

I Like Teacher Attention Book

A Comprehension Guide

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The pages of this I Like Teacher Attention Book are "two up" on the page so they can be printed and then cut in half and stapled into a guidebook. Prior to starting the Teacher Attention Program with a student, this I Like Teacher Attention Guidebook should be read with the student a few times.

The I Like Teacher Attention Story has the same content, but it's condensed onto a few pages. That format might appeal more to older elementary school and young middle school students, and it's easier (than the guidebook) to reference quickly when needed.

Users should feel free to alter the content (add and delete) to reflect your specific student who needs the program. This example that follows was written with one particular student in mind, but a lot of it is generalizable.

All About Getting The Right Kind of Teacher Attention



I Like Teacher Attention

I like teacher attention because it makes me feel happy to be in school.

I like teacher attention because it makes me feel proud.

I like teacher attention because it makes me feel important, like people care about me.



I like teacher attention because sometimes I feel lonely and I want someone to keep me company.

I like teacher attention because it helps me feel settled and confident.



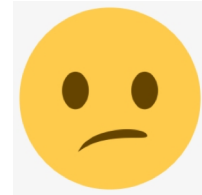
There are two different types of teacher attention, **positive attention** and **negative attention**. **Positive attention** feels good because you get it for doing the right thing. **Negative attention** feels bad because you get it for doing the wrong thing.

The best kind of teacher attention is when the teacher tells me I'm doing a good job, or when the teacher and I are doing an activity together, or I'm trying my best and the teacher is helping me with something difficult, or I have a problem and the teacher has time to listen and understand. That's called **positive attention**.

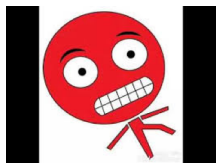


Positive attention is when the teacher is smiling with me and when the teacher's voice is soothing, patient, and comforting.

Sometimes I try to get teacher attention by doing something wrong, like leaving my area and wandering around the room or refusing to do my work. When I get attention for doing something wrong it's called **negative attention** and it doesn't make me feel happy or proud or important. I don't feel settled and confident when I get **negative attention**.



Sometimes I feel lonely if a teacher is not next to me, so I stop working and ask for help, or I ask a teacher to come over so I can talk instead of doing my work.



Sometimes I try to get teacher attention by doing something unsafe, like when I act like I'm going outside by myself. When I get attention for being unsafe that's also **negative attention**.

Negative attention is when the teacher's face looks serious and unhappy, when the teacher tells me to stop doing the wrong thing and start doing the right thing, and the teacher's voice is stern and strict.



Negative attention is when the teacher is not able to listen to me because my behavior is making a problem.



Negative attention makes me feel bad, and I'm always sorry later, that I tried to get attention by doing the wrong thing.



I want to feel happy, proud, and important when I'm in school. I want to feel settled, confident and comforted. I want my teachers to be pleased with me and proud of me, and I want them to spend patient time with me, instead of problem time with me.



Everyone likes that type of teacher time and everyone wants to feel that way. Everyone appreciates it when they get teacher attention that makes them feel that way, when they get **positive** attention.



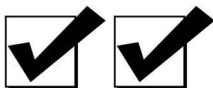
I will try to get only **positive teacher attention**, attention for doing the right thing, because **positive teacher attention** makes me feel so good.



I can't get **positive attention** every minute of every day, so I will do the right thing and wait for my turn to get **positive attention**. It's hard to wait, so my teacher will help me by making a schedule for getting **positive attention** or telling me when I will get **positive attention**, and I can use a coupon that will remind me.



When I stay in my area and I keep working while I wait for teacher attention, I will get double credits on my **Positive Teacher Attention** coupon.



If I do not wait in my area for **teacher attention** or if I call the teacher over to check my work and I did not do my work I will get an **X** in one of my reminder boxes and my teacher will go back to her work instead of giving me positive attention.



I will Try harder, because if all the reminder boxes are filled with Xs, the coupon is no good. I will have to start over and try again.



If I try to get **teacher attention** by doing something unsafe, like when I act like I'm going outside by myself, all the reminder boxes will be filled at once with Xs and the coupon will immediately be no good.



I will try my best to fill all the credit boxes before all the reminder boxes get filled, so I can save all my credits instead of throwing the coupon away.



I can also put my coupons in a bank and use them for later for a special teacher activity.



I will learn how to work on my own and wait for **positive teacher attention**, because I want to feel happy, proud, and important in school. I want my teachers to be pleased with me and proud of me.