Seeks attention by inappropriate means

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Interventions: Most of these interventions can be adapted to student group size, or RTI tier. The key difference to keep in mind for Tier 2 and Tier 3 interventions is INTENSITY. That is, the same intervention can be done at both levels, with differing degrees of intensity. For example, in Tier 2, the teacher could work with a group of 6 children for 20 minutes three times a week. For Tier 3, the INTENSITY of instruction would need to be increased in Tier 3 by reducing group size to a maximum of 3, increasing group time to 30 minutes, and increasing group frequency to 5 times a week.

Many behaviors are considered to means for seeking attention inappropriately. It is advised that you examine the specific behavior and look for interventions by that title if the interventions in this document do not meet your needs.

Suggested Interventions

I. The Power of Random Positive Teacher Attention

Some students misbehave because they are trying to attract teacher attention. Surprisingly, many students who value adult attention don’t really care if it is positive (praise) or negative attention (reprimands) - they just want attention!

Unfortunately, instructors with students who thrive on teacher attention can easily fall into a ‘reprimand trap.’ The scenario might unfold much like this: First, the student misbehaves. Then the teacher approaches the student and reprimands him or her for misbehaving. Because the student finds the negative teacher attention to be reinforcing, he or she continues to misbehave-and the teacher naturally responds by reprimanding the student more often! An escalating, predictable cycle is established, with the student repeatedly acting-out and teacher reprimanding him or her.

Teachers can break out of this cycle, though, by using ‘random positive attention’ with students. Essentially, the instructor starts to ignore student attention-seeking behaviors, while at the same time ‘randomly’ giving the student positive attention. That is, the student receives regular positive teacher attention but at times unconnected to misbehaviour. So the student still gets the adult attention that he or she craves. More importantly, the link between student misbehaviour and resulting negative teacher attention is broken.

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Steps in Implementing This Intervention

**Step 1:** Select how the teacher will show positive attention to the student. The key to this intervention strategy is that the teacher will be giving the student regular positive attention at times of his or her choosing. It is important, then, for the teacher to put together a list of ways to deliver positive attention that 1) can be done quickly, without disrupting classroom instruction, and 2) the student actually finds rewarding. Here are just a few ideas for giving positive attention:

- Pat the student on the shoulder
- Make eye contact and smile at the student
- Check in with the student about how he or she is progressing with an assignment
- Call on the student in class (when you are pretty sure that he or she knows the answer)
- Pass the student a note with a cheerful comment, specific praise, or compliment
- Give brief, specific praise about the student’s work or behavior (e.g., “I really like to see how carefully you are drawing that map, Joanna!”)
- Give the student a few words of encouragement
- Invite the student to summarize for the group the main points of a classroom discussion
- Converse briefly with the student
- Select the student to carry out a classroom task (e.g., passing out papers) that he or she likes

**Step 2:** Decide how frequently the teacher will give ‘random’ positive attention to the student during a class. The teacher now needs to figure out how often during a class period he or she will approach the student or give positive attention. Generally, this intervention works best if the teacher is able to give the student a fairly high level of positive attention, at least at the outset.

One good way for the teacher to estimate how frequently to provide positive attention, is to observe a student across several class periods. The instructor keeps track of how frequently (e.g., once every 5 minutes) the student tries to capture the teacher’s attention with problem behaviors. When the teacher has a good idea of how often the student typically seeks attention, he or she can plan to counter the misbehaviour by giving the student ‘random positive attention’ at the same rate. Note: A teacher can simply estimate the student’s rate of attention-getting behavior based on past experience with him or her. (If needed, formal guidelines can be found in the section below. A method for estimating rate of student attention-seeking.)

**Step 3:** The teacher chooses the time(s) and setting(s) in which to use random positive attention. If the target student engages in attention-seeking during only certain times of the day or in particular locations (e.g., just after lunch in math class), the teacher can limit this intervention to just those time periods. If the student seems to be attention-seeking most of the time and in most locations, however, the teacher may want to use the random attention strategy across a greater part of the school day.

