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) |
|  | 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? |
|  | 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 |
|  | 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 |
|  | How will you add features that help the student, resolve, manage or cope with setting events?   * E.g., counseling or groups |
|  | 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 |
|  | Offer a menu of incentive options based on the student’s preferences   * Select a variety of options that sample different types of experiences |
|  | 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 |
|  | 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) |