

Behavior Strategies Based on Function

Radford & Ervin (2001)

GAIN TEACHER ATTENTION

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teach Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Have student be line leader • Increase opportunities to respond (e.g. choral responding) • Call on student more often • Work with teacher's assistant 1:1 • Place student in close proximity to teacher • Have student be teacher helper • Use seating arrangement • Check often for review/understanding • Use oral responses • Have student repeat directions 	<ul style="list-style-type: none"> • Provide social skills training (e.g. request appropriate assistance from an adult) • Teach alternate method to gain attention (e.g. use card as signal) • Teach classroom rules (e.g. waiting turn, raising hand) 	<p>Strengthen link between attention and appropriate behavior</p> <p>In response to appropriate behavior, choose from the following:</p> <ul style="list-style-type: none"> • Call on the student when hand is raised • Teacher helper • Provide frequent feedback about appropriate behavior • Provide extra time with teacher at the end of class • Give attention for following rules (e.g. praise for raising hand, pat on the back)
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		<p>In response to inappropriate behavior, choose from the following:</p> <ul style="list-style-type: none"> • Withhold attention for inappropriate behaviors (e.g. ignoring problem behaviors, use physical prompts/gestures rather than verbal)

GAIN PEER ATTENTION

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teacher Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Start a peer tutoring program (e.g. target student mentor a younger student, older student mentors target student) • Give group assignments • Have student read book to class • Use seating assignments (e.g. place student next to peer who is less likely to respond to inappropriate behaviors) • Use cooperative learning groups • Call on student more often to bring focus on him • Have student pass out materials • Have student be a peer mediator • Have student help peers when assignment is complete 	<ul style="list-style-type: none"> • Teach friendship skills (e.g. social skills, manners, forgiving, sharing) • Teach communication skills (e.g. how to call attention from peers appropriately) • Teach entire class to report about appropriate behavior of peers to teacher 	Strengthen link between attention and appropriate behavior In response to appropriate behavior, choose from the following: <ul style="list-style-type: none"> • Provide free time with peer(s) (e.g. color, project, conversation) • Peer helper in lower grade classroom • Play games with peers • Earn activity for entire class • Earn tickets to exchange for time with a peer(s)
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		In response to inappropriate behavior, choose from the following: <ul style="list-style-type: none"> • Lose access to peer attention for inappropriate behavior (e.g. lose peer related activity for inappropriate behavior, sit student away from peer(s), timeout outside of classroom)

GAIN OBJECT/ACTIVITY

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teach Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Use manipulatives • Remove desired item from room/desk • Schedule access to preferred activity/object (e.g. toys, games for smaller steps in assignment) • Restate rules • Remind student of consequences • Change seating arrangement (place student away from distracting objects) 	<ul style="list-style-type: none"> • Teach rules (e.g. • Teach appropriate skills to request object/activity (e.g. finish work first, during free time) 	Strengthen link between object/activity and appropriate behavior In response to appropriate behavior, choose from the following: <ul style="list-style-type: none"> • Provide access to activity/object (e.g. access to treasure chest, desired object/activity) • Provide points, tokens, etc. for appropriate behavior that can be exchanged for object/activity
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		In response to inappropriate behavior, choose from the following: <ul style="list-style-type: none"> • Remove access to object or activity for inappropriate behavior • Lose points, tokens, etc. for inappropriate behaviors

ESCAPE TASK/ACTIVITY

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teach Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Reduce length of assignments • Provide frequent breaks • Reduce difficulty level of the task • Provide clear directions (what to do and how to do it) • Break assignment into small steps • Adjust deadlines • Vary activity often (e.g. change mode of response- oral, written) • Remove visual and auditory distractions • Use prompts to engage in appropriate behavior • Allow student to choose task(s) • Tap into interests of student (e.g. stories about baseball, dinosaurs) • Provide materials for review • Self monitoring of task completion 	<ul style="list-style-type: none"> • Teach skills to appropriately escape from task (e.g. request break) • Guided practice • Teach study skills (e.g. how to break long assignments into small steps) • Explain alternate method to get help (e.g. use card as signal) • Teach self monitoring skills 	Strengthen link between escape and appropriate behavior
		In response to appropriate behavior, choose from the following: <ul style="list-style-type: none"> • Frequent feedback (e.g. graphing progress) • Praise task completion (e.g. give verbal/physical praise) Post results
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		In response to inappropriate behavior, choose from the following: <ul style="list-style-type: none"> • Do not remove task/demand (time out) for escape • Withhold preferred activity when task is incomplete (e.g.

ESCAPE TEACHER/ADULT ATTENTION

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teach Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Modify teacher proximity to student (e.g. seat child away from teacher) • Modify demand statements (e.g. tone, gestures, frequency of demands) • Prompt student to engage in appropriate behaviors • Structure frequent breaks from teacher demands • Limit number of times student is called-on or asked to respond • Use a peer to provide assistance to student (instead of teacher) 	<ul style="list-style-type: none"> • Teach appropriate social skills (e.g. anger management, conflict resolution) • Teach communication skills (e.g. requesting break from situation) • Teach students to use cues (e.g. use colored cards to indicate mood: red indicates not a good time to approach) 	Strengthen link between escape and appropriate behavior In response to appropriate behavior, choose from the following: <ul style="list-style-type: none"> • Provide breaks from teacher attention/demands •
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		In response to inappropriate behavior, choose from the following: <ul style="list-style-type: none"> • Do not allow removal of attention for escape

ESCAPE PEER ATTENTION

Set the Stage Modify the classroom environment to provide opportunities for teacher attention (less need for inappropriate behaviors)	Teach Teach a necessary skill or appropriate choice that will result in teacher attention	Motivate Make the new choice worthwhile for the student (make it pay off)
<ul style="list-style-type: none"> • Change classroom arrangement • Begin peer buddy system (e.g. place student near peers less likely to have conflict) • Structure activities and times away from large peer group situations (e.g. inside recess) • Give the student a special job away from peers • Modify proximity to peers (e.g. seating arrangement) • Avoid centers or small group activities • Avoid situations that may lead to peer attention (e.g. putting student on the spot) • Implement classwide system (e.g. report appropriate social interactions) 	<ul style="list-style-type: none"> • Teach appropriate social skills (e.g. anger management, conflict resolution: walking away, ignoring) • Teach communication skills (e.g. “please leave me alone”) 	Strengthen link between escape and appropriate behavior In response to appropriate behavior, choose from the following: <ul style="list-style-type: none"> • Provide breaks from peer interactions • Praise appropriate social skills of target student and other students
When situation is uncontrollable...	and the problem behavior occurs...	Weaken link to inappropriate behavior
<ul style="list-style-type: none"> • Prompt student to engage in appropriate behavior 		In response to inappropriate behavior, choose from the following: <ul style="list-style-type: none"> • Do not allow removal of attention