

Possible ABC Strategies by Function

*Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
	<i>Prevent Problem Behavior & Support Desired Behavior</i> <i>Make Problem Behaviors <u>Irrelevant</u></i>	<i>Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior <u>Inefficient</u>.</i>	<i>Change consequences that have supported rather than eliminated the problem behavior.</i> <i>Do NOT allow the negative behavior to pay off for the student, put the negative behavior on <u>extinction</u></i> <i>Reward appropriate behavior to make the problem behavior <u>Ineffective</u>.</i>
Attention Seeking	<i>Prevention (give attention early for positive behaviors)</i> <i>Check-in – provide adult attention immediately upon student arrival</i> <i>Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff</i> <i>Place student in desk where they are easily accessible for frequent staff attention</i> <i>Give student frequent intermittent attention for positive or neutral behavior</i> <i>Pre-correct - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention</i>	<i>Teach student more appropriate ways to ask for adult attention</i> <i><u>Identify and teach specific examples of ways to ask for attention</u></i> <i>-Raise hand and wait patiently for teacher to call on you</i> <i>-likely need to differentiate (large group, small group, work time, etc.)</i>	<i>Respond quickly if student asks appropriate for adult attention</i> <i>Give the student frequent adult attention for positive behavior</i> <i>Student earns 'lunch w/ teacher' when student earns points for paying attn in class & asking appropriately for attention</i> <i>Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</i> <i>—Limit verbal interaction – create a signal to prompt the student to stop the problem behavior</i> <i>--Avoid power struggles</i>

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<i>Function of Behavior</i>	<i>Antecedent Strategies</i>	<i>Behavior Teaching Strategies</i>	<i>Consequence Strategies</i>
<i>Avoid Task</i>	<i>Prevention (modify task or provide support)</i> <i>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</i> <i>Assign student to work with a peer</i> <i>Provide additional instruction/support</i> <i>Provide visual prompt to cue steps for completing tasks student struggles with</i> <i>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</i> <i>PreTeaching content</i> <i>PreCorrect - Frequently & deliberately remind student to ask for help</i>	<i>Teach student more appropriate ways to ask for help from teacher or peers</i> <i>Provide additional instruction on skill deficits</i> <i><u>Identify and teach specific examples of ways to ask for help</u></i> <i>-Raise hand and wait patiently for teacher to call on you</i> <i>-teach student to use a break card</i> <i>-likely eed to differentiate (large group, small group, work time, etc.)</i> <i>Provide academic instruction/support to address student skill deficits</i> <i>-More focused instruction in class</i> <i>- Additional instructional group</i> <i>- Special Education support for academic deficit</i> <i>- additional support and practice at home</i> <i>-additional assessment to identify specific skill deficits</i>	<i>Respond quickly if student asks for help or for a break</i> <i>Reward students for on task, trying hard, work completion & for asking for a break or help appropriately</i> <i>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</i> <i>--However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work</i>