The ABC Model of Behavior

What happens before the behavior?

What happens after the behavior?
Triggers (A)*

Immediate triggers
• Being told to begin/stop a task
• Non-preferred staff giving directives
• Being told “no”
• Transitioning between teacher-led tasks to independent tasks
• Teacher attention to a peer
• Peer comment
• Noise level
• Lighting

Other (slow) triggers
• Upcoming court date
• Parent incarceration
• Change of medication/side effects of medication
• Birth of new sibling
• Irregular sleep schedule
• Trauma, abuse
• Disability
• Hurried routine

*Otherwise known as antecedents
Responses (C)*

✓ Behavior followed by a **pleasant** response will likely be repeated.

✗ Behavior followed by an **unpleasant** response will likely not.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Response</th>
<th>Will it happen again?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td>Clapping</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>Booing</td>
<td>NO</td>
</tr>
<tr>
<td>Making fun of a peer</td>
<td>Peer laughter</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>Losing computer time</td>
<td>NO</td>
</tr>
</tbody>
</table>

*Otherwise known as *consequences*
The Premise of the FBA Process: Behavior is Communication

What is a student trying to tell you?

➢ The FBA process allows us to focus on the reason for the behavior rather than simply on the behavior itself.
Behavior Serves a *Purpose*

Behavior serves one of four **functions** (purposes).

Behavior occurs:

- as a means to get **attention**.
- to allow us to **escape** an activity or situation.
- so that we can get **tangible** items.
- for **self-stimulation/sensory**.
### Behavioral Function

<table>
<thead>
<tr>
<th>I don’t want to do this! (Escape)</th>
<th>I want attention! (Attention)</th>
<th>I want this! (Tangible)</th>
<th>I like doing this! (Sensory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Difficult tasks</td>
<td>□ From parents</td>
<td>□ A toy</td>
<td>□ It feels good</td>
</tr>
<tr>
<td>□ Prolonged work</td>
<td>□ From teachers</td>
<td>□ An object</td>
<td>□ It looks good</td>
</tr>
<tr>
<td>□ Social demands</td>
<td>□ From peers</td>
<td>□ A food or treat</td>
<td>□ It sounds good</td>
</tr>
<tr>
<td>□ Be in this place!</td>
<td>□ From siblings</td>
<td>□ An activity</td>
<td>□ It tastes good</td>
</tr>
<tr>
<td>□ Be with this person!</td>
<td>□ From anyone</td>
<td>□ A privilege</td>
<td>□ It’s a habit</td>
</tr>
</tbody>
</table>

**Other (please describe):**
The function of power/control...

- Generally not supported in the research literature.
- What may seem like power and control may be attempts to access peer attention/access adult attention/escape a task.
Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

https://www.research.net/s/BBQuIP
BBQuIP – Brief Behavior Questionnaire and Intervention Plan

This questionnaire helps family members, teachers and related services personnel to develop a plan of action for a child’s frequent behavior problems. Part 1 asks about the child’s progress in terms of strategies that have been previously implemented and Response to Intervention. Part 2 asks a series of questions that help to describe the child in positive terms, and also help us to understand why the child continues to engage in the behavior. Part 3 asks about ways to prevent the behavior from occurring. It also helps to pinpoint the skills the child needs to learn to replace the problem in the long run. The last page provides a format for a one-page plan that can be used as an overview of the positive behavior support plan.

*1. Please list the child’s initials:

*2. Is the child receiving special education services?
   - Yes
   - No
   - I Do Not Know

*3. What is your first name or initials?
## Student Strengths

**BBQuIP – Brief Behavior Questionnaire and Intervention Plan**

### Personality

15. How would you describe JC’s personality? Select the one word that is the best fit.

- [ ] Loving
- [ ] Happy
- [ ] Affectionate
- [ ] Good sense of humor
- [ ] Other (please specify) POSITIVE TRAITS ONLY

16. Select one negative word you might use to describe JC’s personality.

- [ ] Nervous
- [ ] Fearful
- [ ] Irritable
- [ ] Difficult
- [ ] Impulsive
- [ ] Other (please specify)

17. What situations frighten or upset JC?

---

*Georgia State University* | *Center for Leadership in Disability*
How do you calm the student he/she is upset?

