

## INCREASING POSITIVE INTERACTIONS

*Step-by-Step Summary*

Following is a summary of the steps involved in Intervention E. It is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. See the chapter “Intervention E: Increasing Positive Interactions” for a detailed description of this intervention.

**STEP 1** Plan more positive interactions.

- A. Review the problem and overall goal for the student.
- B. Self-assess or have an observer monitor your ratio of interactions.
  1. Set up an observation by an interventionist.
  2. Conduct the observation.
  3. Analyze interactions.
  4. Consider self-monitoring classroom interactions (optional).
- C. Decide how you will respond to misbehavior.
  1. Brainstorm negative behaviors.
  2. Categorize the behaviors.
  3. Decide whether to ignore the misbehavior or impose a consequence.
  4. Verbally rehearse how to handle each misbehavior.
- D. Develop a plan to increase positive interactions.
  1. Brainstorm a list of noncontingent positive interactions.
  2. Plan to provide contingent positive feedback.
  3. Plan to conference informally with the student regarding his progress.
  4. Involve other staff members in interacting positively with the student.
- E. Continue to collect objective data to determine whether the intervention is helping the student’s behavior improve.
- F. Determine who will meet with the student to discuss and finalize the plan.

## STEP 2 Meet with the student.

- A. Help the student identify and rehearse specific actions he is willing to take to reach his goal.
- B. Discuss the plan for ignoring some misbehaviors and providing consequences for others.
- C. Review ways the teacher and student can engage in positive interactions.
- D. Set up a time to meet regularly with the student to discuss progress.
- E. Review the roles and responsibilities of all participants.
- F. Conclude the meeting with words of encouragement.

## STEP 3 Follow the plan.

- A. Evaluate the impact of the intervention, making revisions and adjustments as necessary.
- B. When the student demonstrates consistent success, fade the intervention.
- C. Once the intervention has been faded, provide continued support, follow-up, and encouragement.