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Step 4: Start the random attention intervention. Unlike some intervention ideas, random teacher attention does not require that the student be formally trained in its use. Just start the intervention! There are just two simple rules:

- Rule 1: Whenever the student inappropriately tries to get the teacher’s attention, the instructor either a) ignores the student or b) in a neutral manner, quietly and briefly redirects the child to task. The teacher then continues teaching.
- Rule 2: During a given class session, whenever the student is ‘due’ for positive teacher attention, the teacher observes the student, if the student is not engaged in attention-seeking behavior when the teacher glances at him or her, the instructor immediately approaches the student and briefly delivers positive attention (using a choice from the list developed in step 1. Then continue teaching. Otherwise, the teacher simply ignores the student’s attention-seeking behavior and continues teaching.

Step 5: Fad eth successful intervention over time. Once the teacher finds that random positive attention has significantly reduced or eliminated the student’s attention-seeking behavior; the instructor can gradually ‘fade’ the intervention. Each week, the instructor reduces the number of times that he or she approaches the student with positive attention- until the teacher is only occasionally providing that attention. If at any point in the fading process, the teacher discovers that the student begins again to act in an attention-seeking manner, the teacher can temporarily increase the rate of random positive attention until the student’s behavior improves. Then the teacher continues fading the attention.

A Method for Estimating Rate of Student Attention-Seeking

Pick several class times when your student is most likely to try to grab your attention. Keep track of the start and end times of these observations (e.g., reading group. 9:30 to 10:10 a.m.) Tally or estimate the number of times during each session that the student attempts to capture your attention (e.g., asking for assistance when not really needed, engaging in attention-seeking misbehaviour that forces you to approach him or her to reprimand or redirect).

To figure out how frequently the student seeks your attention on average, add up the total number of minutes from all the observation sessions and divide that figure by the total number of times that the student sought your attention across sessions. For example, if you had observed a student for total of 120 minutes (across 3 sessions) and the student had sought your attention 10 times during the observations, you would know that the student sought your attention an average of once every 12 minutes (120 minutes/10 incidents of attention-seeking = one attention-seeking behavior by giving the student random teacher attentions at the same rate. Once you have estimated how often the target student is vying for your attention, you can ‘match’ this attention-seeking behavior by giving the student random teacher attention at the same rate.
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II. Rubber-Band' Intervention

Teachers often find it difficult to monitor the frequency of problem student behaviors. In this clever behavior-management strategy, the teacher uses keeps track of student behaviors using rubber-bands placed around the wrist.

Materials:

- Rubber-bands
- Simple Self monitoring chart:

<table>
<thead>
<tr>
<th>RUBBER-BAND CHALLENGE</th>
<th>Date:________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ to _____</td>
<td>_____ to _____</td>
</tr>
<tr>
<td>_____ to _____</td>
<td>_____ to _____</td>
</tr>
<tr>
<td>_____ to _____</td>
<td>_____ to _____</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
</tr>
</tbody>
</table>

Preparation:

- Develop a reward menu for the individual selected for this intervention. For Ideas see “How to Create Reward Deck” Document (See appendix “A” How to Create a Reward Deck).
- Decide how many points that you will require the student to earn to “buy” specific rewards.
- Review with the student of the importance of seeking attention appropriately. Give the student clear examples of the behaviour.
- Introduce the rubber-band monitoring intervention (described below), making sure that the student fully understands the procedure and criteria for success.

Steps in Implementing This Intervention:

Step 1. During the period of the day that monitoring is in effect, put up to 6 rubber-bands around one wrist at the start of each half-hour. Each time that you must verbally remind or prompt the student to work or listen quietly, transfer a rubber-band from one wrist to the other.
Seeks attention by inappropriate means

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Step 2. At the end of each half-hour, count up the number of rubber bands remaining on the original wrist. If at least one rubber-band remains, your student earns a “+” rating for that half-hour.

Step 3. Briefly approach the student at the end of each half-hour to review his or her behavioral performance and (if earned) to have the student add a “+” to the chart taped to the student’s desk.

Step 4. When the student has earned a sufficient number of “+” points, allow the student to redeem those points for a reward.

Step 5. As your student’s classroom behaviors improve, gradually reduce the number of rubber-bands that you place on your wrist at the start of each monitoring period until you have only 1-2. At that point, you can consider discontinuing this strategy or using it only intermittently.

