

Behavioral Momentum

Behavior Interventions in the Classroom

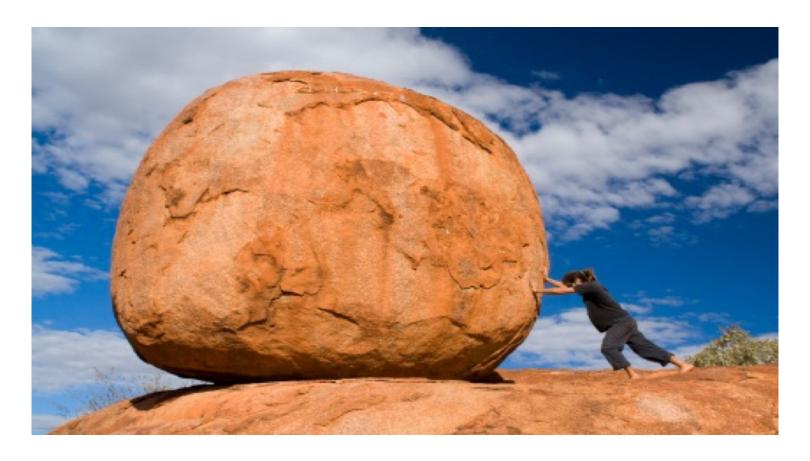


Response Strategy: Behavioral Momentum

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



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 lowprobability 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?