FUNCTION-BASED

INTERVENTION STRATEGIES

MODULE 3

These are possible intervention strategies based on the function of the problem behavior.

ACCESS TO ACTIVITY

- Use preferred activities between transitions
- Offer preferred activity for longer periods of time contingent on replacement behavior
- Allow student to determine length of time to complete activity

ACCESS TO TANGIBLE

- Increase accessibility to object
- Offer object contingent on replacement behavior
- Offer object when challenging behavior does not occur
- Use token board to earn preferred object

ESCAPE

- Offer reasonable choices
- Modify how the task is completed
- Present easy tasks prior to difficult tasks
- Shorten the task
- Provide frequent breaks
- Allow breaks for using replacement behavior
- Modify language
- Modify expectations

ATTENTION

- Allow socially mediated tasks or daily jobs
- Assign peer work groups
- Change seating arrangement
- Functional communication training
- Use cue cards to replace inappropriate attention-seeking behavior

SENSORY

- Provide stimulating activities
- Offer stimuli that match the sensory reinforcement
- Use preferred activities or objects to reduce sensory stimulation
- Adjust or provide environment to reduce visual/auditory/sensory information

References

Berry Kuchle, L., Littman J., Elledge, A., & McInerney, M. (2014). *Course enhancement module: Evidence-based behavioral interventions.* The CEEDAR Center. http://www.ceedar.org

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