



Utah State
Board of
Education

Special
Education
Services

EVIDENCE-BASED INTERVENTIONS FOR STUDENT BEHAVIOR SUPPORT

A COMPANION GUIDE TO THE USBE LEAST RESTRICTIVE
BEHAVIORAL INTERVENTIONS TECHNICAL ASSISTANCE MANUAL

April 2024

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INTRODUCTION

PURPOSE

The purpose of this Evidence-Based Interventions (EBI) Guide is to assist you with identifying behavior interventions to support students exhibiting problem behavior(s). The behavior interventions outlined in this guide may be appropriate for use as an independent intervention or as a part of a student's Behavior Intervention Plan (BIP). This guide is intended to be used in tandem with the Least Restrictive Behavior Intervention (LRBI) Technical Assistance Manual and the principles discussed therein.

Using this guide without familiarity with the LRBI would be equivalent to driving a car without knowing the rules of the road. It is unlikely you will arrive to your desired destination and will run into many unnecessary obstacles.

Using this guide to select interventions without utilizing the processes and principles outlined in the LRBI will likely lead to unnecessary obstacles and potentially lead down the wrong path of support.

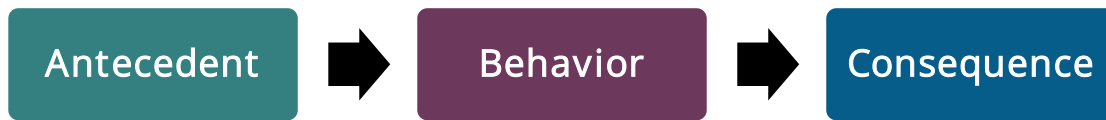
ABOUT THIS GUIDE

Throughout the LRBI there are principles and processes to consider when identifying an intervention. The problem-solving process found in Chapter 5 of the LRBI can facilitate effective use of this companion guide. The EBI Guide does not include emergency safety interventions (ESI) in any section. **ESIs are not classified as interventions and should not be considered or used as intervention.** See Chapter 7 in the LRBI for information regarding the requirements and use of ESIs.

This guide is in separated three sections:

- Antecedent Interventions
- Behavioral Teaching Interventions
- Consequence Interventions
 - (+) Reinforcement-Based Interventions

○ (-) Punishment-Based Interventions



Within each section, are interventions that can be used in Tier 1, Tier 2, and Tier 3. With intentional adjustments, a single intervention can be adapted to support across multiple tiers.

Each intervention listed has the following elements:

- Name
- Alternate Uses
- Brief Description
- Preparation: Team Decisions and Actions
- Preparation: Resources
- References

Each of these elements is intended to provide basic information, outline general steps for preparation and references for further information, thus giving the team a general concept of its potential use within the considerations of the specific circumstance.

The element “Alternate Uses” refers to the potential for using the intervention within an alternate context around the Antecedent, Behavioral, or Consequence time frame related to the behavior of interest.

While this guide is a good starting point to assist school teams in determining the most appropriate intervention for a student or group of students, it is only a general overview and does not contain enough detail to effectively implement the intervention.

The school team will want to consult with a behavior expert and do additional research outside the scope of this guide to ensure the intervention selected is a good fit for the support needs of the student(s).

The team’s independent research will help ensure that the intervention being considered is a good fit and provide a good understanding of how to implement the intervention with fidelity. Teams should also consider the capacity of the critical member’s abilities, time, and resources to implement and sustain an intervention. Even the best intervention(s) will be ineffective in reducing problem behavior if they are unable to be sustained.

EVIDENCE-BASED INTERVENTION COMPONENTS

An intervention is evidence-based when it has been shown to improve student outcomes through controlled research studies. Evidence-based behavioral interventions are implemented with an individual student or group of students to prevent or replace a problem behavior.

There are many common components integrated into evidence-based behavioral interventions. As school teams plan interventions or create a formal BIP, they should consider how to utilize one or more of these components as a supporting element within the intervention. The following table identifies and describes components common across evidence-based behavioral interventions.

Table 1: List of EBI Components with Description of Each

Component	Description
Relationship Building	The process of intentionally engaging in activities that help a student feel more connected to school personnel.
Offering Choices	Providing the opportunity for student(s) to make decisions about their learning experience.
Reinforcement Menu	Providing a list of reinforcement options that a student may choose from after engaging in a desired behavior. Prior to creating the menu, the team should provide the student the opportunity to share their reinforcement preferences. This can be done using a preference assessment.
Frequent Opportunities to Respond	An educator behavior (question, prompt, cue) that invites or solicits student response, whether verbal, gestured, or written.

Component	Description
Instructional Pacing	The speed or rate at which the educator presents the material and tasks to the student. This can include the pacing of instruction for a new behavior, social or emotional skill (BSE) being taught to a student.
Behavior-Specific Praise	Frequent use of positive comments or actions with students who demonstrate desired behavior. The recommended ratio of behavior-specific praise to corrective feedback is 4:1 minimum.
Fading	A gradual reduction of cues, prompts, reminders, or suggestions as the student demonstrates the desired behavior or task. As the student gains skills and reduces challenging behavior, the team should gradually fade supports as the data indicates. Fading should always be a part of the intervention planning process.
Response Effort	The level of effort required for a response. This can be modified by decreasing the response effort needed, thus making a task easier to perform. This should increase the likelihood of a student engaging in the response when the effort is reduced. Response effort can also be increased to reduce the likelihood of a problem behavior.
Teach Needed Social/Classroom Skills	Identify and provide targeted instruction on social or classroom skill deficits. The student may lack the skills or understanding of certain social or classroom skills. By providing support, the student can meet the demands of the environment or circumstance (e.g., raising hand to share, how to request help, how get peer attention appropriately).
Teach Needed Academic Skills	Identify and provide targeted instruction on academic skill deficits of the student so they can meet the demands of academic content rather than resort to problem behavior. (e.g., providing reading intervention could reduce problem behavior during reading times if the data indicate the problem behavior is related to reading difficulties).

PROGRESS MONITORING OF THE BEHAVIOR INTERVENTION

Behavior interventions, like academic interventions, require the use of data collection and analysis to progress monitor the effectiveness of the intervention. Throughout the implementation of an intervention, student outcomes are monitored for progress on a continuous basis. It is important to collect and analyze data that shows if the intervention leads to a decrease in the problem behavior as well as an increase in the replacement behavior. If the data indicate the problem behavior is not decreasing, the team will engage in the problem-solving process (as outlined in Chapter 5 in the LRBI) to determine next steps. Potential next steps may include:

- Evaluating whether the intervention is being carried out correctly (fidelity of implementation)
- Adjusting components of the intervention
- Selecting a new intervention

In addition to collecting behavior outcome data, monitoring includes measuring the fidelity of implementation, or how well is an intervention being implemented as intended. For more information about data collection principles and fidelity, see chapters 5, 6, and 8 of the LRBI.

REFERENCES

Utah State Board of Education Administrative Rules R277-609 (2023).

<https://www.schools.utah.gov/administrativerules>

Utah State Board of Education Special Education Rules V.A.2.a. (2023).

<https://www.schools.utah.gov/specialeducation/programs/rulespolicies?mid=4962&tid=1>

EVIDENCE-BASED INTERVENTION GUIDE

ANTECEDENT INTERVENTIONS



Antecedent: the events, actions, or circumstance that occur right before the behavior of interest.

DEFINITION

Antecedent Interventions are designed to make changes to the learning environment before a given behavior occurs with the goal of preventing the behavior from occurring.

This can include:

- Altering events prior to the behavior (setting events) to influence the likelihood or motivation of engaging in a behavior (motivating operations).
 - **Example:** A rigorous hour of P.E. increases the value of sitting down to rest (sitting is more reinforcing after a lengthy period of exercise, increasing the motivation to sit).
 - **Example:** Eating lots of popcorn decreases the value of a popcorn (popcorn is less reinforcing when lots of popcorn has already been eaten and is readily available).
- The presence or absence of something to increase or decrease the behavior (stimulus control)
 - **Example:** A quiet classroom volume symbol (once taught) decreases talking when students see it.
 - **Example:** An indoor voice classroom volume symbol (once taught) increases talking at an indoor voice volume when students see it.
- Changing something in the environment that signals the desired behavior will be reinforced (discriminative stimuli).
 - **Example:** The teacher's presence signals the availability of help with assignment, and raising a hand will be reinforced with teacher's attention and support.