Monitoring Multiple Students:

You can track the behaviors of at least two students by putting rubber bands of varying colors on your wrist with specific colors matched to specific students. When you must approach a particular student, you simply move a rubber-band of that student’s color to your other wrist.

III. Behavior Contracts Intervention

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behaviour. The behaviour contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms has been imposed by someone else.

Steps in Implementing This Intervention

The teacher decides which behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic behaviors. For example, an instructor maybe concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher’s concern that the student talks out may be restated positively as “The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an
Seeks attention by inappropriate means

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answer or comment.” In many instances, the student can take part in selecting positive goals to increase the child’s involvement in, and motivation toward, the behavioural contract.

The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff member and perhaps the student’s parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

- A listing of student behaviors that are to be reduced or increased. As stated above, the student’s behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that child “will not steal pens from other students”, though, this goal will be very difficult to observe and confirm.

- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that “Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hand in his completed homework assignment to the teacher.

- For conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state for instance, that “When Johnny has earned 5 points on his Good Behavior Chart; he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game.”

- Bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional “pay-off” for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behavior: e.g., the student disrupts the class or endanger the safety of self or of others.

- Areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student’s parent(s).
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**Sample Behavior Contract:**

**Sample Behavior Contract:**

Effective Dates: From 10/20/10 to 12/20/10

Mrs. Jones, the teacher, will give Ricky a sticker to put on his “Classroom Hero” chart each time he does one of the following:

- Turns in completed homework assignment on time
- Turns in morning seatwork assignments on time and completed
- Works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free item at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins’ class)
- Choice of a prize from the “Surprise Prize Box”

**Bonus:** If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the “Surprise Prize Box”.

**Penalty:** If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a “Classroom Hero” sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contact.

**Student Signature:**

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and class work, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

**Teacher Signature:**

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s)
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will provide Ricky with daily encouragement to achieve his behavior goals. In addition, the parent(s) will sign Ricky’s “Classroom Hero” chart each time that he brings it home with 12 stickers on it.

Parent Signature: ______________________________________

IV. **Mystery Motivator Intervention**

This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Materials:

- Special watercolour markers (including “invisible” marker – available online at ABC Stuff.com website: [http://www2.abcstuff.com/cgi/Web_store/web_store.cgi/cart_id=2924770.30649&item=MK005&product=@crayola&keywords=](http://www2.abcstuff.com/cgi/Web_store/web_store.cgi/cart_id=2924770.30649&item=MK005&product=@crayola&keywords=)

- Mystery Motivator Chart below:
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![Mystery Motivator Chart](image)

<table>
<thead>
<tr>
<th>Class/Student: ________________________</th>
<th>Week of: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Goals:</td>
<td></td>
</tr>
<tr>
<td>1. __________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2. __________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2. __________________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preparation:

- Develop a reward menu for the individual or class targeted for this intervention (See appendix “A” How to Create a Reward Deck).
- Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.
- Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day).
- Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the Mystery Motivator Chart (e.g., all homework turned in: fewer than 2 teacher reminders to pay attention during reading group).
- Prepare the Mystery Motivator Chart.
- First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behavior improves).
- Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter “M” into the chart blank with the invisible-ink pen.
Seeks attention by inappropriate means

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- Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points that appear in the Bonus Points box on the Mystery Motivator Chart). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

**Steps in Implementing This Intervention:**

**Step 1.** Introduce the Mystery Motivator program to students:

- Explain that students will have the chance to earn rewards for good behavior.
- Review the behaviors that you have selected with students. Use demonstration and modelling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.
- Introduce the Mystery Motivator chart. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward, but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., “If you turn in all of your class work assignments by 2 p.m., you will be allowed to color the daily blank on the chart.”)
- Let students know that the magical letter “M” (for Mystery Motivator) has been secretly placed in some (but not all) of the chart squares. If the student reveals the “M” as he or she fills in the chart, the student can select a reward from the reward menu.

**Step 2.** Start the Mystery Motivator Intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the Mystery Motivator Chart. Permit the student or class to color in the chart blank for the current day, using the special markers.

- If the magic letter “M” appears, the student or class can select a prize from the prize menu
- If the magic letter “M” does not appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the Mystery Motivator Chart tomorrow.

**Step 3.** At the end of each week, determine whether the student or class met criteria to fill in the Bonus Points box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

**Step 4.** When the student has earned a sufficient number of “+” points, allow the student to redeem those points for a reward.

