General Examples of Function-Based Recommendations
*Use to Complete FBA Report: Section VII. Recommendations

1. Use the hypothesized function from the FBA to identify possible strategies from the table below,
2. Use the developmental level and the preferences of the student to create individualized interventions.

Identifying Replacement Behaviors:
1. When choosing a replacement behavior for the target behavior, it's best to choose behaviors that are already seen in a child's behavior repertoire or require very little teaching so the child can access the reinforcement with the least amount of effort.
2. Replacement behaviors must be observable and measurable; as is the definition of the target behavior.

*This is not an exhaustive list.

Hypothesized Function (via FBA)	Antecedent Strategies (Prevention)	Teaching Strategies for Skill Acquisition	Consequence-Based (Response) Strategies
Automatic Reinforcement	1. Provide frequent opportunities for movement 2. Provide a space in the classroom for the student to engage in sensory-related behaviors. 3. Provide socially acceptable items for student to hold/manipulate.	1. Functional Communication Training (FCT): Teach the student to request a break, during which he/she is allowed to engage in sensory-related behavior(s). The format of the request must be based on student's current level of communication (picture, signal, /sign, words, gesture written). This system should also contain a signal to indicate to the student when a break is available.	1. Differential Reinforcement of Other Behavior (DRO) on a fixed or variable schedule (aka "sensory break"): After a predetermined amount of time, or on a random schedule, during which the student does not exhibit the target problem behavior, provide limited "breaks," during which the student is allowed time to engage in the sensory-related behavior. 2. Differential Reinforcement of Alternative behavior (DRA): Allow student sensory experiences with socially appropriate items or activities (e.g., stress ball, chewing gum).
Social Negative Reinforcement (Escape/ Avoidance)	1. Enrich the learning environment: provide engaging learning activities. 2. Modify tasks (e.g., break into parts, shorten) 3. Provide scheduled breaks.	1. Functional Communication Training (FCT): teach student how to request a break and/or how to request help 2. Provide additional/enriched instruction in areas (e.g., academic, social) with which student is struggling.	1. Differential Reinforcement of Alternative behavior (DRA): Provide student a break (limited, predetermined time) when student requests.

Escape/ Avoidance (cont'd)	4. High Probability Sequence: Request student to complete 1-3 short tasks that are easy/preferred, then make request for difficult/non-preferred task.		2. Differential Reinforcement of Other Behavior (DRO), on a fixed or variable schedule: After a predetermined amount of time, or on a random schedule, during which the student does not exhibit the target problem behavior, provide limited "breaks," during which the student is allowed engage in a preferred activity or go to a break area.
Socially Positive Reinforcement (Attention)	1. Noncontingent Reinforcement (NCR): Provide the student his/her preferred form of attention on a fixed schedule (e.g., every 2 minutes) or on a variable schedule (predetermined). For NCR, attention is given to the student REGARDLESS of what behavior is exhibited.	1. Functional Communication Training (FCT): Teach students to request attention (e.g., raise hand). 2. Social skills training	1. Extinction: Withhold preferred attention when target problem behavior is exhibited. 2. Differential Reinforcement of Alternative Behavior (DRA): provide attention (vocal, gestural, etc.) for desired replacement behaviors, while simultaneously putting the target problem behavior on extinction (withhold attention for target problem behaviors).
Socially Positive Reinforcement (Access to Tangibles)	1. Remove preferred tangibles from sight. 2. Provide scheduled access to tangibles (e.g., recess time).	1. Functional Communication Training (FCT): teach student a system to request access to tangibles (e.g., visual communication system, signs, vocal).	1. Extinction: Withhold preferred tangibles when target problem behavior is exhibited. 2. Differential Reinforcement of Alternative behavior (DRA): Provide access to tangibles (limited, predetermined time) when student requests access by using a desired replacement behavior.

References
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Krantz, P. J., & McClannahan, L. E. (1993). Teaching children with autism to initiate to peers: Effects of a script-fading procedure. *Journal of Applied Behavior Analysis*, 26, 121-132.