PURPOSES

Antecedent interventions can be used to decrease the likelihood of problem behavior occurring, as well as increase the likelihood and capacity of the student to demonstrate the desired behavior or skill. Many antecedent interventions incorporate explicit teaching to support students learning desired behaviors and skills.

INTERVENTIONS

BEHAVIOR CONTRACTING

Alternate Uses

- None

Description

A behavioral contract is a written document that outlines the expectations for an individual student, group of students, or class as well as the expectations of the teacher or administrator if the student(s) meet the expectations. Behavioral contracts are collaboratively developed with input from both the student(s) and adult(s). Often a reinforcement system is used alongside a behavioral contract.

Preparation: Team Decisions

- Identify the behavior(s) that you want to increase
- Define behavior(s) in observable/measurable terms
- Meet with the student(s) to discuss the expectations for both student(s) and adult(s) and the time frame of the contract
- Determine whether a reinforcement system will be used in response to a student meeting their contractual agreement
- Determine logistics surrounding reinforcement system (e.g., frequency of reinforcement, number of times expectations met to receive reinforcement)
- Determine if the contract will be posted, and if so, where it will be posted for the duration of the contract

Preparation: Resources

- Tangible Reinforcers if needed. (Consider a preference assessment)

- Chart to track when expectations are met

References

- [Behavior Contracting](#)

BEHAVIOR MOMENTUM

Alternate Uses

- None

Description

Behavior momentum is sequencing requests by asking a student to do something you know they are likely to do (high-probability request) prior to requesting them to do something more difficult or that they are less likely to do (low-probability request) to increase the likelihood they will follow the low-probability request. Students will be asked to follow a minimum of three high-probability requests before being asked to follow a low-probability request. When a student is reinforced for following high-probability requests, they are more likely to follow a low-probability request.

Preparation: Team Decisions

- Identify high-probability behaviors
- Identify low-probability behaviors
- Determine how staff will respond when a request is followed (e.g., verbal praise, thumbs up)

Preparation: Resources

- None

References

- [Behavior Momentum](#)

BREAKS

Alternate Uses

- Behavioral Teaching

Description

A break is when a student is provided the opportunity to pause their participation in a task in a designated space for a specified amount of time. For a variety of reasons, the classroom environment may become overwhelming for students, or it may be challenging to attend to tasks for the period required. Breaks can be used as an intervention, allowing students or staff to identify the need for a break and determine how a student can take a break, either on a scheduled basis or by request. Breaks may be best used for students who appear to become overwhelmed at times throughout the school day. The purpose, type, and activity of break should correspond with the function of the problem behavior as determined by the FBA.

Preparation: Team Decisions

- Determine the type of break needed based on the function of the problem behavior
- Determine what the break will look like and what the student will be doing during the break time (e.g., sitting at desk, walking in the hallway)
- Determine who will supervise the break
- Determine the length of break
- Determine how many breaks a student may take (if there is a limit)
- Identify where a break will occur
- Decide whether a break will need to be requested or if breaks will be scheduled
- Determine how a student will indicate the need for a break (if requested)
- Teach the student how to request a break using functional communication training (see the Functional Communication Training intervention in this guide)
- Determine the break schedule (if scheduled)
- Identify what activities can be engaged in on a break
- Ensure the student understands the activities that can be used and how to use them

Preparation: Resources

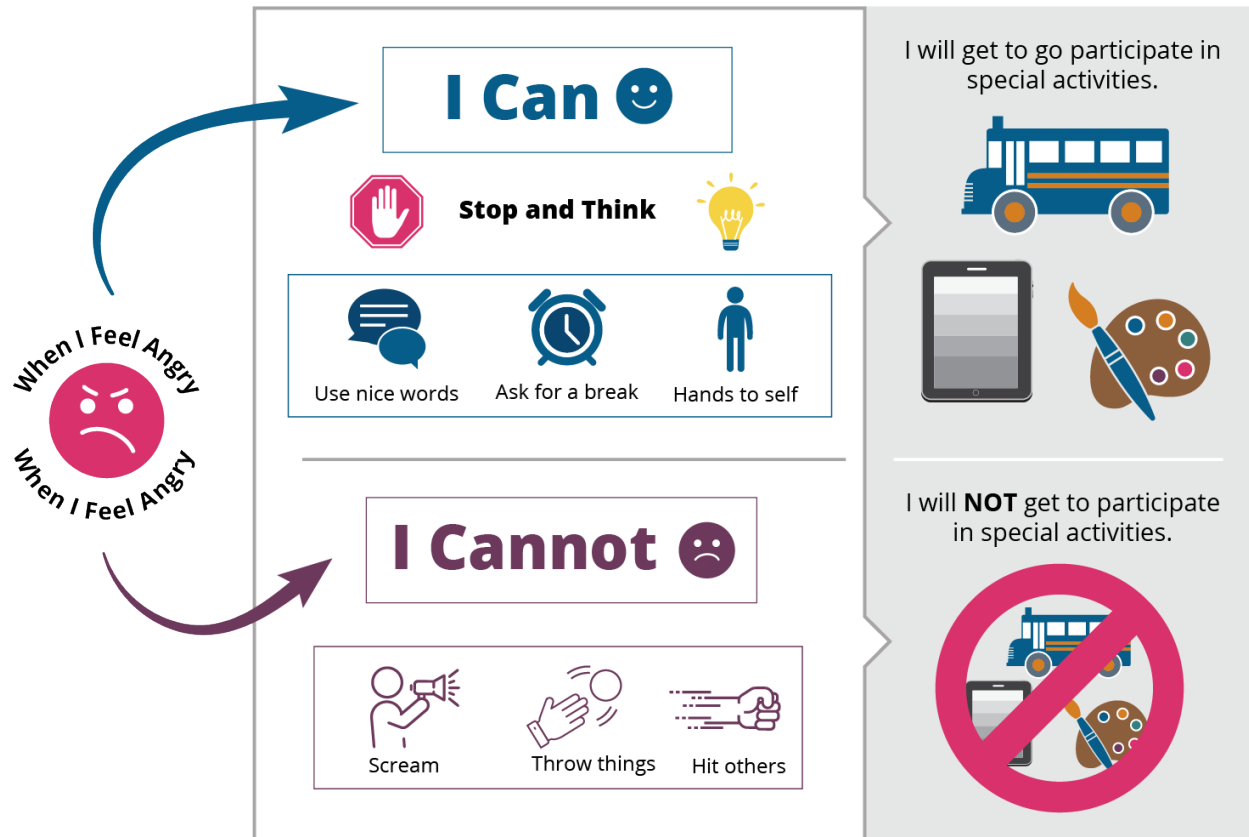
- Break card (if needed)
- Break activities/items (if needed)
- Designated space and activity prepared if appropriate

- School staff to oversee break area (if needed)

References

- [How to Reduce Disruptive Behavior Through Antecedent Physical Exercise](#)
- [Teaching Student with Behavior Problems to Take a Break](#)

CONTINGENCY MAPPING



Alternate Uses

- Behavioral Teaching & Consequence

Description

Contingency maps visually represent problem and replacement behaviors, and the consequence resulting from the use of a specific behavior. The map first depicts the antecedent, then the problem and replacement behaviors, and the resulting consequence for each behavior. The contingency map must remain accessible to the student as a reminder.

