

Proactive Strategies

If the function of the behavior is:	Then Proactive strategies should focus on.....
Attention	Increasing amount of attention provided Letting person know when attention is available Providing independent activities when busy Prompting to request attention appropriately
Tangibles/activities	Clarifying what items/activities are available Removing "off-limit" items from surroundings Offering alternatives to items/activities denied Prompting to Request or negotiate alternatives
Escape/avoidance	Modifying characteristics of settings or activities Allowing opportunities to choose what and when Shortening activities or providing periodic breaks Reminding how to request break/stop correctly
Sensory stimulation	Providing other, appropriate sensory stimulation (e.g., keeping engaged in desirable activities) Blocking access to inappropriate stimulation Prompting appropriate forms of stimulation

Teaching Strategies

If the contexts/function of the behavior relates to:	Teach skills such as.....
Attention	Replacement: Teach individual to request attention such as proximity, interaction, or physical contact Desired: Teach individual to wait or entertain him/herself
Tangibles/activities	Replacement: Teach individual to request items or activities or initiate action on own Desired: Teach individual to accept "no," wait, or negotiate alternative item/activities
Escape/avoidance	Replacement: Teach individual to say "no" or "later," take breaks, or other ways to escape. Desired: Teach individual to remain on task or in the designated area.
Sensory stimulation	Replacement: Teach individual to obtain sensory input through alternative appropriate actions Desired: Teach individual to tolerate boredom and appropriate time and place

Management Strategies

If the behavior occurs when:	Then consequences should focus on.....
Attention is withdrawn	Increase level and frequency of desired attention following positive behavior Minimize attention (e.g., by ignoring, walking away) when problem behavior occurs
Tangibles/activities are withheld	Provide access to tangibles/activities only following appropriate behavior (e.g., requests) Withhold tangible reinforcers after problem behavior (including "negotiation")
Difficult or unpleasant activities are presented	Allow breaks, escape, changes in environment, or reductions in demands for appropriate behavior (e.g., participation) Withhold or delay escape for problem behavior
Sensory stimulation	Allow access to items and activities that provide appropriate sensory stimulation Block access to inappropriate events