18. What does JC do when the frightening or upsetting situation of "Loud Noises" occurs?

19. What do you most frequently do to help JC calm down when frightened or upset?
   - Distract him or her
   - Use time out
   - Ignore
   - Give in
   - Remove from setting
   - Give a favorite toy or object
   - Talk it through
   - Varies by situation
   - Other (please specify)
Communication and Learning

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Communication and Learning

20. How does JC express him/herself? Select the form of communication that is most frequently used.
- Speaks in sentences
- Single words
- Sign language
- Augmentative device
- Gestures (i.e., pointing)
- Picture system
- Other (please specify)

21. Name several new things that JC has learned recently.
### BBQuIP – Brief Behavior Questionnaire and Intervention Plan

#### Behavior

**22. What behavior(s) are creating a problem for JC and you? Choose only those that apply.**

- [ ] Self-injurious behavior
- [ ] Cries easily
- [ ] Refuses most foods
- [ ] Uses profanity
- [ ] Hits others
- [ ] Yells/screams
- [ ] Does not initiate social interaction with peers
- [ ] Does not respond to peer social initiation
- [ ] Calls out during classroom instruction without raising hand
- [ ] Takes things from others without asking permission
- [ ] Breaks things
- [ ] Leaves room without asking permission
- [ ] Does not engage in teacher/parent-directed tasks when asked (i.e., does not follow directions)
- [ ] Teases (i.e., makes comments to peers that are hurtful)
- [ ] Throws things
- [ ] Attempts to distract other students during classroom work time
- [ ] Engages in non-work related activities during classroom work time (i.e., off-task)
- [ ] Other (please specify)

**23. Select one behavior to be the focus of this plan. You may also name here the behavior that bugs you the most.**

**24. Why did you select this behavior?**

- [ ] Harms him or her
- [ ] Is getting worse
- [ ] Harms others
- [ ] Interferes with learning
- [ ] Damages property
- [ ] Is a problem at school
- [ ] Worries parents
- [ ] Problem in community
- [ ] Other (please specify)
How often does the behavior occur?

26. On average, how often does JC engage in this behavior per minute?
- At least 1x per minute
- At least 2x per minute
- At least 3x per minute
- At least 4x per minute
- At least 5x per minute
- At least 6-10x per minute
- At least 11-25x per minute
- At least 26-50x per minute
How do you know?
**Times and Places**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>31. What time of day is JC most likely to engage in the behavior of “disrupting others?”</strong></td>
<td>Morning, Afternoon, Evening, Other (please specify)</td>
</tr>
<tr>
<td><strong>32. During which situations or activities is the behavior more likely to occur?</strong></td>
<td>(Please be as specific as possible.)</td>
</tr>
<tr>
<td><strong>33. Please describe the situations/activities/circumstances that seem to trigger this behavior?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>34. What usually happens after the behavior occurs? Select the response that most frequently occurs.</strong></td>
<td>We end up “giving in”, Privileges taken away, Given different activity, Others try to help, Suspension, Punishment, Distracted, We give a “time-out”</td>
</tr>
</tbody>
</table>
*35. What do you think JC is "saying" through this behavior (i.e., what is the function)?

- I want to escape
- I want attention
- I want something
- I enjoy doing this
Attention

36. JC is most likely to engage in the target behavior of “disrupting others” in order to get attention from:

- parents
- teachers
- peers
- siblings
- anyone

Prev  Next
Hypothesis Development

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Hypothesis

Below is a summary of your efforts at understanding JC’s behavior written as hypothesis. The information written below is based on your responses.

JC engages in the behavior of “verbal outburst.” This concerns me because the behavior is getting worse and it occurs at least 2x per day. When the behavior of “verbal outburst” occurs, I spend 5-15 minutes per incident dealing with the behavior. The behavior of “verbal outburst” most often happens during the following time: afternoon when JC is engaging in “group work activities” and when “any prompt to participate in a work-related activity with other students” occurs. It was reported that people respond to JC by doing the following “we give a “time-out.”” It is possible that the behavior of “verbal outburst” may be JC’s way of saying “I want to escape” and the way we typically respond may be reinforcing the behavior.

*37. Do you agree with this hypothesis?

