

One of the things I do with points is give them when the problem is not occurring, that way energy gets put into him when "nothing is happening" because that is really when everything is happening that we want.

"Micheal, you are sitting there in your desk, you have your work in front of you, and I just wanted to tell you what a great kid you are, you are keeping yourself in your seat and respecting the personal space of others, I really appreciate how hard you are working on the rules for me. Here's two points."

"And you know what, you are so great, I bet pretty soon you will get started on your work, and I have more points waiting for you when that happens."

This helps him internalize a positive, coaching, esteem building style of self-talk, provides the healthy thinking patterns that generate the right behavior. It also prevents him from getting something going in terms of an exciting, energized, even tho it's negative, response from a teacher, which bored and irritable kids will seek out, which means our conventional wisdom about behavior management backfires, we end up training them to create problems more because they like seeing our buttons pushed. It also builds our relationship and provides a way to interact that is energizing rather than draining for us.

Sounds like maybe helping with the self-talk to be flexible and defeat rockbrain may be in order also. So you watch for the times he accepts instructions, hearing "no," and making transitions smoothly and drop points and praise on him then.

Another trick, and you may already know all this, is to be inconsistent with the points. If he never knows when he will get them or how many he will get, this is the most powerful reinforcement schedule. It's like a slot machine. You never know which pull will do it, maybe the first, the third, the eleventh, or how much you will get, maybe a million? So that makes the behavior, lever-pulling, occur with greatest frequency and duration. The truth of great behavior management is often obscured by traditional dogma, I learned some great truths at Sea World. You gotta use the best when you are working with a killer whale!

Let me know if you have strategies you want me to try with him over here.

Brad

Hey Brad,

>

> I just wanted to give you a heads up for your session tomorrow. We
> implemented the point system that you mentioned in our meeting last

> Friday. It seemed to work very well. M.C. earned 17 points today and 3
> rewards. However, at approximately 1:45 he got upset and told his teacher
> to shut-up and to leave the room. I was called to come and intervene.
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> He complained of a headache. I told him that we could go to my room and
> get one of his snacks. He complied and was able to calm down. While we
> were talking he wanted me to call ----- and ask if she would come and
> pick him up from school. The past two days he has wanted ----- to come
> and pick him up from school. Yesterday he had a melt down because he had
> to ride the bus.
>
> Upon talking to his teachers after the incident from today I believe the
> antecedent was another boy asking MC to leave him alone. The other
> student told MC that he did not want to play with him and that he was
> bothering him. He is having inappropriate relationships with other
> students in his class. He constantly invades others personal spaces and
> gets upset when things do not go his way.
>
> Again, I just thought you might want to know this information for your
> session tomorrow. Let me know if you have any questions or concerns.
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> Have a great day!
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>
> Michelle
> Behavior Specialist
> "Mission Control"
> Bill Burden Elementary

