**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 for  assistance  • Teach student how to use resources   * + Teach specific academic skills (e.g.,) * Sight words * Reading fluency * Comprehension * Math facts | Response for Appropriate Behavior  Attention 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 |
| Response 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   + 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 |

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