

INTERVENTIONS FOR BEHAVIOR
Mystery Motivator

Purpose:

Least Intensive - (Class-wide) Interventions

Description:

Designed to be time effective for teachers, this strategy can be used with a whole class or with a small group

Materials:

1. Weekly tally charts
2. Mystery motivator envelope
3. Timer or beeper tape (cassette tape with intermittent signal or beep)

Preparation:

1. Develop a reward menu for this intervention.
2. Define (as a class) the skills you will be monitoring.
3. Post a list of the skills in the classroom.
4. Post the mystery motivator envelope with the mystery reinforcer.
5. Decide how many times per day you will monitor the on-task skills.
6. Choose how frequently you will reinforce classroom behavior. NOTE: Many teachers find that once per week is sufficiently motivating to make the intervention effective. For students with more intense or severe levels of misbehavior, however, you initially may want to present a reinforcement more frequently (e.g., daily) and as students' behaviors improve, gradually extend intervals.

Procedure/Steps:

Steps in Implementing This Intervention:

- A. Introduce the Mystery Motivator Program to targeted students/class.
 1. Tell the students, "You will become a better learner by doing on-task skills."
 2. Discuss and teach the following on-task skills (and/or others as defined by teacher):
 - a. Following directions
 - b. Raising hand to ask questions
 - c. Getting out supplies and having them ready
 - d. Using classroom voice
 - e. Doing schoolwork during independent work time
 3. Explain that students will have the chance to earn rewards for demonstrating appropriate on-task behavior.
 4. Tape tally sheets to each student's desk.
 5. Remind students to monitor only their own behavior.
 6. Say, "Once in a while, you will hear the timer, (or I will ask you to check if you are doing your on-task skills). If you are not on task, place a tally mark on your chart."
 7. Start the Response Mystery Motivator Intervention.

- B. Remind students at the start of each day's monitoring period of your positive behavioral expectations (e.g., "We are going to be keeping track of our on-task skills. Be sure to give me your best attention, raise your hand to get permission to speak, and do your best work!"). If you must remind a student to make a tally mark because of misbehavior, do so quietly and without drawing undue attention to him or her. If the student does not appear to understand why you are asking him/her to make a tally mark, provide a brief explanation using a neutral tone of voice and move on.
- C. Reveal the Mystery Motivator.
At the end of each week (or alternate time interval that you have selected), reveal the Mystery Motivator and permit students who have earned the Mystery Motivator by having fewer than a pre-determined number of tally marks to participate in the reinforcing activity.

Evaluation of Effectiveness:

Comparison of student behavior before and after implementation.

Sources:

Courtesy of St. Croix River Special Education District