- Yes
- No
Focus on Prevention

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

PREVENT

38. What can you do that would make this behavior less likely to occur? We call these prevention strategies. Select the one that relates most closely to the behavior of concern. You may select more than one if the behavior of concerns serves multiple functions.

| Prevention Strategy for Student Who is Saying "I want to escape" | Prevention Strategy for Student Who is Saying "I want attention" | Prevention Strategy for Student Who is Saying "I want something" | Prevention Strategy for Student Who is Saying "I enjoy doing this"
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one: Shorten length of tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*39. Looking at the strategy options listed in the previous question, please list the strategies you are most likely to implement in order of highest probability to lowest probability.

decrease the amount of time required to participate in group activities

*40. What can you do that will help JC be more engaged or successful? Some of the options could be considered accommodations. Select only one option.

Choose an item that is either not currently being implemented or could be implemented better.

- Follow a daily schedule
- Explain transitions
- Give a transition cue
- Use a star chart
- Other (please specify)

- Provide visual schedule
- Use a timer for activities
- Show, rather than tell
- Coordinate with parents
Teaching New Skills

**42. What specific skill does JC need to learn to make this behavior unnecessary?**
You may select more than one if the behavior of concern serves multiple functions.

<table>
<thead>
<tr>
<th>Replacement Behavior for</th>
<th>Replacement Behavior for</th>
<th>Replacement Behavior for</th>
<th>Replacement Behavior for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Who is Saying “I want to escape”</td>
<td>Student Who is Saying “I want attention”</td>
<td>Student Who is Saying “I want something”</td>
<td>Student Who is Saying “I enjoy doing this”</td>
</tr>
</tbody>
</table>

*Choose one*

<table>
<thead>
<tr>
<th>Follow class rules</th>
<th>Understand task difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills</td>
<td>Self control</td>
</tr>
<tr>
<td>Clarify directions</td>
<td>Conversational skills</td>
</tr>
<tr>
<td>Solitary play</td>
<td>Cooperative play</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

*43. What general sets of skills would help make this behavior unnecessary in the long run? (Note that these are complex skills and will require extensive effort over time to teach.)*

- [ ] Follow class rules
- [ ] Social skills
- [ ] Clarify directions
- [ ] Solitary play
- [ ] Other (please specify)
- [ ] Understand task difficulty
- [ ] Self control
- [ ] Conversational skills
- [ ] Cooperative play

*44. Now, select one skill to teach JC that will be the focus of this plan.*


*45. Why did you select this as the skill to teach JC.*


**46. Now that you’ve decided to teach JC the new skill of “Turning over the card on his desk to request attention”, you’ll need a method for teaching the new skill. What method do you think would be best for teaching JC the new skill of “turning over the card on his desk to request attention”? (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, and the use of these methods might require further training and coaching for you to be able to use them.)**

- **Direct Instruction** – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others.
- **Social Story** – Construct a story with pictures and words in which the student confronts a difficult situation and demonstrates the desired behavior, including self-reminders the student may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult.
- **Incidental Teaching** – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement; respond always to self-initiated behaviors.
- **Pre-teaching** – Preview tasks or situations before they occur so that student can practice correct responses, then prompt use of the skill in a real-life setting.
- **Other (please describe in detail)**
**47. Who is the best person to teach JC the new skill?**
- Teacher
- Assistant Teacher
- Counselor
- Academic Coach
- Other (please specify)

**48. When is the best time or situation in which to teach replacement skills to JC?**

**49. What can you do to ensure that the new skill will generalize or “carry-over” so that JC will problem solving skills in other settings and with other people besides when being instructed by the person who is going to teach the child the skill?**
- Teach with peers
- Use multiple teachers
- Teach in multiple settings
- Use multiple examples
- Other (please specify)
Behavior Intervention Plan

The following is an outline for JC. Note, this information is based on the information you provided in your responses to the questions in this survey. The goal of this plan is to develop a profile that will serve as a guide to what might happen with JC every day. Hopefully, even people meeting JC for the first time will understand better how to teach and respond to JC. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help the student in the long run.

Background information for JC.
Favorite activities: eating and being outside
Disliked/less preferred activities: group work and being in small spaces
Personal characteristics: Energetic or Active
Behavior when upset: Impulsive
Routine or responses that aid in calming: Talk it through
Regular mode of communication: Speaks in sentences
Recent goals mastered: computer animation

Hypothesis Statement:
JC engages in the behavior of verbal outburst during the following time: “Afternoon” and when the following situation is occurring “group work activities” and when the following happens “any prompt to participate in a work-related activity with other students”. The typical consequence for the behavior includes the following “we give a “time-out”. JC is trying to say “I want to escape” through the behavior, which suggests that this is the function of the behavior.

