

Behavior Intervention Guidance

Student: _____ Date: _____

Behavior: _____

I. Environmental Manipulation. Troubleshoot setting aspects that are a mismatch for this student.

Does the problem behavior occur for a rule-based, routine task or a conceptual, creative one?

Routine	Creative/Novel
Consider making environmental changes:	Consider addressing elements of intrinsic motivation:
1. Antecedent:	1. Autonomy:
2. Rewards:	2. Mastery:
3. Aversive Consequence:	3. Purpose:
<p>Answer these guiding questions (O’Neill, et al, 1997):</p> <ul style="list-style-type: none"> • How do I make the problem behavior <i>irrelevant</i>? [Incorporate structural changes: alter physical setting, make activity more engaging, increase predictability and choices.] • How do I make the problem behavior <i>inefficient</i>? [Increase amount of effort needed for student to be reinforced for behavior by requiring more physical effort, repetitions of behavior, or time between behavior and reinforcement.] • How do I make the problem behavior <i>ineffective</i>? [Stop or remove reinforcement for the problem behavior by ignoring, removing student from stimuli (e.g., audience, device), or by reinforcing for competing, alternative behaviors.] 	<p>Examples of how to address each of these areas (Pink, D.H., 2009):</p> <p>Autonomy = The desire to direct our own lives. Classroom application of this principle might include giving choices of how students will demonstrate learning for a given unit/project, allowing for collaborative design work with peers, and even setting aside a small portion of time each week for students to do an independent activity of their choice.</p> <p>Mastery = The determination to get close and closer to a target performance goal. Ways to help with mastery include using standards-based measurement of learning, facilitating self-monitoring of goal attainment, praising purposeful effort rather than qualities (e.g., intelligence), and selecting ‘Goldilocks’ task demands (i.e., not too hard, not too easy).</p> <p>Purpose = Pin down the relevance of learning tasks. Consider this the Fourth ‘R’ by giving meaningful rationale for work, tying the work to real-world applications, and encouraging struggling students to perhaps create a big picture summary of an activity before attempting it.</p>

II. Biopsychosocial. Plan supports based on unique characteristics of students and/or their environment.

After attempts have been made to make changes to environmental conditions, such as varying instruction and setting variables, consider personal factors about the student's functioning reviewing student records, talking more in-depth with parents, and/or consulting with a team or trusted resource in the building.

	Biological	Psychological	Social
Describe Findings			
Intervention Ideas			

Intervention Summary

Strategies	Progress Measure	Target Goal/Date
Environmental:		
Student-Specific:		

Prepared by

Staff Name/Role: _____

Date: _____

Staff Name/Role: _____

Date: _____