Menu of Function-Based Options for Behavior Intervention Planning

|  | Seek Attention | Avoid Attention | Avoid Tasks |
| --- | --- | --- | --- |
| 2.1 Setting Events Strategies | * Check-in with an adult immediately upon student arrival to: * Provide positive attention, greeting * Organize materials * Practice replacement behaviors * Provide food, sleep, medications, hygiene, clothing etc. | * Provide a quiet space to eat breakfast, do a preferred activity, etc. * Ask the student if they want to talk with an adult they choose before going to class | * Provide a structured daily schedule for on-task activities (visual schedule) |
| 2.2 Antecedent Strategies | * Increase Positive Recognition * 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 * Clarify expected behavior and provide specific precorrects | * Teachers assign cooperative groups (versus students choosing) * Provide the option to work independently * Preview upcoming events and tasks * Use a visual schedule of class activities * Provide preferential seating (e.g. separate “office”, desk to the side, on the floor, etc.) * Clarify expected behavior and provide specific precorrects | * Teach Procedures * Asking for help * Individualize procedure for use of resources (e.g. individual dictionary, 100’s chart, multiplication table, graphic organizers) * 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. * Provide extra help/checks for understanding. * Provide Choice * Provide choices such as what to do first or what tools to use. * Sequence Tasks * Provide an opportunity to engage in a preferred activity first. * Clarify expected behavior and provide specific precorrects |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.3 Teaching Strategies | * Teach specific ways to ask for attention: * Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) * Help teach lesson to other students * Participate in social skill instruction | * Teach self-management skills: * Observing & recording own behavior * Goal setting * Evaluating behavior * Strategy instruction * Participate in social skill instruction | * 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 * Sight words * Reading fluency * Comprehension * Math facts * Participate in social skill instruction |
| 2.4 Consequences to Reinforce Replacement Behavior | * 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 | * Acknowledge student with nonverbal reinforcements: * Thumbs up * Small note * Provide opportunity to earn time doing self-selected activity | * 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 * Staying focused on the task |
| Consequence 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 * Teacher ignore problem * Prompt peers to ignore problem behavior | * Provide consistent and calm response * Teacher gives non-verbal cue to participate * Proximity control | * Provide consistent and calm response * Offer brief assistance with task or activity * Offer alternatives methods or materials to complete the task * Schedule standard times to complete unfinished work |