Preparation: Team Decisions

- Define the problem behavior in observable and measurable terms
- Define the replacement behavior in observable and measurable terms
- Teach the student the replacement behavior (if needed)
- Model the replacement behavior for the student (if needed)
- Determine consequences for behavior with the student
- Determine when the contingency map will be used
- Review the contingency map with the student

Preparation: Resources

- Contingency Map—Custom made to suit the student’s needs

References

- [Behavior Contingency Map](#)

ENVIRONMENTAL ENGINEERING

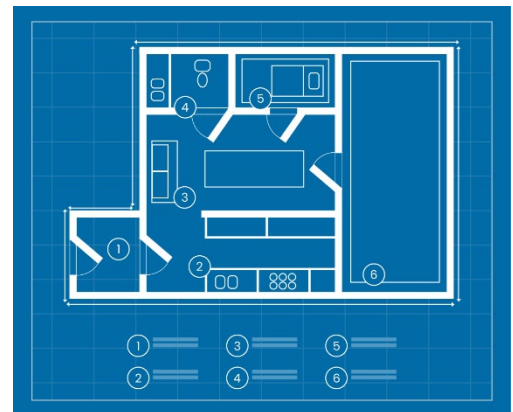
Alternate Uses

- None

Description

The physical environment serves as a set of stimuli that influence behavior. Teachers can pay attention to such factors as basic layout of space, wall displays, traffic patterns, and other aspects of the classroom.

Environmental factors can influence antecedent conditions. Become aware of your students’ needs and accommodate their differences. For example, children with autism might need quiet, while children with ADHD might respond well to low background music.



Preparation: Team Decisions

- Use an Environmental Checklist (e.g., a Positive Environmental Checklist or classroom environment checklist) to evaluate your classroom and consider adjustments based on results

- Determine the instructional format used most frequently and arrange student seating accordingly
- Designate specific purposes to each area of the classroom
- Note the special needs of students in your classroom and respond by making adjustments and accommodations based on the needs.

Preparation: Resources

- Resources should be determined based on classroom data and needs observed. Possible examples include:
 - Specialize seating
 - Light diffusers
 - Voice amplification (e.g., FM systems)
 - Speaker

References

- [Changing Behaviors by Changing the Classroom Environment](#)

FUNCTIONAL COMMUNICATION TRAINING (FCT)

Alternate Use

- Behavioral Teaching & Consequence

Description

The process of teaching a student an appropriate communication behavior as a replacement for undesired behaviors, with the appropriate behavior directed to another person who in turn provides related direct or social rewards to reinforce the appropriate communication (i.e., a positive interaction between speaker and listener). This intervention can involve speech, as well as any communication modes (gestures, vocal sounds, eye gaze, voice output devices, picture touch or exchange, etc.) that serve the function of requesting.

Preparation: Team Decisions

- Determine if the student needs to have communication as a related service added to the student's IEP or a 504 accommodation for a communication device.

- Involve the Assistive Technology (AT) team in discussions about the student's needs (AT requires consent)
- Evaluate the student's capabilities in navigating different types of communication.
- Prepare training lessons or opportunities to practice the communication skill prior to the situation where the communication is needed. (i.e., practice requesting a break before work is introduced in an actual situation).

Preparation: Resources

- Assistive Technology devices (if needed).
- Training staff how to use different forms of communication devices and modalities and how to reinforce requests made by student.
- A lesson plan to teach the student how and when to use the functional communication being taught.



References

- [Steps for Implementation: Functional Communication Training](#)
- [Functional Communication Training \(FCT\) EBP Brief Packet](#)

INDIVIDUALIZED SCHEDULE

Previously called "Structured Daily Schedule."

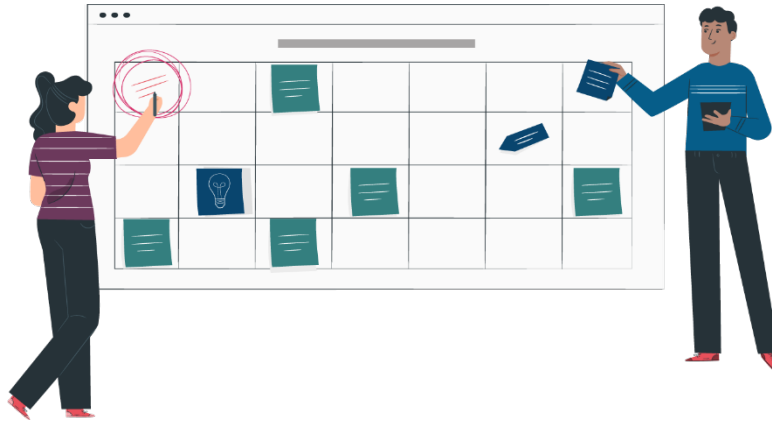
Alternate Use

- Behavior Teaching

Description

A daily outline of classroom activities designed to maximize student learning. The schedule should be structured in a way that leads to easily facilitated transitions. It is important to keep in mind that the schedule should be posted where all can see it and designed in such a way that it is accessible for each student (i.e., visual supports along with text or other Universal Learning Design strategies). The schedule should be followed consistently. A schedule can also be used with one

student or a small group of students.



Preparation: Team Decisions

- Identify classroom routines, including skills needed to follow routines
- Identify and write down the schedule for which routines should be happening each day
- Teach classroom routines, including skills needed to follow routines

Preparation: Resources

- Visual schedule (if needed)

References

- [Visual Schedule Tips Sheet](#)

SCHOOL-BASED MENTORING

Alternate Use

- Behavioral Teaching

Description

Mentoring is where an adult at the school provides student(s) with support, advice, and constructive role modeling. School-based mentoring programs typically target at-risk students based on a variety of factors such as poor attendance, school-related behavior problems, poor grades and/or teacher/counselor referrals. The objectives of the mentorship can vary depending on student need, such as improving student self-esteem and attitudes about school to improving student test

scores and academic performance. Mentors focus on building connections and should meet with the student on a regular, predictable, and consistent basis. The goal is not to become a “friend” but a positive adult role model who expresses sincere and genuine care for the student. Mentoring can be but does not need to be a specific program.

Preparation: Team Decisions

- Determine a plan to implement an evidence-informed mentoring program with fidelity
- Ensure that mentoring staff will have a way to access data needed to appropriately mentor student(s)
- Determine entrance and exit criteria for students engaged in a mentoring program

Preparation: Resources

- Designation of mentor
- Mentor’s logs, and student-level data such as:
 - Attendance
 - Grades
 - Other relevant data based on the student needs
- Mentoring sessions' outcomes

References

- [Framework for Building Mentoring Relationships in Schools](#)
- [Planning a School-Based Mentoring Program](#)

NON-CONTINGENT REINFORCEMENT (NCR)

Alternate Use

- None

Description

Providing the student with scheduled reinforcement often enough that they discontinue the problem behavior they were exhibiting to obtain the same reinforcer. This means providing the student with the reinforcement they desire before they engage in the problem behavior. If the problem behavior does occur, the reinforcement is not provided in response to this behavior. This intervention

would be especially beneficial for students who are seeking attention by engaging in problem behavior.

Preparation: Team Decisions

- Define the problem behavior in observable and measurable terms.
- Determine what has been reinforcing the problem behavior using data collection and analysis.
- Create a schedule for when the reinforcement will be provided to the student (with the goal that the reinforcement will be provided prior to the student engaging in problem behavior). Time related data should be used to determine the schedule based on the how often the behavior occurs.

Preparation: Resources

- None

References

- [Non-Contingent Reinforcement](#)
- [Intervention Guide: Noncontingent Reinforcement](#)

SCHEDULED FEEDBACK/CHECK-INS

Alternate Use

- None

Description

Discussing and sharing observations about a student's behavior with them at certain time intervals. Scheduled feedback includes monitoring student behavior and then sharing with the students what was observed. It is important that the feedback provided is specific and involves both praise for performing a replacement behavior and corrective feedback if behavioral errors occur.



Preparation: Team Decisions

- Define problem and replacement behaviors in observable and measurable terms
- Determine the time intervals in which feedback will be provided to the student
- Determine whether and what type of reinforcement will be provided when a student has engaged in the replacement behavior

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.