**Troubleshooting:**

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The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator chart (e.g., by coloring beyond the borders of a given day’s chart blank in hopes of revealing whether the next day’s blank contains a magic letter), consider suspending them from the game for a day as a consequence. If a student attempts to undermine a team’s performance by misbehaving deliberately in order to prevent the class from earning a chance to fill in the Mystery Motivator Chart, you can designate that student to be a “team of one”. While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in position to sabotage the chances of others to earn reinforcement.

V. Token Economy

Token economy is an organized system to reinforce behavior. An individual can earn tokens that can be traded for desired activities, privileges or consumable items. The earning of tokens is linked to desired behavior.

In a classroom, the teacher may use a token economy for a variety of behaviors such as paying attention, completion of work, following directions, working or listening to lessons quietly, seeking attention appropriately, etc. The students can earn tokens that can be traded for desired consumables (candy, mechanical pencils or pens) or activities (extra recess). The goal in using a token economy is that students will want to earn tokens for a number of behaviors desired by the teacher so the teacher sees an improvement in behavior and the students also get a pay-off.

The positive aspect of a token economy is that the tokens take on meaning (such as money) that can be used to get desired activities or items (items purchased). So, the individual is paid initially and later for demonstrating desired behaviors. Tokens can be applied for a number of behaviors at the same time and more tokens can be given for certain behaviors. Furthermore, the individual does not tire of the token economy because new and different activities or items can be purchased with the earned tokens.

VI. Positive Reinforcement

Positive reinforcement is when a procedure that is contingent upon performing a specific behavior that is immediately rewarded to maintain or increase that behavior.

When using positive reinforcement the teacher needs to do the following:

- Select and define a behavior to increase
  - Make sure that you specify the behavior to be increased starting a behavior change for a student. When writing the behavior make sure that it is descriptive
Seeks attention by inappropriate means

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1. Example: Sally will keep her hands and feet to herself while standing in line for the bathroom.

ii. Define the behavior
   1. Define the behavior in observable and measureable terms.
      a. Example: When the teacher gives a direction, Sam will comply within 5 seconds

- Choose reinforcers
  i. Choose reinforcers that appeal to the student. To create a menu of reinforcers see appendix “A” “How to Create A Rewards Deck”

- Delivery of positive reinforcement
  i. Continuous reinforcement is necessary when teaching a new skill. To prevent the student from tiring of the use of the one reinforcer, change them up using the reinforcers menu that you created.
  ii. Intermittent reinforcement is to be used when the behavior has be well learned. This is used to maintain the new behavior by keeping the student guessing when the next reinforcement will happen.
     1. Example: Lee receives intermittently reinforcers from the teacher every 2 to 3 minutes. Slowly the teacher moves to every 5 to 10 minutes and so on, until Lee experiences a rate of reinforcement that her peers receive in the classroom.

- Monitor student performance
  i. Check Target Behavior
     1. Are they well defined and does the student understand them?
  ii. Check Reinforcers
     1. Are there too many, too few? Does the student like them?
  iii. Check Fidelity of the Intervention
     1. Does everyone involved administer the reinforcement consistently?

VII. The Good Behavior Game
The Good Behavior Game is an approach to the management of classrooms behaviors that rewards children for displaying appropriate on-task behaviors during instructional times. The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of points at the Game’s conclusion each day wins a group reward. If both teams keep their points below a present level, then both teams share in the reward.

The process of introducing the Good Behavior Game into a classroom is a relatively simple procedure. There are five steps involved in putting the Game into practice.
Seeks attention by inappropriate means

Interventions do not have to occur in the classroom they can be administered in small groups with the counselor or similar settings.

Steps in Implementing This Intervention:

Step 1: Decide when to schedule the Game. The teacher first decides during what period(s) of the school day the Game will be played. As a rule of thumb, instructors should pick those times when the entire class is expected to show appropriate academic behaviors. Blocks of time devoted to reading, math, content instruction, and independent seatwork would be most appropriate for putting the game into effect.