Behavior Intervention Plan:
Prevention: The following strategy(ies)”DRA and dense schedule of reinforcement for all activities with others” have been identified as ways to make the behavior of “verbal outburst” less likely to occur.
Replacement: “problem solving skills” has been identified as a skill to increase. A good way to teach this would be through the use of “Incidental Teaching – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement, respond always to self-initiated behaviors.”
Skills instructor(s): The following person/people “everyone involved in JC’s education” would be the best person to teach this skill.
A good time to teach this would be at the following time or during the following activity: “all situations where group activities are conducted.”
Generalization: To increase generalization of the newly learned skill, adults should do the following: “Use multiple examples.”
In the event of a behavioral incident problem, we will use the following strategy: “Set up a reward system for intervals of time with no behavioral incidents.”

Commitment
Jason developed this plan on 11/7/2012. The team will review it on 90 days from today. Jason Gavin will ensure that this plan is carried out as outlined.
www.positivebehaviorvideos.org
What is a Function-Based Intervention?

Unless you're using evidence-based procedures, I can't hear a word you're saying.
# Function-Based Intervention Matrix

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Function</th>
<th>Attention</th>
<th>Escape</th>
<th>Tangibles</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled Exercise</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Behavioral Momentum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check In / Check Out (CICO or BEP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Instruction Delivery (EID)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modify Environment</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Scheduled Breaks / Noncontingent Escape</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduled Rewards / Noncontingent Reinforcement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Novel Staff</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred Items/High-Interest Items</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Preteaching</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximity Control</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce Task Demands</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Modeling</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time In (TI)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Visual Cues</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise / Contingent Praise (CP)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zero Behavior / Differential Reinforcement of Other Behaviors (DRO)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Through It / Escape Extinction (EE)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignoring / Extinction</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prevention Interventions*

Categories of prevention intervention strategies:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Functions Addressed</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Structure and Organization of the Environment| Changes are made to the physical setting or routines of the classroom | Escape Sensory             | • Dimming the lighting in the classroom.  
• Creating specific areas within the classroom in which different behaviors are expected (sitting quietly in the individual work space, talking in the small group space).  
• Balancing activities across the day, activity, or class (e.g., quiet/noisy, active/passive, large group/small group, adult-directed/learner-directed.  
• Zoning – classroom staff are assigned different areas and activities within the room throughout the day to assist with transitions and encourage on-task behavior. |

*Otherwise known as antecedent modifications
Prevention Interventions*

Scheduled Exercise (Modifying Routines)

**Behavior:** aggression (hitting, yelling, spitting, flopping to the floor, kicking), inappropriate sexual behavior, feces smearing, property destruction

**Function:** Escape, sensory

**What was the student trying to communicate?**

**Intervention:** Schedule times for students to engage in activities such as trampoline jumps, arm curls, wall pushes, leg/arm stretches, scooter boards, jogging, jumping jacks, yoga poses, sit-ups, crab walks

*(Cannella-Malone, Tullis & Kazee, 2011)*

*Otherwise known as antecedent modifications*
## Prevention Interventions*

### Categories of prevention interventions:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Functions Addressed</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Instructional Delivery| Tasks/activities modified to increase interest | Escape              | • Using preferred or high-interest materials  
• Providing choices  
• Altering task difficulty or duration  
• Pre-activity interventions (warnings about transitions or schedule changes)  
• Ensuring students have prerequisite skills |

*Otherwise known as antecedent modifications*
Prevention Interventions*

Using High-Interest Materials (Modified Instruction)

**Behavior:** Talking out, arguing, off-task, growling, whining, pushing, hitting, kicking

**Function:** Access to tangibles, escape, attention

**What is the student trying to communicate?** “I want access to my ___.” (Spiderman book, Dora mat) “I want attention.” “I don’t want to participate in circle time.”

**Intervention:** Provide access to high-interest materials during challenging activities

  - Spiderman book to sit on or hold during circle time
  - Dora mat on a therapeutic floor wedge near the teacher during circle time

*(Park, & Scott, 2009)*

*Otherwise known as antecedent modifications*
Prevention Interventions*

Instruction from Novel Staff  (Modifying Instruction)

Behavior:  Tantrums

Function:  Escape

What is the student trying to communicate?  “I don’t want my clothing touched by the paraprofessional.”

Intervention:  New or different staff scheduled to present tasks or activities that trigger challenging behavior.

