

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.

<p>A - <u>PREVENTION</u> Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior</p>
<p><u>Prevention (give attention early & often for desired/neutral behavior)</u> 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</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 Attention)</p>
<p><u>Identify and teach specific examples of ways to ask for attention</u> Raise hand and wait patiently for teacher to call on you May need to differentiate signals for large group, small group, work time, etc.</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> 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</p>
<p>Respond quickly if student appropriately requests (raises hand) adult attention Give the student frequent adult attention for positive 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 Often students need additional encouragement to engage in the desired 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</p>

Function-Based Interventions

Behavior to Avoid 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.) 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.) PreTeaching content PreCorrect - Frequently & deliberately remind student to ask for help</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 support and practice in school or at home Additional instructional group Special Education support for academic deficit</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>Respond quickly if student asks for help or for a break & provide praise Praise/reward students for being on task, trying hard & work Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in 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 Often students need additional encouragement to engage in the desired behavior... 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>