Step 2: Clearly define the negative behaviors that will be scored during the Game: Teachers who have used the Good Behavior Game typically defined three types of negative behavior that will be scored whenever they appear during the Game. Those behaviors are:
- Leaving one’s seat
- Talking out
- Engaging in disruptive behavior
- Inappropriately seeking attention

Out of seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the teacher. Related behaviors, such as “scotching” one’s seat toward another desk are usually scored as out-of-seat. Instructors often build in certain exception to this rule. For example, in some classrooms, children can take a pass to the bathroom, approach the teacher’s desk for additional help, or move from one work site to another in the room without permission as long as the movements are conducted quietly and are a part of the accepted classroom routine. Children who leave their seats intending to complete an allowed activity but find that they cannot (e.g., walking toward the teacher’s desk and then noticing that another student is already there) are not scored as being out of their seat if they quickly and quietly return to their desk.

Talking-out behavior is defined as any incident of talking out loud without the permission of the instructor. Permission is gained by raising one’s hand and first being recognized by the teacher before speaking. Any type of unauthorized vocalization within the hearing of the instructor is scored as talking out, including shouts, nonsense noises (e.g., growling, howling, whistling), whispers, and talking while one’s hand is raised.

Disruptive behavior consists of any movement or act that is judged by the teacher to be disruptive of classroom instruction. For example, knocking on a table, looking around the room, tearing up paper, passing notes, or playing with toys at one’s desk would all be scored as disruptive behaviors. A good rule of thumb would be to regard as disruptive behavior any action that does not fall under another category but is perceived by the teacher as annoying or distracting.

Inappropriate Attention Seeking is the means in which students gain attention from adults around them. This can occur in a variety of ways, often through misbehavior, but it is not a result of any neurological condition. Here the word attention refers to being notice by the teacher.
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Step 3: Decide upon suitable daily and (perhaps) weekly rewards for teams winning the Game.

Teachers will need to choose rewards that they feel will effectively motivate students to take part in the Game. Most often, instructors sue free time as a daily reward, since children often find it motivating. To cite a single example, on teacher’s reward system included giving her daily 4th-grade Game winners the privilege of wearing a “victory tag,” putting a star next to their names on a “Winner’s Chart,” lining up first for lunch, and getting 30 minutes of time at the end of the day to work on fun, educationally related topics.

When choosing rewards, instructors are advised to consider using reinforcers that fit naturally into the context and mission of a classroom. For example, allowing winners to play quietly together at the end of the school day may help to promote social skills, but dispensing material rewards (e.g., comic books) to winners would probably be less likely to contribute directly to educational and social goals. Of course, if both teams win on a given day or a given week, the members of those teams all receive the same rewards.

Step 4: Introduce the Game to the class

Once behaviors have been selected and clearly defined by the teacher, the next step is to introduce the Game to the class. Ideally, time should be set aside for an initial group discussion. The teacher mentions that the class will be playing a game and presents a schedule clearly setting forth the instructional times during which the game will be in effect.

The teacher next divides the classroom into two teams. For ease of recording, it is usually recommended that the instructor divide the class down the center of the room into roughly equal halves. Some teachers have used three teams successfully as well. To build a sense of team spirit, students may be encouraged to name their groups.

The children are informed that certain types of behavior (i.e., leaving one’s seat or talking without permission, and engaging in disruptive behaviors) will earn points for the team to which they belong. Students are also told that both teams can win if they earn no more than a certain number of points (e.g., 4 points maximum per day). If both teams happen to exceed 4 points then the team with the lowest total at the end of the day is the winner. In case of a tie, both teams earn the reward. The instructor is the final judge of whether a behavior is to be scored. (As an option, students can also be told that the team with the fewest number of points at the end of the week will win an additional reward.)

It is a good idea when introducing the Game to students to clearly review examples of acceptable behaviors. After all, it is important that all children know the rules before the Game begins. To more effectively illustrate those rules, children may be recruited to demonstrate acceptable and unacceptable behaviors, or the teacher may describe a number of behaviors and ask the class to decide with a show of hands whether such behaviors are to be scored or not.

