Menu of Function-Based Options for Behavior Intervention Planning

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| Setting Event Strategies | Antecedent Strategies | Behavior Teaching Strategies | Consequence Strategies |
| * Check-in   + Provide adult interaction/ attention immediately upon student arrival.   + Food, sleep, medications, hygiene, clothing etc.   + Organize materials   + Practice replacement behaviors * Structured daily schedule for on-task activities. (visual schedule) | **Attention Seeking**   * Increase Positive Recognition  o Give student leadership   responsibility or a class “job” that requires the student to interact with staff.   * + Increase positive home/school communication * Increase Opportunities to Respond * Increase Active Supervision – Schedule more frequent interactions * Increase opportunities for peer interaction   **Escape/Avoid Task**   * Teach Procedures o Asking for help   + Individualize procedure for use of resources (e.g. help bucket; peer support)   + Check to see if student has needed materials and if not, provide them before they are needed. * Address Task Difficulty   + Design assignments to meet student instructional/skill level.   + Pre-teach content.   + Modify amount or type of activity. o Provide extra help/checks for   understanding.   * Provide Choice   + Provide choices such as what to do first or what tools to use.   + Provide an opportunity to engage in a preferred activity first. * Sequence Tasks   + Use behavioral momentum/task dispersion | **Attention Seeking**   * Teach specific ways to ask for attention:   + Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) * Teach self-management skills: o Observing & recording own   behavior   * + Goal setting   + Evaluating behavior o Strategy instruction   **Escape/Avoid Task**   * Teach how to ask for a break. * Teach how to ask for an alternative activity/assignment * Teach student how to ask for assistance * Teach student how to use resources * Teach specific academic skills (e.g.,) o Sight words   + Reading fluency o Comprehension o Math facts | **Response for Appropriate Behavior Attention Seeking**   * Respond quickly when the student asks for attention appropriately * Give frequent attention for any appropriate behavior * Allow student to earn opportunity to pick activity for group or class * Provide opportunity for peer interaction   **Escape/Avoid Task**   * Provide opportunity to earn breaks after specified number of completed tasks * Provide opportunity to earn time doing self-selected activity * Reward student for attempting tasks and staying focused on the task |
| **Response to Make Problem Behavior Ineffective**   * Provide consistent and calm response * Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity * Prompt peers to ignore problem behavior * Offer brief assistance with task or activity * Offer alternatives to complete the task * Schedule standard times to complete unfinished work |