

FUNCTION-BASED INTERVENTIONS

Prevention Interventions

OBTAIN (e.g., attention, object, activity, power/control)
<ul style="list-style-type: none"> • Modify task length • Modify expectations • Modify materials • Modify instructions • Modify response mode • Provide more frequent attention/reinforcement • Activity schedule • Contingency for activity completion • Schedule time with an adult or peer • Scheduled access to desired object/event • Choice of activity, material, and/or partner • Peer support • Provide frequent offers of assistance • Add manipulatives • Incorporate child's interests • Use timer or alarm to delay reinforcement

Teaching Interventions (Replacement Skills)

OBTAIN (e.g., attention, object, activity, power/control)
<ul style="list-style-type: none"> • Follow schedule • Participate in routine • Self-management • Request help • Teach delay of reinforcement • Request attention • Choices • Ask for a hug • Ask for a turn • Ask for an item

Reinforcement Interventions (Responses to Problem Behaviors)

OBTAIN (e.g., attention, object, activity, power/control)
<ul style="list-style-type: none"> • Redirect/cue to use appropriate "new replacement skill" • Cue with appropriate prevention strategy • State <i>exactly</i> what is expected • Offer choices • Use "wait-time" • Praise/Reinforce when replacement skill is performed • Respond in a way that does NOT maintain the problem behavior

ESCAPE (e.g., activity, demands, social interaction)
<ul style="list-style-type: none"> • Modify task length • Modify expectations • Modify materials • Modify instructions, break task down • Modify response mode • Provide choice • Modify seating arrangements • Reduce distractions • Provide activity schedule • Select reinforcer prior to activity • Incorporate child's interests • Use a timer • Self-management system • Provide peer supports • Add manipulatives • Provide visual supports • Follow least preferred with the most preferred

ESCAPE (e.g., activity, demands, social interaction)
<ul style="list-style-type: none"> • Request a break • Set work goals • Request help • Follow schedule • Participate in routine • Choices • Self-management • Say "no" • Say "all done" • Identify and express feelings • Use supports to follow rules • Anticipate transitions

ESCAPE (e.g., activity, demands, social interaction)
<ul style="list-style-type: none"> • Redirect/Cue to use appropriate "new replacement skill" and then allow escape • Cue with appropriate prevention strategy • State <i>exactly</i> what is expected* • Offer alternatives • Use "wait-time" • Praise/Reinforce when replacement skill is performed • Respond in a way that does NOT maintain the problem behavior

*Provided by Region 4 ESC – Houston, Tx