Step 5: Put the Game into effect.
Seeks attention by inappropriate means

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The instructor is now ready to start the Game. During those times that the game is in effect in the classroom, the teacher continues to carry out his or her usual instructional practices. The only alteration in the routine is that the instructor is also noting and publicly recording any negative points incurred by either team. Instructors might want to post scores on the blackboard or on a large piece of paper visible to everyone in the room. If working with children in a small group, the instructor can record negative behaviors on a small note pad and later transfer them to the board. Teachers can also choose to publicly announce when another point has been earned as a reminder to the class about acceptable behavior. It is helpful to keep a weekly tally of points for each team, especially if teams are competing for weekly as well as daily rewards.

Care should be taken to be as consistent as possible in scoring negative behaviors. Winning teams should be praised as well as rewarded for their efforts, with that praise tied when possible to specifically observed behaviors. Instructors may want to alter the Game somewhat as necessary (e.g., changing rewards or more carefully defining acceptable and unacceptable behaviors with students). Obviously, any alteration of the Game, no matter how small, should be shared with the classroom before being put into effect.

Troubleshooting: How to Deal With Common Problems in Using the ‘Good Behavior Game’

Q: What should I do if a small number of students try to sabotage the game for other children by deliberately acting out and earning penalty points for their team?

If a small number of students are earning a large number of points during the Game, consider forming them into a separate team. While not the norm, occasionally a single student or small group of children may be tempted to undermine the Game by deliberately incurring a large number of penalty points for their teams. (Such children may find the resulting negative social attention of other members of their team to be its own reward!) A simple remedy for this problem is to modify the Game by making those disruptive students into a separate team. The Game will continue unchanged, except that your room will now have three teams rather than two competing for rewards.

Q: I have used the Good Behavior Game for a while and have found it to be effective. But lately it doesn’t seem to have the same impact on my students. What do you recommend?

If the Good behavior Game appears to be losing effectiveness over time, be sure that you are consistently noting and assigning team points for inappropriate behaviors and that you are avoiding verbal arguments with students. It is very important that points be assigned consistently when you witness inappropriate behavior, otherwise, the Game may not bring about the expected behavioral improvement among your students. Teachers using the Game sometimes find it helpful to have another adult familiar with the Good Behavior Game observe them and offer feedback about their consistency in assigning points and success in avoiding negative verbal exchanges with students.
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VIII. **Points for Grumpy**

**Materials:**

- Two coffee cans with lids
- Point tokens (e.g., poker, chips, pennies, etc)
- Student Chart for ‘Points for Grump’

**Following Teacher Directions:**

Use this chart to record points earned by the student each day for respectfully following teacher directions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
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Preparation:

- Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can ‘Grumpy’ (You can embellish the ‘Grumpy’ can with pictures of frowning faces or other symbols of irritation.)

Steps in Implementing This Intervention:

Step 1. Create a menu of rewards for the student (see appendix ‘A’ for ideas). For each reward, decide how many good behavior points the student must earn to get the reward.

Step 2. Tell the student that he or she can earn points for seeking teacher’s attention appropriately (by raising hand, saying excuse me...). Introduce the “Points for Grumpy Program”:

- At the start of each monitoring period, you will put 10 ‘good behavior’ tokens (poker chips or pennies) into your pocket.
- Each time that you have to approach or address the student because he or she is seeking attention inappropriately, you will take one of the ‘good behavior’ points and drop it into ‘Grumpy’s coffee can.
- At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to ‘cash in’ these tokens or points rewards according to the reward system that you have set up.

Step 3. Tell the student what your behavior expectations for seeking attention. The child will lose a point if you have to approach him or her for any types of behavior that demands your attention other than the appropriate cues introduced by you for seeking attention in the classroom. Inform the child that if he or she complains about you taking a point, you will deduct additional good behavior points.

Step 4. Start the program. Use the chart above to record any good behavior that the child earns each day.

Troubleshooting: How to Deal With Common Problems in Using ‘Points for Grumpy’

Q: How should I respond if the student becomes angry and confrontational when I take away a ‘good behavior point’ for misbehavior?

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner., if the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional ‘good behavior’ points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate
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consequences (e.g., phone call to parent) if the child’s behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like ‘Points for Grumpy’, you should probably not use it with that child.

**IX. Self Monitoring**

Students with behavioral problems typically have limited awareness and understanding of their own behavior and its effects on others. Self-monitoring interventions teach students to recognize and keep track of their own behavior (Hoff & DuPaul, 1988; Rhode, Morgan, & Young, 1983). Using these strategies, students can learn to identify and increase positive behaviors. Self monitoring can be used with student from preschool to adult and at a variety of levels of cognitive functioning.