References

- [Student Daily or Weekly Check in](#)

BEHAVIORAL TEACHING INTERVENTIONS



DEFINITION

Behavioral Teaching Interventions are designed to focus on teaching skills and altering the behavior

This can include:

- Teaching more desirable or appropriate replacement behavior, then reinforcing the replacement behavior when the student uses the new skill.
 - **Example:** Teaching hand raising for student to gain attention (if attention is the function of the behavior based on data), then reinforcing the hand raising to increase this behavior to replace calling out.
 - **Example:** Teaching self-regulation strategies when the student is calm, then reinforcing the use of these strategies in practice as well as when used during stressful moments.
 - **Example:** Teaching the use of Augmentative and Alternative Communication (AAC) device to request “break” (if escape is the function of the behavior based on data), then reinforcing the use of touching the “break” icon to replace screaming that historically was reinforced with removal from the class.

Behavior Teaching should NOT take place when significant signs of problem behavior or escalation are present. Teaching should happen when the student is happy, relaxed, and engaged.

These interventions may take place before the behavior occurs, or during a situation where the behavior *may begin to occur* as a means of prevention and support of the problem behavior.

PURPOSE

Behavioral Teaching Interventions can be used to teach students new skills and/or replacement behaviors that will help lessen the likelihood of the student engaging the problem behavior.

INTERVENTIONS

CHAINING/SEQUENCING

Alternate Uses

- Antecedent

Description

Teaching small steps or parts of a specific task or behavior in the sequence they are performed. It involves breaking down a task or behavior into distinct steps and teaching the steps to the student. The student must perform one step to mastery before you move on to teaching the next step, with remaining steps in the process being modeled for the student. Chaining can involve both forward and backward steps. Forward chaining involves teaching one step at a time and waiting for the student to master a step before teaching the next step. Backward chaining involves modeling all steps at the same time and have all steps practiced multiple times until mastered.

Preparation: Team Decisions

- Determine the behavior to teach with chaining, and define it in observable and measurable terms
- Complete a task analysis of the behavior to teach
- Identify the steps of the behavior that the student can perform
- Determine whether you will do a forward or backward chain

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.
- Teaching materials (as needed)

References

- [Chaining](#)

CUEING

Alternate Use

- None

Description

The cue is a signal (visual, auditory, or physical) performed by a person or found in the environment to remind the student to engage in a previously learned behavior they can perform. Cueing can stop disruptive behavior before it starts by drawing attention away from inappropriate behavior and redirecting attention to appropriate behavior. Cueing should be used when it is known that a student can perform the behavior being cued. There are different types of cueing that form a hierarchy of support. While cueing is similar to prompting, it is distinctive from prompting in that the student is not told directly what they are being asked to do, but are simply reminded that there is a behavior they are being asked to engage in.



Preparation: Team Decisions

- Define the behavior to be performed in observable and measurable terms
- Ensure the student is able to perform the behavior to be cued
- Determine the type of cueing (visual, auditory, or physical) that would be most appropriate for the determined behavior(s) and the student's cognitive abilities
- Teach and practice the cueing with student

Preparation: Resources

- Preparation of cues to be used (e.g., visuals, specific wording, physical cues)
- Lesson plan to teach and practice cueing and behavior with the student(s)

References

- [Hierarchy of Cueing and Prompting](#)
- [Cuing: A Proactive Intervention for the Classroom](#)

MODELING

Alternate Use

- Antecedent

Description

Providing a visual example of an individual performing a skill or set of skills accurately and fluently for the purpose of teaching others. Following the demonstration of the skill or behavior by a parent, teacher, or another person, the student would repeat the same skill or behavior.

Preparation: Team Decisions

- Determine whether the student has the prerequisite skills needed
- Determine the skill(s) or behavior(s) for which this intervention will be used
- Determine whether reinforcement will be used in combination with this intervention
- Identify when modeling will occur and when the student will have opportunities to practice
- Determine who will be modeling the skill(s) or behavior(s)
- Ensure the model is trained

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.

References

- [Modeling: Step-by-Step Guide](#)

PEER TUTORING

Alternate Use

- None

Description

The practice of linking a student with skills that another student lacks. These skills are not limited to academic deficits but can be skills in such as transitioning, cooperative games, or taking notes. It is important for students to play both the role of the tutor and tutee. Expectations and learning objectives should be clearly outlined. Break steps into precise, easy-to-follow directions. Initially, peer tutoring should be undertaken only with close and ongoing teacher supervision to ensure success. Tutors, nor tutees should ever be forced to work in a peer tutoring situation.



Preparation: Team Decisions

- Staff will need to create a pool of students and determine what traits those students should have in order to be an effective peer tutor

Preparation: Resources

- Determine the appropriate peer tutoring model based on student needs and resources.
- Select peer tutor(s) who exhibit desired traits or skills for the tutee to learn.
- Determine a supervisory structure for peer tutor(s)
- Instruct and model examples and non-examples of the process of peer tutoring.
- Instruct the peer tutor(s) on what to do if tutee does not comply.

References

- [Peer Tutoring](#)
- [Common K-12 Peer Tutoring Models](#)
- [Introduction to the Common Peer Tutoring Models Used in K-12](#)

PRECISION DIRECTIONS

Alternate Use

- None

Description

Precise verbal statements made by school staff to enhance compliance by students. Compliance is usually defined as following instructions within 10 seconds, but should be adjusted to account for the student's individual needs or processing time. Having verbal statements that are precise, consistent, and predictable for students increases the likelihood they will follow instructions.

Preparation: Team Decisions

- Determine criteria for whether a direction has been followed or not (i.e., a timeframe, beginning the task or full completion of the task, etc.)
- Determine whether positive reinforcement will be used for student following directions
- Determine consequence if directions are not followed
- Discuss the consequence (and reinforcement) with the student
- Train anyone new to using precision directions, and ensure time to practice

Preparation: Resources

- Create precision direction visuals based on criteria to ensure consistency
- Obtain reinforcement materials (if needed). Consider a preference assessment.

References

- [Precision Commands](#)
- [Precision Requests](#)
- [Precisions Requests from Jordan Behavior Assistance](#)

PRE-CORRECTION

Alternate Use

- Antecedent

Description

Pre-correction involves identifying the predictable context in which problem behavior will occur, provide support, prompts, and reinforcement when the student engages in a replacement behavior. It can be used to establish expected behaviors and procedures within the classroom. The goal of pre-correction is to prevent the problem behavior from occurring.

The goal of pre-correction is to prevent the problem behavior from occurring.

Preparation: Team Decisions

- Establish the antecedent to (or what events consistently precede) the problem behavior
- Discuss potential ways to modify the context in which the problem behavior is occurring
- Define the replacement behavior in observable and measurable terms
- Explicitly teach replacement behavior
- Provide opportunities for the student to practice the replacement behavior
- Determine reinforcement(s) that will be provided for the student performing the replacement behavior in practice as well as in the moment

Preparation: Resources

- Tangible reinforcers if needed. Consider a preference assessment.

References

- [Intervention Guide: Precorrection](#)

PROMPTING

Alternate Use

- Antecedent

Description

Presentation of a cue or instruction (visual, auditory, or physical) to elicit a given response. Prompting should be used in a hierarchy from least intrusive to most intrusive. Adults giving prompts need to ensure that there is sufficient wait time between direction given and prompting to avoid creating prompt dependence and build the student's capacity to respond appropriately to natural stimuli in their environment. At any level of prompting with the hierarchy, prompt dependence should be monitored and adjusted for; with a plan for fading prompts as the student shows mastery of the behavior being prompted.

Preparation: Team Decisions

- Decide on behavior or action in need of prompting intervention
- Determine the student's current ability to perform any part of the behavior
- Decide on the type of prompt to utilize based on student's abilities and tolerance of prompts (as some students may not tolerate physical prompts)
- Based on the student's current ability, select the least intrusive prompt that will also encourage prompted behavior to move to independence
- Monitor for any signs of prompt dependency (i.e., lack of independence, reduced or delayed skill acquisition, or appear to be "waiting" for the adult to prompt or perform the task for them). IF prompt dependency is observed, adjust prompts accordingly.

Preparation: Resources

- Create a menu and hierarchy of least to most intrusive prompts

References

- [Prompting](#)
- [Overview of Prompting](#)
- [Fact Sheet: Prompting](#)
- [Pre-Correcting and Prompting: An Evidence-Based Behavior Strategy](#)

SHAPING

Alternate Use

- None

Description

The reinforcement of behavior each time it comes closer to resembling a target behavior. It is a step-by-step process where you teach successive approximations of a behavior through reinforcement. This may be used for a behavior that the student has some steps of the behavior within their mastered but can't complete accurately or consistently.



