

Function-Based Interventions

Tangible Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking tangibles/objects. 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>Prevent Problem Behavior</u> Identify what tangible is desired, the features of the tangible that are desired (ie: it spins), when it is desired, and how long the student can go before wanting it Provide opportunities to access features of the desired tangible to suffice until desired tangible is accessible Develop routines (ie: first work, then break) with visuals to increase predictability of when tangible is accessible Provide reminder of access to tangible once expectations are met (promise reinforcer) Fade in demand expectations in order to access desired tangible early and often</p>
<p><u>Prompt the Replacement & Desired Behavior</u> Common Replacement Behaviors: ask for tangible Frequently and deliberately remind the student in advance to use the Replacement Behavior Prompt the use of social skills that will support the student to get the tangible in more appropriate ways and at more appropriate times (ie: social scripts)</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 gain tangibles)</p>
<p><u>Identify & teach specific ways to ask for tangibles</u> Raise hand and wait patiently to ask teacher for tangible Teach & role play with student how to ask for tangible using taught replacement behavior</p>
<p><u>Provide additional social skills instruction & support to address student social skills deficits</u> May require additional assessment to ID specific skill deficits limiting student success Common social skills to teach include waiting, accepting no, how to use social scripts, understanding social cues and demand expectations Teaching should involve role play and practice in real world settings with people and tangibles commonly involved</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> Intervention that occurs after (or in response to) desired or non-desired 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 appropriately requests (ie: raises hand) access to the tangible Provide opportunities to earn tangible easily (fade in demands) in order to reinforce often</p>
<p><u>Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior</u> Eliminate access to the desired tangible when the student engages in problem behavior Prompt student to use replacement behavior at first sign of precursor behavior (minor behaviors that occur before problem behavior)</p>

*Adapted from Basic FBA to BIP (2018). Portland State University College of Education.

Function-Based Interventions

Sensory Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking sensory input. 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>Prevent Problem Behavior</u> Identify what sensory input is desired, the features of the input that are desired (ie: eye stimulation), when it is desired, and how long the student can go before wanting it Provide opportunities to access features of the desired sensory input early and often Provide learning environment that is interesting and stimulating to that student Provide frequent opportunities for physical movement Gain doctor's approval for protective equipment to ensure safety of student and develop a plan to fade the use of the protective equipment</p>
<p><u>Prompt the Replacement & Desired Behavior</u> Common Replacement Behaviors: ask for sensory input Frequently and deliberately remind the student in advance to use the Replacement Behavior Prompt the use of social skills that will support the student to get the sensory input in more appropriate ways and at more appropriate times (ie: social scripts)</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 gain tangibles)</p>
<p><u>Identify & teach specific ways to ask for sensory input</u> Raise hand and wait patiently to ask teacher for sensory input Teach & role play with student how to ask for sensory input using taught replacement behavior</p>
<p><u>Provide additional social skills instruction & support to address student social skills deficits</u> May require additional assessment to ID specific skill deficits limiting student success Common social skills to teach include waiting, accepting no, how to use social scripts, understanding social cues and demand expectations Teaching should involve role play and practice in real world settings with people and sensory input commonly involved</p>
<p>C <u>RESPONSE TO BEHAVIOR</u> - Intervention that occurs after (or in response to) desired or non-desired 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 appropriately requests (ie: raises hand) access to sensory input Provide opportunities to earn sensory input easily in order to reinforce often</p>
<p><u>Redirect Problem Behavior & Minimize Reinforcement for Problem Behavior</u> Eliminate/Minimize access to the desired sensory input when the student engages in problem behavior Prompt student to use replacement behavior at first sign of precursor behavior (minor behaviors that occur before problem behavior)</p>

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