**Menu of Function-Based Options for Behavior Support 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
* 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
* 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.
* 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:
* Observing & recording own behavior
* Goal setting
* Evaluating behavior
* 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 forassistance• Teach student how to use resources* + Teach specific academic skills (e.g.,)
* Sight words
* Reading fluency
* Comprehension
* Math facts
 | Response for Appropriate BehaviorAttention 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 BehaviorIneffective* + 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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*Adapted from Loman, S. & Borgmeier, C. (2010)*