

## Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
2.1 Setting Events Strategies	<ul style="list-style-type: none"> <li>• Check-in with an adult immediately upon student arrival to:               <ul style="list-style-type: none"> <li>• Provide positive attention, greeting</li> <li>• Organize materials</li> <li>• Practice replacement behaviors</li> <li>• Provide food, sleep, medications, hygiene, clothing etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide a quiet space to eat breakfast, do a preferred activity, etc.</li> <li>• Ask the student if they want to talk with an adult they choose before going to class</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a structured daily schedule for on-task activities (visual schedule)</li> </ul>
2.2 Antecedent Strategies	<ul style="list-style-type: none"> <li>• Increase Positive Recognition               <ul style="list-style-type: none"> <li>• Give student leadership responsibility or a class “job” that requires the student to interact with staff.</li> <li>• Increase positive home/school communication</li> </ul> </li> <li>• Increase Opportunities to Respond</li> <li>• Increase Active Supervision – Schedule more frequent interactions</li> <li>• Increase opportunities for peer interaction</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers assign cooperative groups (versus students choosing)</li> <li>• Provide the option to work independently</li> <li>• Preview upcoming events and tasks</li> <li>• Use a visual schedule of class activities</li> <li>• Provide preferential seating (e.g. separate “office”, desk to the side, on the floor, etc.)</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Procedures               <ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Individualize procedure for use of resources (e.g. individual dictionary, 100’s chart, multiplication table, graphic organizers)</li> <li>• Check to see if student has needed materials and if not, provide them before they are needed.</li> </ul> </li> <li>• Address Task Difficulty               <ul style="list-style-type: none"> <li>• Design assignments to meet student instructional/skill level.</li> <li>• Pre-teach content.</li> <li>• Modify amount or type of activity.</li> <li>• Provide extra help/checks for understanding.</li> </ul> </li> <li>• Provide Choice               <ul style="list-style-type: none"> <li>• Provide choices such as what to do first or what tools to use.</li> </ul> </li> <li>• Sequence Tasks               <ul style="list-style-type: none"> <li>• Provide an opportunity to engage in a preferred activity first.</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul> </li> </ul>

	Seek Attention	Avoid Attention	Avoid Tasks
2.3 Teaching Strategies	<ul style="list-style-type: none"> <li>• Teach specific ways to ask for attention:               <ul style="list-style-type: none"> <li>• Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)</li> <li>• Help teach lesson to other students</li> <li>• Participate in social skill instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teach self-management skills:               <ul style="list-style-type: none"> <li>• Observing &amp; recording own behavior</li> <li>• Goal setting</li> <li>• Evaluating behavior</li> <li>• Strategy instruction</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how to ask for a break.</li> <li>• Teach how to ask for an alternative activity/assignment</li> <li>• Teach student how to ask for assistance</li> <li>• Teach student how to use resources</li> <li>• Teach specific academic skills               <ul style="list-style-type: none"> <li>• Sight words</li> <li>• Reading fluency</li> <li>• Comprehension</li> <li>• Math facts</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>
2.4 Consequences to Reinforce Replacement Behavior	<ul style="list-style-type: none"> <li>• Respond quickly when the student asks for attention appropriately</li> <li>• Give frequent attention for any appropriate behavior</li> <li>• Allow student to earn opportunity to pick activity for group or class</li> <li>• Provide opportunity for peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge student with nonverbal reinforcements:               <ul style="list-style-type: none"> <li>• Thumbs up</li> <li>• Small note</li> </ul> </li> <li>• Provide opportunity to earn time doing self-selected activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity to earn breaks after specified number of completed tasks</li> <li>• Provide opportunity to earn time doing self-selected activity</li> <li>• Reward student for attempting tasks</li> <li>• Staying focused on the task</li> </ul>
Consequence to Make Problem Behavior Ineffective	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Limit verbal interaction for problem behavior.</li> <li>• Create a signal that prompts student to stop and/or return to desired activity</li> <li>• Teacher ignore problem</li> <li>• Prompt peers to ignore problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Teacher gives non-verbal cue to participate</li> <li>• Proximity control</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Offer brief assistance with task or activity</li> <li>• Offer alternatives methods or materials to complete the task</li> <li>• Schedule standard times to complete unfinished work</li> </ul>

*Adapted from Loman, S. & Borgmeier, C. (2010)*

