavioral Momentum

<b>Prevent</b>	<b>Teach</b>	<b>Respond</b>
<p>What can we do to prevent problem behaviors from occurring in the first place?</p>	<p>How can we use effective teaching techniques to teach new and replacement behaviors?</p>	<p>How can we respond to behaviors in ways to reinforce school appropriate behaviors?</p> <p>How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of behavior?</p>

# Behavioral Momentum



# Behavior Momentum (continued)

Once behaviors start to occur in a series, their momentum generally continues in the same direction

Examples:

- Salesman selling a new roof or siding
- Housecleaning
- Tacking a work project

# How Does Behavioral Momentum Work?

- Start by asking student to do two or three things you know he normally wants to do, referred to as a **high-probability request**
- Follow this positive behavior flow with your desired **low-probability request**
- Plan behavioral momentum into your schedule in the morning, after lunch, or after recess when compliance is frequently low and disruptive behavior is likely

# Activity

- Individually read about “Behavior Momentum” in your workbook and think about one time in the day in which compliance tends to be lower or disruptive behavior is typically higher
- Work with a partner in your breakout room to determine how you could use behavioral momentum in that situation
  - What high-probability requests could you make?
  - What low-probability behavior would you follow them with?