Preparation: Team Decisions

- Define a target behavior in measurable and observable terms
- Identify what the student can currently do (establish a baseline of student behavior)
- Complete a task analysis to determine what steps (smaller behaviors) would lead to engaging the target behavior
- Determine whether the student may need visual supports
- Determine what reinforcers will be provided (with student input)
- Train the individual(s) responsible for shaping student behavior when it is and when it is not appropriate to provide a reinforcer
- Identify behavior or action prompting is attempting to encourage
- Type of prompt to utilize
 - Least intrusive but still effective
 - Does not encourage prompt dependence

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.

- For intensive shaping, reinforcers should be based on a conducted preference assessment for tiered reinforcement (i.e., higher quality behavior would receive a highly preferred reinforcer).
- Visual supports (if needed)

References

- [Shaping](#)
- [Texas Guide for Effective Teaching: Shaping](#)

SOCIAL NARRATIVE

Alternate Use

- Antecedent

Description

A description of expected behavior within a certain context that is provided to a student to help them understand these behavioral expectations. Social narratives can include pictures and other visual supports. They should be written in a positive tone, focusing on teaching what is expected. Social narratives may include the thoughts and feelings of others involved in the social situation being described. It is important to write the narrative in first-person language.



Preparation: Team Decisions

- Identify the social situation to be taught
- Identify the target skill and define in observable and measurable terms
- Determine the reading level of the student and possible need for visual supports

- Write the social narrative based on the student's needs, considering the student's interest

Preparation: Resources

- Visual supports (if needed)

References

- [Social Narratives](#)
- [What is a Social Narrative?](#)
- [How to write a Social Story: Tips and Resources for Teachers](#)

SOCIAL SKILLS INSTRUCTION

Alternate Use

- Antecedent

Description

Explicit instruction on a specific social skill to support a student in acquiring the skills, building fluency on the skill, or generalizing the skill into a new context. Instruction may also include modeling and opportunities for the student to practice. Social skills instruction can be provided class-wide, in small groups, and/or with individual students.

Preparation: Team Decisions

- Identify the target skill and define in observable and measurable terms
- Identify the components or steps of the social skill to be taught
- Determine how social skills will be taught (e.g., who, how, how often)
- Decide on lesson plan format and regular schedule for instruction

Preparation: Resources

- Lesson plan(s)
- Activity materials (if needed)

References

- [What is Social Skills Instruction?](#)
- [Tier 2 PBIS Targeted Social Skills Instruction](#)
- [Teaching Social Skills](#)

TEACHING TOLERANCE TO DELAY AND DENIAL OF REINFORCEMENT

Alternate Use

- Antecedent

Description

Teaching a student a signal that indicates that they will receive reinforcement soon if they continue engaging in the desired behavior. This is done by systematically building student tolerance for task demands and eventual tolerance of being denied their request.



Preparation: Team Decisions

- Define the desired behavior in observable and measurable terms
- Determine the signal that will be used
- Teach this signal to the student
- Teach the student communication skills (e.g., how to request termination of tasks), as needed

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.

References

- [Intervention Guide: Tolerance for Delayed Reinforcement.](#)

TIME DELAY

Alternate Use

- None

Description

Fading the use of prompts using a brief delay between instructions/directions provided and additional prompts. This intervention is usually paired with reinforcement. There are two types of Time Delay interventions: Constant and Progressive Time Delay.

Preparation: Team Decisions

- Assess the student's current skill level
- Determine which type of time delay will be used
- Determine the response interval
- Identify the times and activities for which this intervention will be used

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.

References

- [Time Delay \(TD\): Step-by-Step Guide](#)
- [Steps for Implementation: Time Delay](#)

VIDEO MODELING (INCLUDING SELF-MODELING)

Alternate Use

- Antecedent

Description

Students are recorded as they attempt each step of a new skill, with prompts as necessary. The video is edited so that it seems the students are completing the steps independently. The video clips can be incorporated into PowerPoint to provide the students with the essential background information necessary to understand the skill in addition to the video demonstration. Once the students see

themselves as the “movie stars,” they may begin to imitate themselves and initiate the skill in various settings.

This is a mixture of two research-validated teaching strategies—video modeling and social stories.

Preparation: Team Decisions

- Identify the skill you would like the student to be able to perform independently.
- Do a task analysis to break down the skill into essential components
- Collect baseline data on the student's current ability to perform the skill.
- Parental permission is required to take pictures and video of the students.
- Choose a video editing application.
- Ensure student data privacy is adhered to with the video editing applications chosen.

Preparation: Resources

- Make sure to have the correct equipment to film the video.
- Plan the video recording to ensure all elements are included, as well as when the student will watch the video following the recording.
- Record the video and edit.

References

- [Video Modeling](#)
- [Evidence Based Practice Training: Video Modeling](#)

CONSEQUENCE INTERVENTIONS: REINFORCEMENT-BASED

Operant Conditioning

	Add Something	Remove Something
Increase a Behavior	Positive Reinforcement	Negative Reinforcement
Decrease a Behavior	Positive Reinforcement	Negative Reinforcement

DEFINITION



A consequence is what happens after the behavior that either increase or decrease the behavior over time. Reinforcement-based consequences *increase* behavior over time.

Consequence-based Interventions are implemented after the desired behavior has occurred according to the pre-determined criteria, to *increase* that behavior in the future. By providing reinforcement after a desired behavior, this increases the likelihood of the same behavior happening in the future and maintaining over time.

This can include:

Adding or removing something in the environment to increase desired behaviors.

- **Example of Adding:** Giving a student points that can be exchanged for free time when the student is on task during independent work
- **Example of Adding:** Providing a student with verbal praise as they move toward the line-up area at the end of recess
- **Example of Removing:** Student can skip one homework assignment for turning in four completed homework assignments
- **Example of Removing:** Student can drop the lowest test score on the final exam if they attend class 95% of the semester

PURPOSE

The purpose of a reinforcement-based consequence intervention is to provide the student with a response that will increase the likelihood that desired behavior will occur in the future.

If the data *do not* indicate an increase in behavior, the intervention would not be considered reinforcement, as reinforcement is defined ONLY by the increasing effect on the behavior over time.

INTERVENTIONS

DIFFERENTIAL REINFORCEMENT (DR)

Alternate Use

- Behavior Teaching

Description

Giving reinforcement to encourage use of a replacement behavior or withholding reinforcement to discourage a target behavior. The reinforcement of one form of behavior, but not another; or the reinforcement of a response under one condition (stimulus) but not under another. There are many types of differential reinforcement including Differential Reinforcement of:

- Alternative Behavior (DRA)
- Other Behaviors (DRO)
- Incompatible Behaviors (DRI)
- High Rates of behavior (DRH)

- Low Rates of Behavior (DRL)

Preparation: Team Decisions

- Define the problem behavior(s) in observable and measurable terms
- Teach the student an alternative, incompatible behavior (replacement behavior)
- Determine which type of differential reinforcement will be used (see above)

Preparation: Resources

- Tangible Reinforcers if needed. Consider a preference assessment.
- Visual supports (if needed)

References

- [Differential Reinforcement EPB Brief Packet](#)
- [Differential Reinforcement](#)

