

Antecedent:
Task too difficult

Asked to do multi-digit multiplication or division math worksheets

Desired Behavior: Complete Multi-Digit Math Problems independently

Approximation Step #3: Ask for teacher help

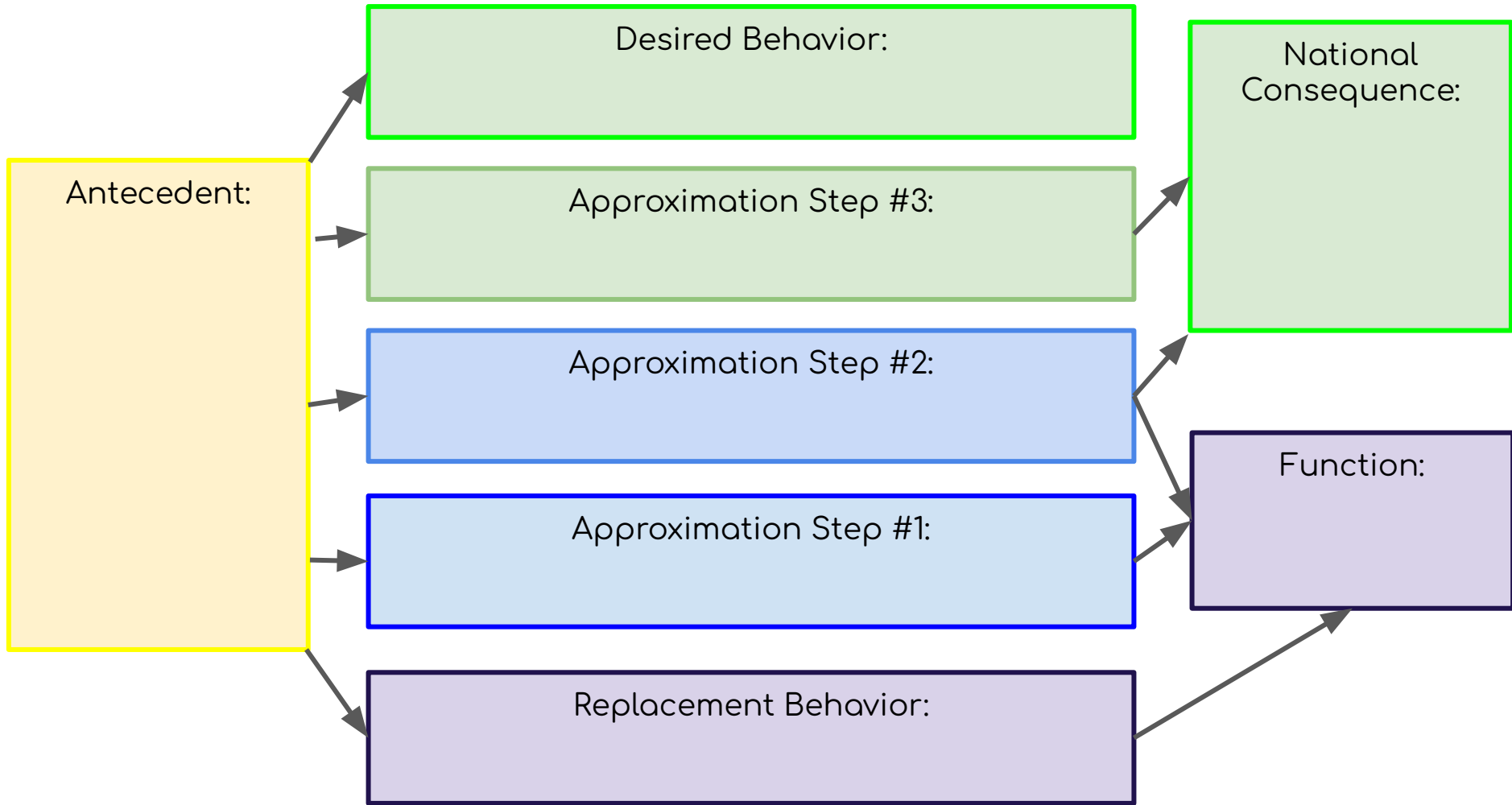
Approximation Step #2:
With permission student can cross off 60% of difficult items

Approximation Step #1: Ask for break using only 3 break tokens per period

Replacement Behavior: Ask for Break from Difficult Double Digit Tasks

Natural Consequence:
Success on problems, more math tasks

Function:
Escape Difficult Math Tasks



Attention

Replacement behaviors should teach the student:

- How to appropriately gain attention
- When it is appropriate to seek attention
- What to do if attention can not be provided immediately

Forms of attention:

- High fives/elbow bumps
- Positive eye contact
- Smile
- Short conversation
- Playing a game
- Verbal praise

Examples:

- Teach the student to say, "[Teacher] Look at me!"
- Teach the student to gently tap a peer on the shoulder.
- Teach the student to raise their hand before talking in class.
- Teach the student to ask to deliver a note to a preferred staff member.

Escape/Avoid

Replacement behaviors should teach the student how to:

- Appropriate escape/avoid an activity or task
- Request an opportunity to escape/avoid an activity or task

Forms of escape/avoidance:

- Sitting in a bean bag
- Putting head down
- Removing work
- Walk in the hall
- 2 minute word search

Examples:

- Ask for a break or use a break card system
- Ask for a walk or drink at the water fountain
- Ask for more time to engage in a desired activity (e.g., 2 more minutes)

Tangible

Replacement behaviors should teach students:

- How to appropriately request a desired item or environment
- When it is appropriate to request a desired item or environment
- How to accept “no” as a response (when first teaching the replacement behavior the item should be provided when requested)

Forms of tangible:

- Access to a mobile device
- Access to a toy that a peer has and the student has also requested
- Access to a preferred location in the school, such as the music room or gym

Examples:

- Teach the student to make a request for a preferred item or activity
- Teach the student to ask for a turn
- Teach the student to ask for an alternative activity/item if the requested activity/item isn't available

Sensory

Replacement behaviors should meet or fulfill the same needs or input that the behavior serves in a safer and more ethical way.

Most behaviors serve another function, only choose these strategies if you know the function is sensory.

Examples:

- Teach student incompatible behaviors
- Hand biting → hands in pockets
- Hair pulling → pulling fuzzies off a toy
- Masturbation in public → working on a Rubik's cube

ABC Data Collection Form

Student's Name: _____ School: _____

Date: _____ Time: _____ Completed by: _____

Target behavior (be specific and clear): _____

Time	A: What happened right before the behavior?	B: What was the behavior?	C: What happened right after the behavior?	What was the function (circle one)?
				Sensory Escape Attention Tangible
				Sensory Escape Attention Tangible
				Sensory Escape Attention Tangible
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				Sensory Escape Attention Tangible
				Sensory Escape Attention Tangible