**Materials:**

- Self Monitoring Chart (example provided below):

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
<th>10 minutes</th>
<th>15 minutes</th>
<th>20 minutes</th>
<th>25 minutes</th>
<th>30 minutes</th>
<th>35 minutes</th>
<th>40 minutes</th>
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</thead>
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<td><strong>Yes</strong></td>
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<td><strong>No</strong></td>
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</tr>
</tbody>
</table>

**Steps in Implementing This Intervention:**

**Step 1.** Define the target behavior.

- The target behavior needs to be defined in specific terms. The behavior could be any **observable** response that can clearly be understood by the student.
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**Step 2.** Identify the functional reinforcers

- See appendix “A” for ideas

**Step 3.** Design a self-monitoring method/chart.

- This is where the student will record how many times the target behavior occurred (see example of the chart above).
- There are many types of data recording devises that can be used:
  - Wrist counters
  - Tape recorders
  - Stop watches
  - Tally marks

**Step 4.** Teach the student to how to use the self-monitoring device. You may need to teach the student how to recognize the target behavior. The student should receive reinforcement for both the desired behavior and successful self-monitoring.

**Step 5.** Fade the use of self-monitoring device when appropriate.

**X. Behavior Report Card**

Give the student a copy of his or her Behavior Report Card. At the end of the day, ask the student to use the Report Card to rate his or her behavior. Then meet briefly to compare your ratings with the student’s. If the student’s ratings are significantly discrepant from yours, describe in specific terms the behaviors that the student showed and explain the standards that you applied to arrive at your ratings.

**Developing a Behavior Report Card**

- Use Interventions Central’s website and use the behavior report card generator
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Example of printed Behavior Report Card for seeking attention inappropriately:

![Behavior Report Card](image)

**Behavior Report Card**

<table>
<thead>
<tr>
<th>Student: ________________________________________________</th>
<th>Teacher: ________________</th>
<th>Classroom: ________________</th>
</tr>
</thead>
</table>

**Directions:** Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

<table>
<thead>
<tr>
<th>Behavioral Target</th>
<th>Date</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The student waited to be called on or given permission by the teacher before talking.</em></td>
<td></td>
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<tr>
<td>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9</td>
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</tr>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually/Always</td>
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<td></td>
</tr>
<tr>
<td><strong>Behavioral Target</strong></td>
<td>Date</td>
<td>M</td>
<td>T</td>
<td>W</td>
<td>Th</td>
<td>F</td>
</tr>
<tr>
<td><em>The student waited his or her turn in discussions and did not interrupt others.</em></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9</td>
<td></td>
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</tr>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Usually/Always</td>
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</table>

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Print Resources:

- Behavioral Intervention Manual
  - Section: Inappropriate Behavior
    - Seeks excessive physical attention from others: pages 432-433
    - Behaves inappropriately when others do well or receive praise or attention: pages 334-336
  - Section: Group Behaviors
    - Interrupts the teacher or other students: pages 242-244
  - Section: Social Interactions
    - Interrupts others: pages 692-694
    - http://www.hes-inc.com/hes.cgi

- Pre-Referral Intervention Manual (PRIM)
  - Section: Interpersonal Relationships
    - Interrupts the teacher: pages 302-303
  - Section: Rules and Expectations
    - Interrupts other students: pages 446-447
    - http://www.hes-inc.com/hes.cgi

- The Attention Deficit Disorders Intervention Manual
  - Section: Hyperactive-Impulsive
    - Interrupts teacher: pages 136-137
    - Interrupts students: pages 138-139
    - http://www.hes-inc.com/hes.cgi

- You Can Handle Them All
  - The Attention Demander: pages 33-35
    - http://www.disciplinehelp.com/resource/

Online Resources:

- Intervention Central:

Page numbers may vary due to different editions

Some interventions courtesy of interventioncentral.org
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- **Dr. Mac’s Behavior Management Site:**
  - [http://www.behavioradvisor.com/Tokens.html](http://www.behavioradvisor.com/Tokens.html)
  - [http://www.behavioradvisor.com/CatchGood.html](http://www.behavioradvisor.com/CatchGood.html)
  - [http://www.behavioradvisor.com/BehRecord.html](http://www.behavioradvisor.com/BehRecord.html)

