

DIFFERENTIAL ATTENTION

Use only for behaviors that are NOT a safety risk or intrusive to other students.

- 1. As soon as the target behavior is emitted (annoying but not harmful behavior), shift your eye gaze and body slightly away from the student.**
- 2. Do not speak to the student, or reference his/her behavior in any way.**
- 3. Monitor the student subtly.**
- 4. As soon as the student stops the target behavior, or initiates a much lower level of the behavior, return your attention to him/her.**
- 5. Give the student a lot of attention when the student is emitting an appropriate behavior.**
- 6. Make sure that there is an obvious contrast between attention and no attention.**
- 7. Be aware that behavior tends to escalate when the student is not receiving the desired results, so be prepared for the escalation. If the escalation can not be ignored, it is better to avoid this technique altogether and opt for modified differential attention or overriding instead.**

MODIFIED DIFFERENTIAL ATTENTION

- 1. When the student emits the target behavior, instead of shifting your attention away from the student, acknowledge the student in a non-committal, neutral manner (“neutral acknowledgement”). Say, “oh,” or “hmm”, nod and say, “I hear you...” or just nod as though you are listening but not agreeing or disagreeing.**
- 2. When the student’s behavior shifts to a more appropriate response, increase the vitality of your response; appear more interested, impressed, and focused.**