**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 |
| 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 |