



## Appendix A: Function Related Interventions

The chart below provides possible intervention strategies to incorporate into a comprehensive behavior intervention plan based on the function of the problem behavior.

Function	Intervention Strategy	Example
<b>Gain Attention</b>	Schedule adult attention / Schedule peer attention	<ul style="list-style-type: none"> <li>• Have adult work with student</li> <li>• Have adult periodically provide attention</li> <li>• Increase positive interactions with student</li> <li>• Provide increased specific praise for appropriate behavior</li> </ul>
	Increase proximity to student	<ul style="list-style-type: none"> <li>• Move seating arrangement</li> <li>• Periodically move about classroom</li> </ul>
	Provide preferred activity	<ul style="list-style-type: none"> <li>• When adult is occupied and unable to provide attention, assign a more preferred activity</li> </ul>
<b>Escape Task or Environment</b>	Adjust demand difficulty	<ul style="list-style-type: none"> <li>• Provide easier work</li> <li>• Decrease amount of work</li> </ul>
	Offer choice	<ul style="list-style-type: none"> <li>• Allow student to choose:               <ul style="list-style-type: none"> <li>○ Task to complete</li> <li>○ Sequence of tasks to be completed</li> <li>○ Materials to use</li> <li>○ Where to complete task</li> <li>○ When to complete task</li> <li>○ With whom to complete task</li> </ul> </li> </ul>
	Increase student preference/interest in activity	<ul style="list-style-type: none"> <li>• Incorporate student hobbies/interests into activities</li> </ul>
	Assure that activities are functional or relevant for the student	<ul style="list-style-type: none"> <li>• Provide activities with valued outcome (e.g. trampoline for physical activity; ipad if student likes movies or music)</li> </ul>
	Alter length of task	<ul style="list-style-type: none"> <li>• Shorten activity</li> <li>• Provide frequent breaks</li> </ul>
	Modify mode of task completion	<ul style="list-style-type: none"> <li>• Change medium/materials</li> <li>• Replace pencil and paper with computer, etc.</li> </ul>
	Use behavioral momentum, task dispersal	<ul style="list-style-type: none"> <li>• Present easy requests prior to difficult request</li> </ul>
	Increase predictability	<ul style="list-style-type: none"> <li>• Provide cues for upcoming or change in activities (instructional, visual, auditory -- e.g., 5-minute warning, schedule posted and reviewed regularly, picture schedule)</li> </ul>

Function	Intervention Strategy	Example
<b>Escape Task or Environment</b>	Modify instructional delivery	<ul style="list-style-type: none"> <li>• Use pleasant tone of voice</li> </ul>
	Differential negative reinforcement of alternative behavior (DNRA)	<ul style="list-style-type: none"> <li>• Allow a break from instruction based on an alternative appropriate response (e.g., compliance) while placing problem behavior on extinction</li> </ul>
	Differential negative reinforcement of zero rates of responding (DNRO)	<ul style="list-style-type: none"> <li>• Allow a break when the problem behavior has not occurred for a specific period of time and place the problem behavior on extinction</li> </ul>
	Extinction	<ul style="list-style-type: none"> <li>• Ignore problem behavior and continue presenting the task regardless of problem behavior</li> </ul>
	Non-contingent escape (NCE)	<ul style="list-style-type: none"> <li>• Provide breaks from work on a time-based schedule, irrespective of problem behavior</li> </ul>
<b>Tangible</b>	Schedule a transitional activity	<ul style="list-style-type: none"> <li>• Schedule a moderately preferred activity between highly preferred and highly non-preferred activities (e.g., music on the iPad).</li> </ul>
	Increase accessibility	<ul style="list-style-type: none"> <li>• Put highly preferred items within students' reach</li> </ul>
<b>Sensory</b>	Provide alternative sensory reinforcement	<ul style="list-style-type: none"> <li>• Offer audio reinforce (e.g., radio) to student seeking auditory reinforcement, or visual stimuli to a student seeking visual reinforcement</li> </ul>
	Enrich environment	<ul style="list-style-type: none"> <li>• Fill environment with interesting and stimulating activities</li> </ul>

## Resources

- Bambara, L.M., & Kern, L. (2005). *Individualized supports for students with problem behaviors*. New York: Guildford Press.
- Geiger, K.B., Carr, J.E., LeBlanc, L. (2010). Function based treatments for escape-maintained problem behavior: A treatment selection model for practicing behavior analysts. *Behavior Analysis in Practice*, 3(1) 22-32.
- Knoster, T., & Llewelly, G. (2007) Screening and understanding of student problem behavior: An initial line of inquiry.
- March, R. E., Horner, R. H., Lewis-Palmer, T., Brown, D., Crone, D., Todd, A. W., et al. (2000). *Functional Assessment Checklist for Teachers and Staff (FACTS)*. Eugene, OR: Educational and Community Supports. Available from <http://www.pbis.org/tools.htm>
- O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., Sprague, J.R., (1990). *Functional analysis of problem behavior: A practical assessment guide*. Sycamore, IL: Sycamore Publishing Company.