   Different staff members presented tasks requiring clothing to be manipulated; paraprofessional not nearby.

(Luiselli & Murbach, 2002)

*Otherwise known as antecedent modifications
Prevention Interventions*

Reducing Demand (Modifying Instruction)

**Behavior:** High levels of disruptive behavior

**Function:** Escape

What is the student trying to communicate? “I don’t want to do math tasks.”

**Intervention:** Tasks triggering behavior are broken down into shorter steps (reducing duration), and given to the student one at a time with individual instructions for each step.

(Moore, Anderson, & Kumar, 2005)

*Otherwise known as antecedent modifications*
Prevention Interventions*

Preteaching (Modifying Instruction)

**Behavior:** off-task (fidgeting, talking to self), disruptive behavior (singing loudly, refusing to follow directions, arguing with teachers)

**Function:** Escape

*What is the student trying to communicate?* “I don’t want to do reading comprehension activities.”

**Intervention:** Potentially difficult content is identified and taught ahead of time (preteaching)

An adult spent 25 minutes daily reviewing vocabulary words, and the student was given index cards with the vocabulary words to review before reading class each day.

*B burke, Hagan-Burke, & Sugai, 2003*

*Otherwise known as antecedent modifications*
Prevention Interventions*

Behavioral Momentum (Modifying Instruction)

a. 2 x 2=___ 4 x 3=___ 5 x 6=___ 254 x 124=___ 639 x 427=___

b. 345 x 126=___ 399 x 782=___ 2145 x 346=___ 4598 x 2434=___

High-p – more likely to complete
Low-p – less likely to complete

*Otherwise known as antecedent modifications
Prevention Interventions*

Behavioral Momentum (Modifying Instruction)

Behavior: Noncompliance

Function: Escape

What is the student trying to communicate? “This reading is too hard – I don’t want to do it.”

Intervention: Precede tasks likely to evoke challenging behavior (low-p) with tasks that evoke compliance (high-p).

Passages of text were modified to be less difficult (dropped 2 grade levels). Passages were alternated with more difficult passages.

(Vostal & Lee, 2011)

*Otherwise known as antecedent modifications
Prevention Interventions*

Effective Instruction Delivery (EID) (Modifying Instruction)

**Behavior:** Noncompliance

**Function:** Escape, attention

**What is the student trying to communicate?** “I don’t want to do that activity (pick up toys, put toys away, play that game).” “I want your attention.”

**Intervention:** Provide all instructions/directions with the following components:
- with demanded eye contact (e.g., “John, look at me”)
- in close proximity to the child (within 5 feet of the child)
- as a directive statement (e.g., “Hand me the Barney book”)
- with descriptive wording (e.g., “Put the blue block on the table”)
- allowing a 5s wait period following the command for response initiation

*Otherwise known as antecedent modifications

(Speights-Roberts, Tingstrom, Olmi, & Bellipanni, 2008)
### Prevention Interventions*

**Categories of prevention interventions:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</tr>
</thead>
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| Behavior Management       | Clear management plans that teach and prompt expected behaviors.             | Escape Sensory Attention  | • Incentive plans  
• Structuring time within activities (utilizing visual timers, etc.)  
• Visual cues  
• Access to appropriate behaviors (Allowing chewing gum instead of playing with saliva.) |

*Otherwise known as antecedent modifications

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Cihak, Alberto, & Frederick (2007); Kern, Choutka, & Sokol (2002); Luiselli (2008)
Prevention Interventions*

Time-In (TI) (Behavior Management)

Behavior: Noncompliance

Function: Attention

What is the student trying to communicate? “I want your attention.”

Intervention: Provide praise (verbal, physical) for generally appropriate behavior.

Praise such as, “I like the way you are playing quietly,” was provided throughout instruction.

(Speights Roberts, Tingstrom, Olmi, & Bellipanni, 2008)

*Otherwise known as antecedent modifications
Prevention Interventions*

Visual Cues  (Behavior Management)

Behavior: Frequent stereotypic behavior (hand flapping)

Function: Automatic reinforcement

What is the student trying to communicate? “It feels good when I flap my hands.”

Intervention: Use relevant visual cues to indicate when it is or is not an appropriate time to engage in a behavior.

Yes/no cards were placed on the student’s desk indicating when it was and was not okay to flap hands.

