**Name of Intervention:**

Behavior Momentum

Information From: <http://165.139.150.129/intervention/BehavMoment.pdf>

**Description**:

The procedure includes identifying a minimum of three behaviors which the student has a high probability of compliance. At least three requests for high probability responses are then made in succession immediately before making a request which the student has a low probability of complying. Once the momentum of compliance is started, it is more likely to continue with low probability responses.

**Purpose**:

A procedure used to increase compliance.

**Grade Level:**

All

**Level of Intervention:**

Individual, small group

**Procedures:**

Behavior momentum encourages students to follow directions. Start by giving three or more requests that a student will readily do. After successfully completing each request, reinforce the student; this builds “behavior momentum.” Now the student is more likely to carry out a more difficult request

* Identify HIGH probability behaviors.-

High probability behaviors refer to actions that a student likes to do or usually does when asked. Begin by identifying a number of these behaviors that the student will perform at least 70% of the time. One way is to keep a week-long log of requests which the student readily complies. But remember, identifying high probability behaviors will vary from student to student.

* Request three or more HIGH probability behaviors.

Ask the student to do three or more high probability behaviors. For example, “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.” Each time Tom successfully completes a request; this increases the behavior momentum effect. Gradually, he’s prepared to receive a more difficult directive.

* Request the LOW probability behavior.

For example, “Now Tom, work the 10 problems on your math paper.”

* Give appropriate consequences.

Give positive reinforcement when the student successfully performs

the low probability behavior. Praise or a combination of praise with

a token or tangible reinforcement are effective. For example, “Tom, I like the way you sat down and got right to work on your math paper. You just

earned 2 points.” However, if Tom fails to do the request, then

give a preplanned reductive consequence. For example, after giving the reductive consequence, be sure to state the request again. Escaping the request may reinforce Tom for not doing it. Therefore, reissue the request and provide either positive reinforcement for compliance or another preplanned reductive consequence if he again fails to follow through.

* Collect and review data.
* On a daily basis, monitor requests of high and low probability behavior. Graph the data. Then review it on a regular basis. Make adjustments as needed, such as:
* Changing or increasing positive reinforcement for compliance.
* Changing the reductive consequences used for noncompliance.
* Changing to more effective requests of high probability behaviors.
* Increasing the number of requests of high probability behaviors before requesting a low probability behavior.
* Gradually reduce requests for high probability behaviors.

The ultimate goal is to reduce the ratio of high to low probability request so that the ratio is similar to what usually happens in the instructional environment.

**Progress Monitoring Tools:**

Check list

Compliance Data Sheet

<http://behaviordoctor.org/material-download/>

**Research or Evidence Base:**

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: Sopris West.

**Resource and Additional Support:**

<http://165.139.150.129/intervention/BehavMoment.pdf>