



Increasing Non-Contingent Interactions

Behavior Interventions in the Classroom

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Prevention Strategy: Non-Contingent Interactions

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

Underlying Concept: Non-Contingent Reinforcement

Providing something that is known to be reinforcing that is not contingent on a specific behavior

Rationale for Increasing Non-Contingent Interactions

- Students want and need adult attention, and some students are desperate for any adult attention
- Some students with chronic behavior problems may have learned it is easier and more reliable to get attention by doing things wrong than by following the rules
- By increasing your non-contingent interactions with students, you are intentionally building rapport with your students

How?

- Commit to saying hello to the student as s/he enters the classroom (think Positive Greeting at the Door)
- Show an interest in the student's progress during independent work periods
- Invite the student to ask for assistance
- Engage the student in a conversation topic of the student's choice
- Plan to greet or talk to the student whenever you have had to interact with him/her around behavioral errors, showing that what has happened is in the past

(Sprick, Knight, Reinke, Skyles, & Barnes, 2010)

Activity

- In the chat box, type one way in which you routinely have non-contingent interactions with your students
- Keep adding to the chat box until we say STOP
- Take a minute to review the list of ways your colleagues are routinely engaging in contingent positive interactions with their students
- Be prepared to share one thing you read when reviewing your colleagues responses