



## Goal Setting: Using Planned Ignoring

Now that you have outlined your behaviors of interest and a time of day that you can practice your planned ignoring, put your plan into motion. Set a goal for the number of times you will ignore the behavior(s) you have identified. For example, if you observed a student blurting out five times on Monday, what percentage of those times did you actually ignore the behavior? Use the form below to fill in the week, time of day, and behavior(s) you are ignoring.

**For the Week of:**

### Goal:

During , I will practice ignoring  behavior.

My goal is to ignore this behavior  % of the time, this week.

### Simple Data <sup>[1]</sup>

Day 1	Day 2	Day 3	Day 4	Day 5	Weekly Average
_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

### Notes:

**Did I meet my goal?**      Yes      No

If YES, what went well?

If NO, what were the challenges?

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**How will I meet the goal next time?**



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### <sup>[1]</sup> Using Simple Data

At the end of each day, write down your percentages from the strategy tool above. Include notes about your implementation, which will help you when you review your progress. Then, at the end of the week, determine if you met your goal.

#### **If you met your goal**

*Give yourself some behavior-specific praise! Keep it up. Maybe even increase your goal for the next week.*

#### **If you did not meet your goal**

*Reflect on any challenges that you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ I am ignoring a behavior, but it does not seem to be impacting the student.</p>	<p>Make sure that the problem behavior you are ignoring is for attention. If you are not sure about the function, consult with your coach. If this is not the issue, revisit your data. Have you been implementing the strategy consistently? Even providing attention for inappropriate behavior on one occasion can increase the behavior. If this is the case, work on increasing your consistency. Lastly, are you experiencing an extinction burst (seeing the behavior more before it goes away)? Remember that it is normal for behavior to increase initially for a short period of time. Keep implementing the strategy and evaluating your progress and if you are doing everything right, you will eventually see improvement!</p>
<p>“ I am having a hard time getting my students to ignore problem behavior in the classroom.</p>	<p>This is normal! While you cannot force students to refrain from laughing at a student, you can set the expectations for appropriate behavior in your classroom. Try incorporating a lesson about "ignoring behavior." Develop a signal to help your students easily identify when ignoring is necessary. Additionally, involving the class in a strategy such as this one is more effective when you add in positive reinforcement (see <a href="#">Using Group Contingencies</a>) for doing so. Do you have tokens you can give your students for exhibiting appropriate behavior (i.e., ignoring problem behavior)?</p>
<p>“ My student continues to disrupt the classroom to the point where it is impossible to teach.</p>	<p>Behavior that has surpassed minor annoyances and is significantly preventing other students from learning would not be considered a minor problem behavior. If you have followed all of the steps outlined above and still continue to have extreme disruptions, you might consider speaking with your coach about incorporating another strategy to manage that particular behavior. Depending on the behavior, you might need to enlist the help of other school professionals, but make sure that whatever additional strategies you decide to implement address the function of attention.</p>