

Function-Based Interventions

Behavior to Escape Tasks

Below are guidelines for interventions addressing the function of student problem behavior to avoid task. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context... particularly with regard to the specific aspects of the task that are leading the student to choose to avoid the task.

<p>A - <u>PREVENTION</u> Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior</p>
<p><u>Prevention (modify task or provide support)</u> Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.) or Assign student to work with a peer Provide add'l instruction/support; help get the student started to ensure understanding/ mastery Provide visual prompt to cue steps for completing tasks student struggles with Provide additional support focused on instructional skills (Homework Club, study hall, etc.) PreTeach content PreCorrect - Frequently & deliberately remind student to ask for help Prompt - Often students need additional encouragement to engage in the desired behavior...</p>
<p>B - <u>TEACHING BEHAVIOR</u> Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Avoid task)</p>
<p><u>Identify & teach specific examples of ways to ask for help (from teacher or peers) or to ask for a break</u> Raise hand and wait patiently for teacher to provide help Teach student how to ask an assigned peer for help Teach & role play with student and peer what peer help should look like Teach student to use a break card and how to take a break appropriately</p>
<p><u>Provide additional academic instruction/support to address student skill deficits</u> May require additional assessment to ID specific skill deficits limiting student success More focused instruction in class; Additional instructional group; Special Education support? Additional support and practice in school or at home</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> Intervention that occur after (or in response to) desired or non-desire behavior to encourage desired behavior and limit pay-off for non-desired behavior</p>
<p><u>Reinforce Replacement Behavior & Desired Behavior</u> Respond quickly if student asks for help or for a break & provide praise Praise/reward students for being on task, trying hard & work Student could earn opportunity to avoid task (e.g. free homework passes or reduced numbers of problems) as an incentive for consistently being on task & completing work in class</p> <p><u>Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior</u> Eliminate/minimize the amount of work or instructional missed following problem behavior However, we need to make sure student is capable of doing work... if not, provide support/ instruction so student can complete the work</p>

Function-Based Interventions

Attention Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking adult attention. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context.

A - PREVENTION Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior

Prevention (give attention early & often for desired/neutral behavior)

- Check-in – provide adult attention immediately upon student arrival
- Give student leadership responsibility or a class ‘job’ that gives the student the opportunity to interact w/ staff
- Place student in desk where they are easily accessible for frequent staff attention
- Give student frequent intermittent attention for positive or neutral behavior
- PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention
- Prompt - Often students need additional encouragement to engage in the desired behavior...

B - TEACHING BEHAVIOR Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Attention)

Identify and teach specific examples of ways to ask for attention

- Raise hand and wait patiently for teacher to call on you
- May need to differentiate signals for large group, small group, work time, etc.

Provide additional social skills instruction/support to address student skill deficits

- Teach social skills focused on getting attention appropriately
- Appropriate conversation topics/starters; Active listening skills & conversational cues
- Better and worse times to talk

C - RESPONSE TO BEHAVIOR Intervention that occur after (or in response to) desired or non-desired behavior to encourage desired behavior and limit pay-off for non-desired behavior

Reinforce Replacement Behavior & Desired Behavior

- Respond quickly if student appropriately requests (raises hand) adult attention
- Give the student frequent adult attention for positive behavior
- Student can earn an activity that provides teacher attention (e.g. lunch or game w/ teacher) when student consistently earns points for paying attn in class & asking appropriately for attention

Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior

- Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior
- Limit verbal interaction – create a signal to prompt the student to stop the problem behavior & to raise hand to request attention more appropriately
- Avoid power struggles