**Behavior Momentum**

|  |
| --- |
| **Reference Articles:** |
| Mace, F. C., Hock, M. L., Lalli, J. S., West, B. J., Belfiore, P., Rinter, E., & Brown, D. K. (1988). Behavioral momentum in the treatment of noncompliance. *Journal of Applied Behavior Analysis*, 2(21), 123-141.Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). The tough kid book. Longmont, CO: SoprisWest |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape |
| **Description of Intervention:** |
| The use of a series of high-probability requests to increase compliance with lower-probability requests (Ray, Skinner & Watson, 1999). |
| **Steps of intervention:** |
| 1. Identify requests the student is likely to comply with.
	1. Identify requests the student is likely to do
		1. What does the student like to do
		2. What is the student likely to do when asked
	2. Use requests that a student will do at least 70% of the time
	3. Try to keep a weekly log of requests that have been met with compliance
2. Make three or more requests the student is likely to comply with. For example….
	1. “Tom, please help me hand out the papers. Thanks, Tom. Now help me straighten the chairs. You did a great job with the chairs! Please erase the board for me.”
3. Make the request the student is less likely to comply with
	1. “Now work the first three problems on page 38.”
4. Give appropriate reinforcement
	1. Praise compliance with the request. Complying was likely difficult for the student. Make sure to acknowledge it.
	2. If the student does not comply, make a request the student will be more likely to comply with
		1. Praise for compliance
5. Collect and review data
	1. Keep track of requests that result in compliance and requests that do not (you may not have time to formally document these requests but try to keep a mental list)
	2. Review your mental list on a regular basis. Make adjustments as needed, such as:
		1. ✍ Changing or increasing positive reinforcement/praise for compliance.
		2. ✍ Changing to more effective requests
		3. ✍ Increasing the number of requests the students are likely to comply with before presenting the request the student is less likely to comply with.
6. Gradually reduce requests the student is likely to comply with
	1. As a student’s compliance improves, gradually reduce the number of easy requests before asking difficult request.
	2. The ultimate goal is to reduce the ratio of easy to difficult requests so that the ratio is similar to what usually happens in the instructional environment.
 |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| ELA: Passages of text were modified to be less difficult (dropped 2 grade levels). Passages were alternated with more difficult passages.Math: a. 2x2= \_\_, 4x3=\_\_, 5x6=\_\_\_, 254x124=\_\_\_, 639x427=\_\_\_\_ b. 345x126=\_\_\_\_. 399x782=\_\_\_\_\_, 2145x346=\_\_\_\_\_, 4598x2434=\_\_\_\_\_ |
| **Data Collection Method: (how would you take data on this intervention?)** |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Physical** | **Gestural** | **Independent** | **% Independent** |
| 11/11/14 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Take data on prompt used and % completed independent  |
| **Links to video examples:** |
| <https://www.youtube.com/watch?v=8irK0qU5OgI><https://www.youtube.com/watch?v=0hkMrDzq8L4> |
| **Important notes:** |
| * Plan behavior momentum into the classroom schedule. Avoid starting the day with “unlikely” activities, such as a review of the previous day’s problems, a difficult assignment, or calendar review.
* Instead, begin with “likely” behavior games or activities, such as “Simon Says,” “Seven- Up,” team guess of a teacher’s selected mystery animal, or reading a high-interest story.
* Then follow these with less likely activities (e.g., academic assignments, problem review, etc.).

**REMEMBER**: Easy and hard tasks or desired and less-desired tasks will vary from student to student. |