Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks

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)

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

	Seek Attention	Avoid Attention	Avoid Tasks

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

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

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