**Menu of Function-Based Options for**

**Behavioral Intervention Planning**

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| **Setting Event Strategies** | **Antecedent Strategies** | **Behavior Teaching Strategies** | **Consequence Strategies** |
| * Check-in
* Provide adult attention immediately upon student arrival.
* Food, sleep, medications, hygiene, clothing etc.
* 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

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

Avoid Task * Teach how to ask for a break.
* Teach how to ask for an alternative activity/assignment
* 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 pick activity for group or class
* Provide opportunity for peer interaction

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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| Minimize Pay-off for Problem Behavior* 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
* Schedule standard times to complete unfinished work
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