Competing Pathway Companion

Prompts for Selecting Intervention Strategies

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|  | **Replacement Skill Planning Prompts** |
|  | What skills are a 1:1 replacement for the function of behavior (functionally equivalent)? |
|  | What skills are related to the function of behavior (Functionally relevant)? |
|  | Can the skills be chunked into discrete steps or a task analysis? |
|  | What perquisite or related skills are needed to be successful with this skill? |
|  | What potential obstacles (environmental, social, or emotional) might the student encounter when using this skill in context? |
|  | How will you design instruction to help the student plan for how to overcome obstacles to using the skill? |
|  | In what setting will instruction and practice occur? |
|  | How often will instructional sessions occur? |
|  | What do teachers and staff need to know and do to support the student to use these skills in routines? |
|  | What materials (e.g., visual cues) need to be developed to support the student to use this skill in context? |

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|  | **Antecedent Interventions to Prevent Unwanted Behavior** |
|  | For escape/avoidance oriented functions, how will you adjust problematic antecedents? * Increase or decrease the difficulty the task or directive
* Change the way the student produces a response (e.g., giving an answer orally instead of in writing
* Adjust the amount of work or effort required (e.g., length of passage or number of problems)
* Adjust how the task, instructions, directives, materials are presented (e.g., pairing oral directions with written directions)
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|  | For escape/avoidance oriented functions, will you proactively provide breaks at pivotal points in the routine or when precursor signals are observed?* How many breaks in what period of time?
* When in the routine will the break be planned?
* How long will breaks last?
* Where will the break occur?
* What will the student do during the break?
* What signal will be used to let the student know it is time to return to routine?
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|  | For access-oriented functions, how will you proactively provide access to preferred items or events?* Increase access to adult attention
	+ Positive greetings at the door
	+ Planned personal contacts during class (e.g., beginning, middle and end)
	+ Increased intentional praise
* Increase access to peer attention
	+ Pairing with peers for assignments
	+ Adjusting seating arrangements
* Increase access to preferred items
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|  | **Antecedent Interventions to Promote Positive Behavior** |
|  | What strategies will you use to prompt or cue expected behavior or replacement skills?* Use precorrections to prompt expected behaviors in routine
* Provide (proactive) help at the start of tasks and routines
* Embed visual cues
* Use a private signal
* Provide a pause after directions to give the student time to mentally prepare
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|  | What strategies will you use to support the student’s motivation* Incorporate preferences
* Pair with a peer
* Offer choices
* Use advance organizers (e.g., verbal cues, times, etc.)
* Use schedule of activities or steps
* Positive notes, calls, texts or emails home
* Positive greeting at the door
* Increase use of schoolwide tickets (e.g., sending tickets home to parents to use at home)
* Positive check-in during class routines
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|  | **Planning Setting Event Interventions**  |
|  | How will you add, remove or adjust features that result in enhancing the quality of the student’s experience?* E.g., implement a check-in system
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|  | How will you add features that help the student, resolve, manage or cope with setting events?* E.g., counseling or groups
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|  | How will you add, remove, or adjust features that results in minimizing or neutralizing the negative effects of setting events?* E.g., implementing a Plan B day procedure
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|  | **Planning the Incentive Components**  |
|  | Establish a criteria and schedule for accessing the incentive* Acquisition: Set criteria at or just above baseline
* Fluency: Plan for incremental increases as benchmarks are achieved
* Maintenance: Plan for fading the incentive system once the intervention goal has been met and sustained
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|  | Offer a menu of incentive options based on the student’s preferences* Select a variety of options that sample different types of experiences
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|  | Determine the type of token to use* Schoolwide Tickets
* Points
* Token Board
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|  | **Responding to the Occurrence of Unwanted Behavior** |
|  | How will implementers know when the behavior poses a safety risk to self or others? |
|  | What is the procedure for when the behavior poses a safety risk to self or others? |
|  | What procedure will be used to minimize loss of instructional time for other students when the teacher needs to respond to occurrences of unwanted behavior?* Increased structure to help students maintain the routine
* Use praise/tickets to help students stay on track
* Additional supports to help the teacher
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|  | What procedure will be used to provide the student with redirection:* Connect with the student (e.g., Are you doing ok?)
* Use an I statement to restate the expectation (I need you to…)
* Use supports and strategies to re-engage:
	+ Help to get started
	+ Pair with a peer
	+ Offer options
	+ Engage student to generate options
	+ Clarify directions
	+ Adjust assignment
	+ Provide a break (in seat or in designated area)
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