(Conroy, Asmus, Sellers, & Ladwig, 2005)

*Otherwise known as antecedent modifications
Prevention Interventions*

Visual Cues (Behavior Management)

Behavior: Vocal stereotypy

Function: Automatic reinforcement

What is the student trying to communicate? “It feels good when I make noises with my mouth.”

Intervention: Use relevant visual cues to indicate when it is or is not an appropriate time to engage in a behavior.

Red and green cards were placed on the student’s desk indicating when it was and was not okay to engage in vocal stereotypy.

(Haley, Heick, & Luiselli, 2010)

*Otherwise known as antecedent modifications
Prevention Interventions*

Scheduled Reward** (Behavior Management)

Behavior: Elopement

Function: Attention

What is the student trying to communicate? “I want attention from my teacher.”

Intervention: Provide reward on a set schedule, whether or not behavior occurs.
- Student was given a pat on the back or high five combined with verbal praise (“Joe, you are a great student!”) every 30 seconds.
- The teacher also remained close to the student and turned toward him for the entire session.

(Lang et al., 2010)

*Otherwise known as antecedent modifications
**Otherwise known as noncontingent reinforcement
Prevention Interventions*

Embed Preferred Items (Behavior Management)

Behavior: Elopement, flopping, yelling, head slaps, biting

Function: Access to tangibles

What is the student trying to communicate? “I want access to my…” (iPad, MagnaDoodle, computer toy)

Intervention: Incorporate access to a preferred item into the instructional activity

Teaching requesting -- “Can I have iPad?” (access to iPad given upon request)

(O’ Reilly, et al., 2012)

*Otherwise known as antecedent modifications
Prevention Interventions*

Scheduled Breaks** (Behavior Management)

**Behavior:** Self-injury, aggression, tantrum

**Function:** Escape

What is the student trying to communicate? “I don’t want to do the [reading, math, or communication] tasks you are asking me to do.”

**Intervention:** Provide an acceptable break from the demand situation on a set schedule, whether behavior occurs or not.

- A break was scheduled for every 20 seconds allowing for 20 seconds of a preferred sensory activity (sifting small objects, resting on a floor mat). - Tasks were presented even if the behavior occurred using hand over hand guidance until the scheduled break.

(Butler & Luiselli, 2007)

**Noncontingent escape

*Otherwise known as antecedent modifications
Prevention Interventions*

Video Modeling (Self-Modeling)

**Behavior:** Out-of-seat, touching, vocalization, playing, disorienting, making noise, aggression, off-task behavior during academic activities, sitting inappropriately, talking out, tantrums, protests

**Function:** Attention, escape

**What is the student trying to communicate?** “I want peer attention.” “I don’t want to do the task.”

**Intervention:** Student watches videotapes of himself/herself engaged in appropriate behavior.

(Possell, Kehle, Mcloughlin, & Bray, 1999), (Clare, Jenson, Kehle, & Bray, 2000), (Lonnecker, Brady, McPherson, & Hawkins, 1994).

*Otherwise known as antecedent modifications*
Prevention Interventions*

Check In/Check Out

1. The student checks in with a checker every morning. The checker provides the student with the CICO card that lists the behaviors and the point goals for the day.

2. The student takes the CICO card to all classes. Teachers score the student’s behavior on the CICO card at the end of each class, offering the student immediate feedback on behavior.

3. At the end of the day, the student checks out with the checker. The checker summarizes the data, gives the student feedback, and administers the reinforcement.

4. The student takes the CICO card home for parents to sign.

5. The next morning, the student returns the signed card to the checker and the CICO cycle starts all over again.

(Crone, Horner, & Hawken, 2004)

*Otherwise known as antecedent modifications
Reinforcing the Acceptable Behavior
Reinforcing the Acceptable Behavior (Consequence Interventions)

Praise* (Reinforcement)

Behavior: Noncompliance

Function: Attention

What is the student trying to communicate? “I want your attention.”

Intervention: Provide verbal and/or physical praise upon compliance with an instruction.

