**On Task, Follow Directions, Focus, Attention, Active Engagement,**

**and Related Target Behaviors**

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This is a list of possible desired or replacement behavior targets for the teacher and/or team to consider. Instead of a vague problem behavior like *off task* or *non-compliant*, it may be more effective to target one or more of the observable, measurable behaviors below. (These behaviors are most likely to pass the Mr. Potato Head Test and the Stranger Test.)

Check the boxes of the behaviors below that fit the student’s needs and the learning context. Refine or add to the descriptions, as needed. This process can be very helpful when clarifying and teaching expectations. This also supports the implementation of positive, reinforcement-based interventions to increase desired or replacement behaviors.

**[ ] Be In Area:**

* Move to seat/area without disrupting others
* Ask for permission to leave assigned area
* Settle quickly (materials stowed, in seat)
* Stay in designated seat or area (within distance of \_\_\_\_ inches or feet, within marked boundary; seated, feet on floor or up, standing, kneeling, leaning allowed?)

**[ ] Accept direction nicely/well:**

* Repeat back, verbally acknowledge teacher direction
* Say a “teacher pleaser” like “yes m’am/sir, right away, sure thing”
* Smile

**SLANT** is a popular approach that combines some of the behaviors to the left:

**S – Sit up**

**L – Listen**

**A – Ask & answer questions**

**N – Nod your head**

**T – Track the speaker**

*First*, teach students exactly what they are expected to do. *Then*, give quick, efficient, and unemotional reminders when needed.

SLANT may be used as a noun (“Where’s my SLANT?”) or a verb (“Make sure you’re SLANTING!”).

* No complaint, sigh, groan, argument, excuse, groan
* Nod your head

**[ ] Fast start:**

* Begin working immediately after the teacher’s direction (clearer descriptions of “working” are in “Keep working” below)
* Begins first task-related movement or step within \_\_ seconds of first clear teacher direction (or reminder/second teacher direction)
* May have longer time allowance for general classroom direction (versus close proximity student-specific direction)

Also see *Precision Command* and *response latency*

**[ ] Keep working:**

* Continue task after starting
* Stay busy (sustain engagement, active responding) for \_\_ seconds/minutes with task and/or teacher during instruction
* Look at (visually orient toward) and track
  + teacher’s movement with eyes during instruction
  + media display (e.g., whiteboard) with eyes during instruction
* Move eyes during reading
  + Visually or manually track images or words during reading activity, move eyes from word to word, move finger on page while tracking, turn pages at correct time, etc.
* Get teacher attention nicely / Use nice words to stay busy
  + Raise hand, call for teacher, request help when needed
  + Ask questions
  + Make appropriate, relevant comments at correct time
  + Use appropriate voice volume
  + Use nice words
  + Answer questions posed by teacher
  + Answer with the group, when directed (chorally respond)
* Use materials appropriately (as directed, as designed to be used)
* Write
  + Move writing utensil on paper, produce marks, letters, digits, characters, figures, shapes in designated space on page, board, tablet
  + Tap the keyboard and produce letters, digits, and characters
  + Move and click the mouse to select windows, boxes, answers, etc.
  + Enter information for \_\_% of assigned words, problems, items

[ ] Strong Finish:

* Turn work in to teacher (place in tray, on desk, etc.)
* Complete task
* Great try/effort
  + Neat, legible
  + More than \_\_% attempted (questions, problems, sentences, etc.)
  + With \_\_% or better correctness, accuracy
* On time
  + Finish within designated time period
  + Finish within the time that majority ( \_\_%) of classmates finish

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Goal preparation: When identifying goals, the team may want to add *conditions* and/or *criteria for success* to the target behavior descriptions:

* *conditions* (number of students in group, level of curriculum, task complexity/size/effort required, programmed success level, pace of instruction, type and number of prompts, visual supports/job aid/work sample/calculator or computer availability, feedback, error correction) and
* *criteria for success* (see time and accuracy criteria examples above)

Recording options:

* Record student’s response to first 10 opportunities (trials) per day. Record + if the target behavior occurred. Record 0 if the behavior did not occur.
* During an observation period of 10 to 20 minutes, divided into short intervals (10 seconds to several minutes), record + if the target behavior occurred for any part of (or the majority of) the interval. Record 0 if the behavior did not occur. Record / if the observation did not occur or was not applicable for a specific interval.
* Record ratings of the target behaviors using a 5-point scale. Example: 1 = not at all, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent.
* Student participates in *self-recording* – teacher conducts “follow-up checks” to validate and give feedback to improve accuracy of the student’s self-record

Hypothesis development:

Assess if the student “can’t do” or “won’t do.” Consult with the problem solving team, as needed. For a “can’t do” hypothesis, consider explicit instruction, added prompts (verbal reminders, visual supports) embedded in natural routines, and a motivational intervention (see below). For a “won’t do” hypothesis, consider a motivational intervention (see below).

Basic motivational intervention option 1:

* Create a bonus reward ticket. Add check boxes with the selected behaviors.
* Give an orientation to, and rehearse the expected behaviors. “I show you. You show me.”
* Set an attainable, minimum goal to earn rewards, break time, etc.
* Record the student’s performance. Optional: student self-records (see above).
* Give feedback to shape improvements. Present rewards when earned.

Basic motivational intervention option 2:

* Students are permitted to politely ask for (recruit) praise from the teacher at set intervals (e.g., 30 minutes) – “Excuse me. How am I doing?”

Basic motivational intervention option 3:

* The entire class participates. Points are presented or tickets are placed in a jar for a drawing.
* Pair with the "Success Chain," "Mystery Motivator," or another classwide reinforcer system.

Consult with the problem solving team to plan and implement other interventions.