GROUP CONTINGENCY

Alternate Use

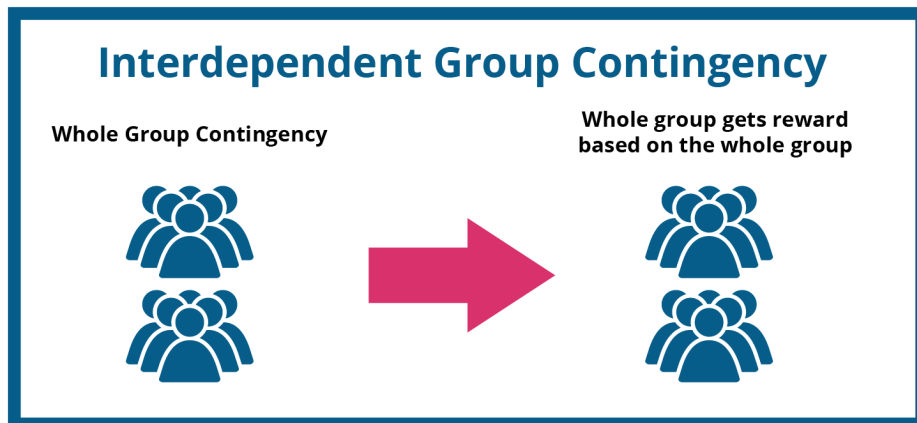
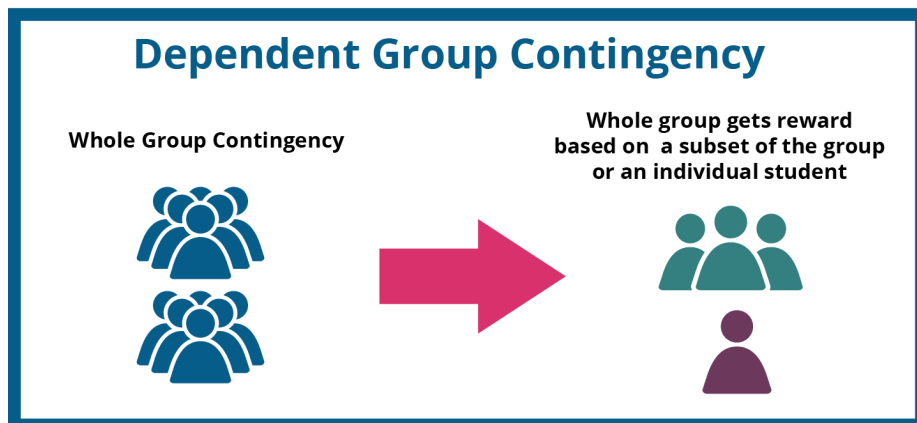
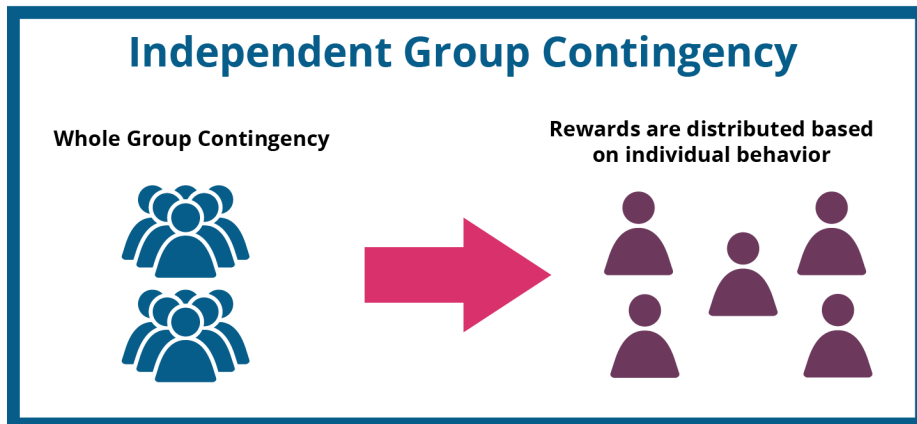
- Antecedent, Behavior Teaching

Description

Reinforcement of an entire class or smaller group of students when particular members or the entire group meets the pre-determined criterion or condition; in other words, if a group of students meets the pre-determined criteria, then that group of students is rewarded. Group contingencies can support multiple students simultaneously and avoid singling out individual students. Examples of group contingencies include the Good Behavior Game and CW-FIT. There are many types of group contingencies, including:

- **Independent Group Contingency:** Reinforcement of each individual student who meets the pre-determined criteria or condition set for the class. In this type of group contingency, the contingency is the same for all, but each student determines their own access to the reinforcement.
- **Dependent Group Contingency:** Reinforcement of an entire class when one student (or a small group of students) meets the pre-determined criterion or

condition. In this type of group contingency, one student (or a small group of students) determines if the other student receive reinforcement.



- **Interdependent Group Contingency:** Reinforcement of an entire class or group(s) within the class when the entire class or group(s) within the class meets the pre-determined criterion or condition. In this type of group

contingency, the entire class or group(s) within the class determine if the reinforcement is earned. Earning a reward is based on the collective behavior of the entire class or smaller group(s) within the class.

Preparation: Team Decisions

- Define the behavior(s) for which the group contingency will be used in observable and measurable terms
- Determine which type of group contingency will be used (independent, dependent, or interdependent)
- Determine the criteria that needs to be met for the reinforcement to be provided
- Determine the time frame for when the group contingency will be used
- Determine reinforcements and consequences with students
- Structure the environment to ensure it will support the group contingency
- Teach students how the contingency works and how they can earn a reinforcer

Preparation: Resources

- Tangible Reinforcers if needed. Consider a preference assessment.
- Visual supports (if needed)

References

- [Intervention Guide Group Contingencies](#)
- [Group Contingencies Tips Sheet](#)

HOME NOTES

Alternate Use

- Antecedent, Behavior Teaching

Description

An informational note that provides clear, precise communication between school and parents/guardians about a student's academic and behavioral performance. For this intervention the teacher sends a note home to parents/guardians at a pre-determined frequency (e.g., daily, weekly) rating the replacement behavior(s) of the

student. Based on the teacher's rating(s), the parent provides either a reinforcer or consequence to the student. Parents/guardians will want to pair this with either specific praise or constructive feedback.

Preparation: Team Decisions

- Identify 1-3 replacement behaviors and define in observable and measurable terms
- Determine whether the home note will be daily or weekly
- Determine the format with parent input as to their preference on paper versus electronic home note
- Determine a rating system of the behavior for the home note
- Discuss the intervention with parents ensuring they understand the intervention and their critical role in providing reinforcement
- Identify the criteria the student must reach to receive a reinforcer
- Discuss the intervention with the student and ensure they have the skill to use the replacement behaviors
- Ensure parent/guardian sets up a reinforcement system (e.g., reinforcer menu) for home in collaboration with their student



Preparation: Resources

- Home note created
- Reinforcer menu with reinforcement options. Consider a preference assessment.

References

- [School-Home Notes](#)

MYSTERY MOTIVATORS

Alternate Use

- Antecedent, Behavior Teaching

Description

Mystery motivator is used to reward students for using the behavior that the intervention is targeting. It is called the mystery motivator because (1) students do not know whether the mystery motivator will be used on a given day; (2) students do not know what the reward will be. This intervention can be used with an individual student, a group of students, or an entire class.



Preparation: Team Decisions

- Define the behavior(s) for which the mystery motivator will be provided in observable and measurable terms
- Determine when the mystery motivator will be used (e.g., what time period or instructional activity)
- Determine how the mystery motivator will be earned
- Generate a list of motivating reinforcers with the student(s) who will be involved in the intervention

Preparation: Resources

- Reinforcers if needed. Consider a preference assessment.
- Mystery motivator calendar
- Visual support (if needed)

References

- [The Mystery Motivator](#)
- [Mystery Motivator Reward](#)

DAILY PERFORMANCE TRACKER (PREVIOUSLY TRACKING)

Alternate Use

- Antecedent, Behavior Teaching

Description

The teaching of appropriate replacement behaviors through consistent adult feedback of a student's performance. The adult assigned should establish a good rapport with the student to facilitate increased positive contact and relationship building opportunities. Student performance should be recorded and monitored, with feedback provided to the student throughout the day through positive interactions. Performance monitoring goal can be academic, behavioral, social, etc. This intervention is best implemented with a scheduled time set aside for the assigned adult and student to review performance, such as at the beginning or end of the day. Expected student behavior should be taught and reviewed regularly. Expected student behavior is reinforced based on a pre-determined goal.



