

## **SWIS MOTIVATION GUIDELINES**

### **Obtaining adult attention**

- Do you find yourself often needing to redirect the student?
- Does problem behavior often seem to occur when you are working with others?
- Do problem behaviors occur when you have stopped interacting with the student?
- When the problem behavior occurs, do you or others usually try to calm the person down?
- Do you find that you are most often annoyed by the behavior?

### **Obtaining peer attention**

- When the behavior occurs, does the class verbally respond/laugh at student?
- Does the behavior usually happen when peers are around to witness it?
- Does the behavior stop when peers are not paying attention to the student?

### **Obtaining items/activities**

- Does the behavior give the student access to a preferred activity/situation?
- Does the behavior occur when the student is denied something or disciplined?
- Does the behavior stop after giving the student what they wanted or asked for?
- When the behavior occurs does staff try to involve the student in a preferred activity to calm them?

### **Obtaining sensory**

- Does the behavior occur throughout the entire day?
- Does behavior appear to be a form of self stimulation?
- Does the problem behavior occur even during leisure activities?

### **Avoids adults**

- Does the problem behavior occur more with one adult and not another?
- Does the student attempt to physically put space between you and him or her?

### **Avoids peers**

- During conflict, do peers leave the student alone if he/she engages in the behavior?
- Do the problem behaviors stop when peers leave the student alone?

### **Avoids tasks/activities**

- Does the behavior typically occur and persist when you make a request?
- Does the problem behavior happen only in certain academic activities?
- Will the student stop the behavior if you stop making requests of them?
- Will the behavior stop at the end of an academic day?

### **Avoids sensory**

- Does the problem behavior occur when there is excessive noise e.g., music, assembly, bus
- Does the problem behavior occur in large crowds/group activities?
- Does the student cover their ears?

### Interventions for adult attention

- Behavior contract CICO (check in check out)
- Time away Increase attention pro-social behaviors e.g., lunch with teacher etc.
- Verbally praise other students for + behaviors Provide visual cues to praise/acknowledge + behaviors (thumbs up)
- Avoid negotiations Put attention seeking behaviors on extinction (ignore)
- Teach hand raising w/quiet mouth Provide for more choral responding so that student can be engaged

### Interventions for peer attention

- Behavior contract Time away from peers
- CICO (check in check out) Teach wait time to access peer attention
- Give corrective feedback away from peers Teach how to positively gain peers attention
- Give choices to join group appropriately or consequence Provide leadership opportunities
- If/first...then and reinforce with access to positive peer attention Teach and reinforce peers for ignoring
- Allow the whole class to get a reward e.g., party based on peers +behaviors

### Interventions for obtaining items/activities

- Behavior contract CICO (check in check out)
- Time away (in room or out of room supervised) Give choices
- If/first....then to gain access following completion of task Teach impulse control by increasing "wait time"
- Ignore negotiations, set limits/restate rules and walk away Prompt with "is this a big deal or little deal?" if access denied
- Provide for a visual schedule/calendar of when access to items or activities is available

### Interventions for obtaining sensory

- Provide music via headphones Provide sensory diet
- Modify environment Increase physical activity
- Self monitoring Provide manipulatives e.g., rubics cube, beaded bracelets
- Gum as last resort if student is excessively disruptive to class

### Interventions for avoiding peers

- CICO (check in check out) Brainstorm solutions to problem with student
- Pair student with model peer or one w/ same interests Get student involved in school activities, social facilitation
- Provide break card Conflict mediation
- Choices Preferential seating

### Interventions for avoiding adults

- CICO (check in check out) Brainstorm solutions to problem w/student
- Provide break cards Provide choice
- If/first....then Remove aversive stimulus e.g., adult if student complies

### Intervention for avoiding tasks/activities

- Pair with supportive peer for academic support Give choices of alternative activities
- Give leadership role in non-preferred activity e.g., PE Offer solutions
- Never do for them what they can do for themselves Provide partial prompts to lead towards correct response
- Break cards Behavioral momentum
- Use timers, counters, countdown strips, visual schedule of tasks and activities
- Step away from activity and give choice to complete work or consequence allow 30 sec. to make choice
- Modify or accommodate task/activity e.g., lower to student's instructional level, less problems, less participation

### Intervention for avoiding sensory

- Change seat Provide ear phones to mute noise Provide break cards
- Provide personal space Provide a study carrel or other visual block Teach student how to advocate needs

