

Function-Based Intervention Guide

Attention Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking adult attention. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context.

A - PREVENTION Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior

Prevention (give attention early & often for desired/neutral behavior)

Identify who's attention is desired, how it is desired, activities during which student seems to require more attention, and how long the student can go before needing attention

Provide opportunities for attention early and often

Check-in with the student at beginning of class or new subject (adult attention)

Give the student frequent, intermittent attention for positive and neutral behaviors (easier if student is seated in close proximity to staff member)

Assign the student a leadership role or class job to interact with teacher or students positively

Build in Peer Attention by offering opportunities for peer buddy, peer tutor or group work

Prompt the Replacement & Desired Behavior

Common Replacement Behaviors: Ask for Help (adult), or work with a peer (for peer attention)

Frequently and deliberately remind the student in advance to use the Replacement Behavior

Prompt use of social skills that will support the student to get attention in more appropriate ways and at more appropriate times (e.g. Conversation starters, Social Skill visual)

B - TEACHING BEHAVIOR Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Attention)

Identify & teach specific ways to ask for attention:

Raise hand and wait patiently for teacher to come provide help/attention

Raise hand and request to work with a peer (if peer attention)

Teach & role play with student and peer what peer help should look like

Provide additional social skills instruction & support to address student social skill deficits

May require additional assessment to ID specific skill deficits limiting student success

Common skills to teach include appropriate greetings, conversation starters, active listening skills, understanding social cues, joining a group, taking turns, sharing

Teaching should involve role play and practice in real world settings with people commonly involved

C - RESPONSE TO BEHAVIOR Interventions that occur after (or in response to) desired or non-desired behavior to encourage desired behavior and limit pay-off for non- desired behavior

Reinforce Replacement Behavior & Desired Behavior

Respond quickly if student appropriately requests (raises hand) adult attention

Give the student frequent adult attention for positive behavior

Student can earn an activity (e.g. lunch, game, free time) with teacher or peer

Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior

Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior

Limit verbal interaction – create a signal to redirect the student to use the replacement behavior

Avoid power struggles OR Teach peers to ignore problem behavior (if peer attention)

Function-Based Intervention Guide

Behavior to Escape Tasks

Below are guidelines for interventions addressing the function of student problem behavior to avoid task. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context... particularly with regard to the specific aspects of the task that are leading the student to choose to avoid the task.

<p>A - <u>PREVENTION</u> Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior</p>
<p><u>Prevent Problem Behavior</u> Identify specifically what about the task or activity makes it aversive or escape-worthy (e.g. too difficult, long, boring) and modify the task to make it less aversive to the student If the task is too difficult, make it easier, consistent with the student's skill level Provide additional teacher support or instruction for the task (e.g. provide help with first few questions) or have student work with a peer 'tutor' If task is too long, break it into smaller chunks If task is too boring try to identify ways to make it more interesting or engaging to the student</p> <p><u>Prompt the Replacement & Desired Behavior</u> Common Replacement Behaviors are to Ask for a Break, Help, or Alternate Task Frequently and deliberately remind the student in advance to use the Replacement Behavior, if needed Provide prompts to encourage use of instructional supports to facilitate task completion</p>
<p>B - <u>TEACHING BEHAVIOR</u> Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Avoid task)</p>
<p><u>Identify & teach specific ways to ask for a break, alternate task or help (from teacher or peers)</u> Teach student to use a break card and take a break appropriately Teach student to request an alternate assignment or task Raise hand and wait patiently for teacher to provide help Teach & role play with student and peer what peer help should look like</p> <p><u>Provide additional academic instruction/support to address student skill deficits</u> May require additional assessment to ID specific skill deficits limiting student success More focused & intensive instruction; additional instructional group or Special Education support Additional support and practice in school or at home</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> Intervention that occur after (or in response to) desired or non-desire behavior to encourage desired behavior and limit pay-off for non-desired behavior</p>
<p><u>Reinforce Replacement Behavior & Desired Behavior</u> Respond quickly if student asks for help or for a break & provide praise Praise/reward students for being on task, trying hard & work Student could earn opportunity to avoid task (e.g. free homework passes or reduced numbers of problems) as an incentive for consistently being on task & completing work in class</p> <p><u>Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior</u> Eliminate/minimize the amount of work or instructional missed following problem behavior However, we need to make sure student is capable of doing work... if not, provide support/instruction so student can complete the work</p>