Preparation: Team Decisions

- Define the behavior(s) in observable and measurable terms
- Take baseline data on student behavior of concern
- Determine the daily or weekly goal for student (time frame for goal should be adjusted based on data of behavior frequency)
- Determine what adult will engage in checking in and out with the student
- With the student, determine reinforcers that will be provided if student meets their daily goal (this can be done with a preference assessment)

- Develop a monitoring form or data sheet to record adult interaction and student behavior that will be used to review with the student. For example, if the desired behavior is being on time to class, a daily progress report would be signed by each teacher indicating if the student was on time or not.
- Establish a regular time and routine to review progress report.
- Train teacher(s), other adult, and student on procedures
- Select target behavior
- Develop a format to record student behavior. For example, if the desired behavior is being on time to class, a daily progress report would be signed by each teacher indicating whether or not the student was on time.
- Establish a regular time and routine to review progress report.

Preparation: Resources

- Tangible reinforcers if needed

References

- [Check and Connect](#)

REINFORCEMENT SCHEDULE

Alternate Use

- Antecedent, Behavior Teaching

Description

Precise rules stating which instance of a behavior will be reinforced. There are four types of reinforcement schedules, which include continuous, intermittent, ratio (fixed or variable), and interval (fixed or variable). The type of schedule to be used will depend upon the behavior and the situation in which the behavior occurs.

Preparation: Team Decisions

- Define the behavior in observable and measurable terms
- Take baseline data as to the current levels of the student's performance of the behavior
- Determine which type of reinforcement schedule will be used based on student's current levels of performing the behavior

Preparation: Resources

- Reinforcers. Consider a preference assessment.
- Timer or Beep tape (if needed) as a prompt to deliver reinforcement

References

- [Different Types of Reinforcement Schedules](#)
- [Schedules of Reinforcement](#)

CONTINUOUS SCHEDULE OF REINFORCEMENT

Alternate Use

- Antecedent, Behavior Teaching

Description

A schedule of reinforcement in which each occurrence of a behavior is reinforced. This means that each time a student engages in a specific behavior, they are reinforced. This schedule of reinforcement is effective for students learning a new behavior.



Preparation: Team Decisions

- Define the behavior in observable and measurable terms
- Take baseline data as to the current levels of the student's performance of the behavior
- Determine in what contexts throughout the day this will be used (e.g., instructional periods, recess, lunch)
- Determine what reinforcement will be provided

Preparation: Resources

- Tangible reinforcers if needed. Consider a preference assessment.

References

- [Different Types of Reinforcement Schedules](#)

INTERMITTENT SCHEDULE OF REINFORCEMENT

Alternate Use

- Antecedent, Behavior Teaching

Description

A schedule of reinforcement in which some, but not all, of the occurrences of a behavior are reinforced. This schedule of reinforcement is effective for maintaining a behavior that has been learned previously. There are two types of intermittent schedules of reinforcement: Ratio (a certain proportion of occurrences i.e., for every 3 occurrences of the behavior, 1 is reinforced. Thus, a ratio of 3:1) and Interval (after a certain time interval has passed i.e., 2 minutes).

Preparation: Team Decisions

- Define the behavior in observable and measurable terms
- Take baseline data as to the current levels of the student's performance of the behavior
- Determine in what contexts throughout the day this will be used (e.g., instructional periods, recess, lunch)
- Determine what reinforcement will be provided. Consider a preference assessment.

Preparation: Resources

- Tangible reinforcers if needed. Consider a preference assessment.
- Timer or Beep tape (if needed)

References

- [Different Types of Reinforcement Schedules](#)
- [Free Audio Monitoring Tapes](#)

RATIO SCHEDULES OF REINFORCEMENT

Alternate Use

- Antecedent

Description

A schedule of reinforcement in which reinforcement is made contingent upon a specific number of responses before being reinforced (fixed ratio) or upon the average number of responses (variable ratio).

Preparation: Team Decisions

- Define the behavior in observable and measurable terms
- Take baseline data as to the current levels of the student's performance of the behavior
- Determine in what contexts throughout the day this will be used (e.g., instructional periods, recess, lunch)
- Determine what reinforcement will be provided. Consider a preference assessment

Preparation: Resources

- Tangible reinforcers if needed. Consider a preference assessment.

References

- [Different Types of Reinforcement Schedules](#)

INTERVAL SCHEDULES OF REINFORCEMENT

Alternate Use

- Antecedent

Description

A schedule of reinforcement in which some specified amount of time must pass, and then the next occurrence of the behavior is reinforced. A fixed interval schedule is when the behavior is reinforced after a specified amount of time. A variable interval schedule is when the behavior is reinforced after an average amount of time has passed.

Preparation: Team Decisions

- Define the behavior in observable and measurable terms
- Take baseline data as to the current levels of the student's performance of the behavior
- Determine in what contexts throughout the day this will be used (e.g., instructional periods, recess, lunch)

- Determine what reinforcement will be provided. Consider a preference assessment.

Preparation: Resources

- Tangible Reinforcers if needed. Consider a preference assessment.
- Timer or Beep tape

References

- [Different Types of Reinforcement Schedules](#)
- [Free Audio Monitoring Tapes](#)

STRUCTURED BREAKS

Alternate Use

- Antecedent, Behavior Teaching

Description

A way for a student to escape a situation that may be causing them to feel anxious, frustrated, or angry. The student may utilize a break card or other form of communication to signal to an adult that they need to take a break. Structured breaks need to have a location, time, and appropriate activity. Structured breaks may be set in motion by a student or by an adult. However, these non-contingent breaks are more effective if initiated by the student.



Preparation: Team Decisions

- Determine a designated location, frequency and length of a structured break that is appropriate for the student's needs based on data
- Determine what communication signal the student can use to signal the need for a break
- Train all involved staff to know when and how the student is utilizing a structured break

Preparation: Resources

- Break card
- Designated location
- Timer

References

- [Structured Breaks](#)

TOKEN ECONOMY

Alternate Use

- Antecedent, Behavior Teaching

Description

A system of individual reinforcement of appropriate/replacement behavior in which tokens are given (chips, check marks, paper money) and exchanged later for back-up reinforcers. This involves a system of individual reinforcement of appropriate/replacement behavior in which tokens are given (chips, check marks, paper money) and exchanged later for back-up reinforcers. When giving student a token, specify the reason the student earned the token. If target behaviors are not decreasing, you may want to adjust the reinforcements given and make sure you are reinforcing each replacement behavior exhibited. If the data do not indicate an increase in the desired behavior,



the intervention would not be considered reinforcement, as reinforcement is defined ONLY by the increasing effect on the behavior.

Preparation: Team Decisions

- Identify observable, measurable target behaviors to be changed
- Identify replacement behaviors
- Explicitly teach replacement behaviors
- Build a token economy structure by answering the following questions:
 - What will be used for tokens?
 - How will tokens be earned? How often? How many?
 - What will the tokens be exchanged for? How often?
 - What will be consequences for target behaviors? Replacement behaviors?
- Implement token economy consistently with students
- Monitor student behavior

Preparation: Resources

- Replacement behavior lesson or instructional plans
- Token economy items and structure and needed materials appropriate for student (i.e., physical tokens on a board, point cards on paper, stickers on a printed chart, etc.)
- Reinforcers to be exchanged for earned tokens (consider a preference assessment)
- Data sheet for monitoring

References

- [Intervention Guide Token Systems](#)

CONSEQUENCE INTERVENTIONS: PUNISHMENT BASED PRACTICES

Consequences are what happens after the behavior that either increase or decrease the behavior over time. Punishment-based consequences *decrease* behavior over time.

Within this context, the term “punishment” refers to a concept describing when a behavior’s likelihood decreases in the future due to the events that occurred after the behavior. This is NOT referring to the commonly used definition of imposing a penalty for any wrongdoing or offense.



DEFINITION

Consequence interventions are implemented after the behavior has occurred. In the case of punishment-based consequences, these are implemented after a problem behavior has occurred to *decrease* the problem behavior from occurring in the future.

This can include:

- Adding or removing something in the environment to decrease the challenging behavior:

- **Example of Adding:** Reduce (or punish) dumping toy bins by adding the task of cleaning up the toys to *decrease* the dumping bins behavior.
- **Example of Removing:** Reduce (or punish) off-task behavior with a loss of points that would be exchanged for free time *decrease* the off-task behavior used to escape work tasks.
- Withholding Reinforcement:
 - **Example:** Reduce (or punish) calling out by withholding attention by staying neutral or withholding attention to *decrease* calling out to gain attention in the future.

