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
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| **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
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