Random Positive Teacher Attention:

What is it?

- A tool for working with students displaying attention-seeking behaviours
- A method to break the cycle where negative attention-seeking behaviour is followed by negative teacher attention

Purpose:

- To decrease the occurrence of negative-attention seeking behaviour

Advantages:

- Easy to implement in any setting
- When success is achieved in one setting it can be transferred to another setting
- No extra time or preparation is required
- Provides the opportunity to give positive attention and build a positive relationship with students

Procedures of Random Positive Teacher Attention:

- Determine methods of demonstrating positive attention to the student
  - Positive attention will be given to the attention-seeking student at times of teacher choosing
  - A list of ways to provide positive attention that can be implemented quickly, without disrupting the class or instruction and which the student finds rewarding is important
    - Pat on the shoulder
    - Eye contact and smile
    - Check-in with progress on assignment
    - Call on the student to answer
    - Provide brief, specific praise
    - A few words of encouragement
    - Invite the student to summarize for the group the main points of instruction
    - Speak briefly with the student
    - Select the student to do a classroom task, like handing out papers
- Determine how frequently to give Random Positive Teacher Attention during class
  - The number of times or intervals in which positive attention is to be given
  - Works best if the initial level of random attention is high
    - This can be gradually decreased over time
ADHD:

Random Positive Teacher Attention

Rena Little

- Observation of how frequently the student seeks attention (every 5 minutes) helps to provide a guideline as to the rate of positive attention
- Select the time and setting in which to use Random Positive Attention
  - This may be dependent upon the times of day or class that this student has been observed displaying attention-seeking behaviour
  - Should the attention-seeking behaviour occur at anytime in any environment, then this technique should be used across the greater part of the day or class
- Start using the intervention
  - Whenever the student inappropriately seeks teacher attention either ignore the student or, in a neutral manner, quietly redirect the student to task and continue teaching
  - Whenever the student is due to receive the positive attention, observe first to be sure the student is not engaged in attention-seeking behaviour
  - If not displaying attention-seeking behaviour, approach the student and provide positive attention
  - If engaged in attention-seeking behaviour, ignore and continue teaching until the next scheduled interval
- Gradually fade the intervention over time
  - Once attention-seeking behaviour begins to fade significantly or has been eliminated, gradually reduce the occurrences of positive attention
  - If, at any point, the attention-seeking behaviour increases again, temporarily increase the occurrences of positive attention

Troubleshooting:

- Intervention does not improve student behaviour
  - The student may not be receiving enough random positive attention
    - Try increasing the rate of random positive attention
  - The student may be continuing to get attention for negative behaviour
    - Continue to provide student with the intervention
    - Make extra effort to respond neutrally or ignore the attention-seeking behaviour
  - The student may not find the attention rewarding
    - This strategy only works if the student finds the teacher attention rewarding
    - Student may act inappropriately for another reason: to avoid a situation that he/she finds unpleasant or to gain peer attention
    - Should this be the case, a different intervention will be necessary