

Possible ABC Strategies* by Function

*Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Attention Seeking	<p><i>Prevent behavior of concern and support alternative and desired behavior to make the behavior of concern Irrelevant</i></p> <p>Prevention - give attention early for positive behaviors</p> <p>Check-in - provide adult attention immediately upon student arrival</p> <p>Leadership - give student leadership responsibility or a class “job” that requires the student to interact with staff.</p> <p>Seating - place student in a desk where they are easily accessible for frequent staff attention</p> <p>Attention - give student intermittent attention for positive or neutral behavior</p> <p>Pre-correct - frequently and deliberately remind student to raise their hand and wait patiently if they want your attention</p>	<p>Teach alternative and desired behavior that gets result more quickly or easily to make the behavior of concern Inefficient</p> <p>Identify and teach specific examples of ways to ask for attention</p> <ul style="list-style-type: none"> - raise hand and wait patiently for teacher to call on you - likely need to differentiate (large group, small group, work time, etc.) 	<p><i>Change consequences that have supported rather than eliminated the behavior of concern.</i></p> <p><i>Do not allow the behavior of concern to pay off for the student, put the behavior of concern on extinction.</i></p> <p><i>Reward alternative and desired behavior to make the behavior of concern Ineffective</i></p> <p>Respond quickly if student asks appropriately for adult attention</p> <p>Give frequent attention for positive behavior</p> <p>Student earns “lunch with teacher” when student earns points for paying attention in class and asking appropriately for attention</p> <p>Eliminate/minimize the amount of attention provided to a student for engaging in behavior of concern or other problem behaviors.</p> <p>Limit verbal interaction - create a signal to prompt the student to stop the behavior of concern or other problem behaviors.</p> <p>Avoid power struggles</p>
Avoid Task	<p>Prevention - modify task or provide support</p> <p>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</p> <p>Assign student to work with peer.</p> <p>Provide additional instruction/support</p> <p>Provide visual prompt to cue steps for completing task student struggles with</p> <p>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</p> <p>Pre-teach content</p> <p>Pre-Correct - frequently and deliberately remind student to ask for help</p>	<p>Teach student more appropriate ways to ask for help from teacher or peers.</p> <p>Provide additional instruction on skill deficits.</p> <p>Identify and teach specific examples of ways to ask for help</p> <ul style="list-style-type: none"> - raise hand and wait patiently for teacher to call on you - teach student to use a break card - likely need to differentiate (large group, small group, work time, etc.) <p>Provide academic instruction/support to address student skill deficits</p> <ul style="list-style-type: none"> - more focused instruction in class - additional instructional group - special education support for academic deficit - additional support and practice at home - additional assessment to identify specific skill deficits 	<p>Respond quickly if student asks for help or a break appropriately</p> <p>Reward student for on task, trying hard, work completion and for asking for a break or help appropriately.</p> <p>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in behavior of concern.</p> <p>Make sure student is capable of doing the work or provide support/instruction so student can complete the work</p>

Adapted from ABC Practical FBA Participants' Guidebook, Loman & Borgmeier