

Function-Based Interventions

Attention Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking adult attention. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context.

<p>A - <u>PREVENTION</u> Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior</p>
<p><u>Prevention (give attention early & often for desired/neutral behavior)</u> Check-in – provide adult attention immediately upon student arrival Give student leadership responsibility or a class ‘job’ that gives the student the opportunity to interact w/ staff Place student in desk where they are easily accessible for frequent staff attention Give student frequent intermittent attention for positive or neutral behavior PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention</p>
<p>B - <u>TEACHING BEHAVIOR</u> Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Attention)</p>
<p><u>Identify and teach specific examples of ways to ask for attention</u> Raise hand and wait patiently for teacher to call on you May need to differentiate signals for large group, small group, work time, etc.</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> Intervention that occur after (or in response to) desired or non-desired behavior to encourage desired behavior and limit pay-off for non-desired behavior</p>
<p>Respond quickly if student appropriately requests (raises hand) adult attention Give the student frequent adult attention for positive behavior Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior Limit verbal interaction – create a signal to prompt the student to stop the problem behavior & to raise hand to request attention more appropriately Avoid power struggles Often students need additional encouragement to engage in the desired behavior... Student can earn an activity that provides teacher attention (e.g. lunch or game w/ teacher) when student consistently earns points for paying attn in class & asking appropriately for attention</p>