- Thank you! Great job! after student follows instruction
- Pat on the back, hug, high five after student follows instruction

(Speights Roberts, Tingstrom, Olmi, & Bellipanni, 2008)

*Contingent Praise
Reinforcing the Acceptable Behavior (Consequence Interventions)

Reward Desired Behavior* (Reinforcement)

**Behavior:** Talking out, profanity, sexual language, leaving seat, obscene hand gestures, making noises with materials

**Function:** Escape, attention

**What is the student trying to communicate?** “I don’t want to do my seatwork.”

**Intervention:** Reward the behavior you want

“Can I have a break please?” with hand raised = 30 seconds without work
“Can I talk to ___ please?” with hand raised = 30 seconds to talk to a peer

*Differential Reinforcement of Alternative Behaviors (DRA)

(Wright-Gallo, Higbee, Reagon, & Davey, 2006)
Reinforcing the Acceptable Behavior
(Consequence Interventions)

Zero Behavior* + Reward Desired Behavior** (Reinforcement)

**Behavior:** Calling to teacher from across the room, out-of-seat, staring into space

**Function:** Attention

**What is the student trying to communicate?** “I want teacher attention.”

**Intervention:** Provide reward if the behavior does not occur when you watch for it. Also reward the behavior you want.

*Every one minute – Watch for on-task behavior*

On-task = Verbal praise (“Good job reading.”)

Off-task = Ignored

Hand raising = Verbal praise and teacher assistance with request

*Differential Reinforcement of Other Behaviors (DRO)*

**Differential Reinforcement of Alternative Behaviors (DRA)*
CONSEQUENCE INTERVENTIONS
(for the TARGET BEHAVIOR)
Reinforcing the Replacement Behavior
(Consequence Interventions)

Working Through It* + Reward Desired Behavior** (Extinction &
Reinforcement)

Behavior: Profanity

Function: Attention and escape

What is the student trying to communicate? “I want teacher attention and I don’t want
to do my classwork.”

Intervention: Reward the behavior you want and “work through” inappropriate
behavior when it occurs by briefly removing the task, then starting again.
- Teacher provided attention and praise when she followed directives.
  Teacher also provided written praise and called student’s mother when she
did well.
- Computer time was given when work was completed.
- When profanity or threats occurred, student was briefly redirected (“Keep
  working”) – was not removed from class, nor was task taken away.

(Turton, A., et. al, 2007)

*Escape Extinction (EE)
**Differential Reinforcement of Alternative Behavior (DRA)
Pairing Prevention Interventions with Consequence Interventions
Prevention + Consequence Interventions

Modify the Environment + Reward Desired Behavior*

**Behavior:** Inappropriate comments about self and others
*(Behavior Occurred During Unstructured Time)*

**Function:** Attention

**What is the student trying to communicate?** “I want teacher attention.”

**Intervention:** Make environmental changes and reward the behavior you want.
- Teacher gave student a task to help her get ready for class.
- Teacher provided notes, comments, proximity, time to socialize if student remained seated and engaged during assignments.

*(Turton, Umbreit, & Mathur, 2011)*

*Differential Reinforcement of Alternative Behavior (DRA)*
Prevention + Consequence Interventions

**Modify the Environment + Reward Desired Behavior** + **Working Through It**

**Behavior:** Refusal to follow directions, violent outbursts

**Function:** Escape and attention

What is the student trying to communicate? “Finding the right page is hard, and I don’t want to do this task.” “I want to talk to a peer.”

**Possible Deficits in Visual Scanning?**

**Intervention:** Make environmental changes, reward the behavior you want, and work through the problem behavior.

- Teacher opened student’s book to the right page before the lesson.
- 15 minutes on-task = allowed to work with a partner
- Appropriate interaction = praise, free time to listen to music

(Turton, A., Umbreit, J., & Mathur, S., 2011)

*Differential Reinforcement of Alternative Behavior (DRA)*

**Escape Extinction (EE)**
Prevention + Consequence Interventions

Reward Desired Behavior* + Ignoring** + Self-Monitoring

Behavior: Off-task, rocking, shaking, tapping, pronounced frowning, refusal, talking back, elopement

Function: Attention

What is the student trying to communicate? “I want attention from my teacher.”

Intervention: Reinforce the behavior you want, ignore the behavior you do not want, and provide a tool for the student to track his/her own behavior.
- Red/yellow/green cards were used by the student to indicate level of assistance needed from an adult
- Checklist of on-task behaviors placed on student’s desk to be completed by the student every 15 minutes so he could determine if he was or was not on-task.

* Differential Reinforcement of Alternative Behavior (DRA)
** Extinction

Green Card – Praise (no assistance)
Yellow Care – Assistance Within 5 Minutes
Red Care – Assistance Within 1 minute

(Stahr, Cushing, & Lane, 2006)
References


References


References