PURPOSE

The purpose of a punishment-based intervention is to provide the student with a response that will decrease the likelihood that a problem behavior will occur in the future.

If the data *do not* indicate a decrease in behavior, the intervention would not be considered a punishment, as punishment is defined ONLY by the decreasing effect on the behavior over time.

CAUTIONS

There are many ethical concerns with Punishment-Based Interventions. Many adverse side effects can occur when used, including:

- Emotional and aggressive reactions from the student
- Additional problem behaviors related to avoiding the punishment
- Modeling undesired behaviors to the student
- Damage to the teacher/student relationship
- Psychological harm
- Pain (physical or emotional)

These punishment-based interventions may lead to a failure to honor student's rights to:

- The least restrictive intervention
- Safe and humane treatment
- The most effective intervention and best practices

Reinforcement-based consequence interventions, antecedent interventions, and behavioral teaching strategies should be tried, effectively implemented, monitored, and found to be ineffective before considering more intrusive punishment-based consequence interventions. Punishment-based consequence interventions should NOT be used as a single intervention, as this does not honor the student's rights nor does it teach positive behaviors. Such interventions in isolation *cannot* lead to long term positive behavior change. A replacement behavior should be identified, taught, and reinforced. When a punishment-based consequence intervention is selected, a plan to fade punishment procedures should also be made. Fading should ideally be in conjunction with the increase of a replacement behavior. Always consult state and local laws related to disciplinary practices.

INTERVENTIONS

LOSS OF PRIVILEGES

Alternate Use

- None

Description

Taking away an opportunity or item from a student when the student does not engage in a replacement behavior or when they engage in a problem behavior. This is a planned consequence where student is explicitly informed as to what behavior would lead to a loss of privileges as well as what privileges would be lost. For this intervention to be effective, the opportunity must be something that the student desires. What is taken away should directly and logically relate to the behavior engaged in.



Preparation: Team Decisions

- Define the behavior(s) in observable and measurable terms

- Determine the opportunities or items the student desired that will be removed (consider supporting this with a preference assessment).
- Notify student(s) of behavioral expectations associated with the behavior(s) defined
- Notify student(s) of the privileges that will be lost if the behavioral expectations are not met

Preparation: Resources

- None

References

- [Take Away Privileges](#)

NEUTRALITY

Previously called "Planned Ignoring."

Alternate Use

- None

Description

Either teacher or student ignores inappropriate behavior of other student(s). An extinction burst is likely to occur before the total extinction of the behavior. Expect the behavior to worsen before it gradually gets better. It is especially important to keep ignoring the student's negative behavior during this time. It is also imperative to reinforce the student immediately once he/she uses an appropriate method of communicating, behaving, etc. Peers may reinforce the student, so it may be necessary to use a group contingency or other method to encourage peers to ignore behavior as well.

Preparation: Team Decisions

- None

Preparation: Resources

- None

References

- [Using Planned Ignoring](#)

OVER-CORRECTION

Alternate Use

- None

Description

Performing a replacement behavior intensely or repeatedly after the occurrence of a problem behavior. There are two types of overcorrection, positive practice overcorrection and restitutional overcorrection

Preparation: Team Decisions

- Define the problem and replacement behaviors in observable and measurable terms.
- Determine what type of overcorrection would be best to use according to the problem behavior

Preparation: Resources

- None

References

- [Overcorrection: Definition and Implementation](#)

POSITIVE PRACTICE OVER-CORRECTION

Alternate Use

- None

Description

Requires a student to practice a replacement behavior several times.

Preparation: Team Decisions

- Define the problem and replacement behaviors in observable and measurable terms.

Preparation: Resources

- None

References

- [Positive Practice Overcorrection](#)

RESTITUTIONAL OVER-CORRECTION

Alternate Use

- None

Description

Requires a student to correct the effects of their problem behavior by restoring the environment to better than its original condition. This may include something like cleaning up a room if they engaged in throwing books or ripping up papers/bulletin boards, etc.

Preparation: Team Decisions

- Define the problem and replacement behaviors in observable and measurable terms.

Preparation: Resources

- None

References

- [Restitutive Overcorrection](#)

RESPONSE BLOCKING OR RESPONSE INTERRUPTION AND REDIRECTION (RIRD)

Alternate Use

- Behavioral intervention

Description

A practice used to interrupt a behavior physically by preventing the response from occurring. This is typically applied to behaviors that are maladaptive such as self-injurious behavior.

Preparation: Team Decisions

- Identify the maladaptive behavior to target
- Collect baseline data as well as ABC data to determine the function and any setting events.
- Determine the most appropriate response block for the behavior, such as physical interruption or redirection.

Preparation: Resources

- ABC Data sheet

References

- [Steps for Implementation: Response Interruption/Redirection](#)

RESPONSE COST

Alternate Use

- None

Description

Withdrawing conditioned reinforcers (e.g., tokens, points) to decrease a problem behavior. In response cost, reinforcement is removed if problem behavior occurs. This is usually used in conjunction with a token economy. It is important that adults are also aware of when the student engages in appropriate behavior and provides specific praise for those behaviors.

Preparation: Team Decisions

- Define the problem behavior in observable and measurable terms
- Determine the system for withdrawing the conditioned reinforcers (e.g., how many reinforcers will be withdrawn, used as part of token economy)

Preparation: Resources

- Reinforcers. Consider a preference assessment.

References

- [Response Cost](#)

EXCLUSIONARY TIME OUT

Alternate Use

- None

Description

Removal of student from a reinforcing classroom setting into a setting with a lower reinforcing value, but not a time-out room. Time out is used for a relatively short amount of time based on the age of the student (1 minute per student age) and is not effective unless the classroom is positively reinforcing. Being in the time-out area should not be humiliating to the child. To avoid this, inform students about the time-out area and explain to them the reason why they would be placed there. Upon returning, student should be held accountable for the work expected while in time out.



Preparation: Team Decisions

- In advance, establish designated area/setting to which a student will go for an exclusionary time out.
- Establish the amount of time the child will be in the time out setting.
- Determine how monitoring of the student and remaining classroom students will take place

Preparation: Resources

- Timer
- Second set of classroom items necessary for the student to be successful in the out-of-class setting

References

- [Time-Out Interventions and Strategies: A Brief Review and Recommendations](#)
- [Behavioral Interventions and Strategies Series: Time-Out](#)
- [Behavior Management Planning Sheet: Time Out](#)

INTER-CLASS TIME OUT

Alternate Use

- None

Description

Removal of student from a reinforcing setting into another classroom with a lower reinforcing value. Effective practice is to place student two or more grade levels away from his or her own. The placement of the student's seat in the other classroom is important. The student should remain in the other class for a specified time period, not until an assignment is completed.

Preparation: Team Decisions

- In advance, establish designated area within a separate classroom which a student will go for an inter-class time out.
- Establish the amount of time the child will be in the time out setting.
- Set clear classroom expectations regarding the time out setting.
- Determine how monitoring of the student and remaining classroom students will take place

Preparation: Resources

- Timer
- Location in the classroom that can be designated and ready for use with little disruption to other students
- Second set of classroom items necessary for the student to be successful in the out-of-class setting

References

- [Time-Out Interventions and Strategies: A Brief Review and Recommendations](#)

TIME OUT FROM REINFORCEMENT

Previously called "Non-Seclusionary Time Out."

Alternate Use

- None

Description

Removal of student from reinforcing activities in the instructional setting for a specified period of time. If student displays inappropriate behavior, the reinforcing activity is removed for a certain amount of time and then given back. This intervention does not allow physical guidance that is used with force. It is simply removing the object or activity that is reinforcing for a period or time.

Preparation: Team Decisions

- In advance determine prompt pattern prior to removal of stimuli from the student.
- Establish the amount of time the child will be without the stimuli.

Preparation: Resources

- Timer

References

- [Behavioral Interventions and Strategies Series: Time-Out](#)