

Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
2.1 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)
2.2 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 precorrections	- 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 precorrections	- 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 precorrections

	Seek Attention	Avoid Attention	Avoid Tasks
2.3 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
2.4 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)