- **You Can Handle Them All website**

- **Dr. Laura Riffel – Behavior Doctor Website:**

### Appendix A

**How to Create a Rewards Deck**

Creating a reward deck is an idea that can help you quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices (some provided below also see 100 Free or Inexpensive Rewards for Individual Students document). From this list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community and finds feasible and affordable:
   a. Academic Activities
      i. Go to the library to select a book
      ii. Help a classmate with an academic assignment
      iii. Help the teacher to present a lesson (completing sample math problems on board, reading a section of text aloud, assisting cooperative learning groups do an activity)
      iv. Invite an adult “reading buddy” of student’s choice to classroom to read with student
      v. Listen to books-on-tape
      vi. Play academic computer games
      vii. Read a book of his/her choice
      viii. Read a story aloud to younger children
      ix. Read aloud to the class
      x. Select a class learning activity from a list of choices

*Page numbers may vary due to different editions*

*Some interventions courtesy of interventioncentral.org*
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xi. Select a friend to sit with to complete a cooperative learning activity
xii. Spend time on the internet at academic sites

b. Helping Roles
i. “Adopt” a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
ii. Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
iii. Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
iv. Complete chores or helpful activities around the classroom
v. Deliver school-wide announcements
vi. Help the custodian
vii. Help the library media specialist
viii. Help a specials teacher (art, music, P.E.)
ix. Take a note to the main office
x. Work at school store

c. Praise/Recognition
i. Be awarded a trophy, medal, or other honor for good behavior/caring attitude
ii. Be praised on school-wide announcements for good behavior or caring attitude
iii. Be praised privately by the teacher or other adult
iv. Design or post a class or hall bulletin board
v. Get a silent “thumbs up” or other sign from teacher indicating praise and approval
vi. Post drawing or other artwork in a public place
vii. Have the teacher write a positive note to the student’s parent/guardian
viii. Have the teacher call the student’s parent/guardian to give positive feedback about the student
ix. Post writings in a public place
x. Receive a “good job” note from the teacher

d. Prizes/Privileges/Rewards
i. Allow students to call parent(s)
ii. Be allowed to sit or stand anywhere in the classroom (short of distracting others children) during story time or independent work
iii. Be dismissed from school 2 minutes early
iv. Be given a “raffle ticket” that the student writes name on and throws into a fishbowl for prize drawings
v. Be permitted to sit in a reserved section of the lunchroom
vi. Be sent to recess 2 minutes earlier than the rest of the class
vii. Draw a prize from the class “prize box”
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viii. Earn behavior points or tokens to be redeemed for prizes or privileges
ix. Have first choice in selecting work materials (scissors, crayons, paper...) and/or seating assignment
x. Receive a sticker
xi. Receive candy, gum or other edible treats
xii. Receive pass to “Get out of one homework assignment of your choice”
xiii. Select a class fun activity form a list of choices
xiv. Select the pizza toppings for a class pizza party
 xv. Sit near the teacher
xvi. Take the lead position in line
xvii. Tell a joke or riddle to the class
e. Recreation
   i. Be selected by the teacher to accompany another student to a fun activity
   ii. Get extra gym time with another class
   iii. Get extra recess time with another class
   iv. Listen to music
   v. Play a game with a friend
   vi. Play non-academic computer games
   vii. Select fun activity from “Activity Shelf” (stocked with play materials, games)
   viii. Spend time on the internet playing approved website games
   ix. Work on a jigsaw or other puzzles
   x. Write or drawn on board

2. The teacher writes out acceptable reward choices on index cards – to create a master “Reward deck”
3. Whenever the teacher wants to create a reward menu for a particular student, he or she first “screens” reward choices that appear in the master reward deck and temporarily removes any that seem inappropriate for that specific case.
4. The teacher then sits with the child and presents each of the reward choices remaining in the reward deck. For each reward option the child indicates whether he or she: a) Likes the reward a lot, b) Likes the reward a little, Doesn’t care for the reward. The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child’s reward menu using the student’s top choices (likes a lot). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student’s “likes a little” category as well.
5. (optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to “refresh” the reward menu quickly and easily.