

Function-Based Strategies

Function	Proactive Strategies (Preventing, Prompting)	Teaching Strategies	Management Strategies
Access to attention	<p>Increase amount of attention provided</p> <p>Let child know when attention will be available</p> <p>Provide independent activities when busy and unable to interact</p> <p>Prompt child to request attention appropriately</p>	<p>Teach child to request attention such as proximity, interaction, or physical contact</p> <p>Teach child to engage in alternative activities when attention is not available</p>	<p>Increase level and frequency of desired attention following positive behavior</p> <p>Minimize attention (e.g., by ignoring, walking away) when problem behavior occurs</p>
Obtaining items or activities	<p>Clarify what items and activities are available to the child</p> <p>Remove “off-limit” items from the surroundings</p> <p>Offer alternatives to items/activities denied to child</p> <p>Prompt child to request or negotiate alternatives</p>	<p>Teach child to request items or activities or initiate access on own</p> <p>Teach child to accept alternatives, to wait, and to accept “no”</p>	<p>Provide access to tangibles/activities only following appropriate behavior (e.g., requests)</p> <p>Withhold tangible reinforcers after problem behavior (including “negotiation”)</p>
Escape, avoidance, or delay	<p>Modify characteristics of the settings or activities</p> <p>Allow the child opportunities to choose what activities and when</p> <p>Shorten activities or providing periodic breaks during them</p> <p>Remind child how to request break/stop correctly</p>	<p>Teach child to say “no” or “later”, take breaks, or other ways to escape</p> <p>Teach child to cooperate and engage in non-preferred tasks and activities for periods of time</p>	<p>Allow breaks, escape, changes in environment, or reductions in demands for appropriate behavior (e.g., participation)</p> <p>Withhold or delay escape for problem behavior</p>
Sensory stimulation	<p>Provide other, appropriate sensory stimulation (e.g., keeping engaged in desirable activities)</p> <p>Block the child’s access to inappropriate stimulation</p> <p>Prompt appropriate forms of stimulation</p>	<p>Teach child to obtain sensory input through alternative appropriate actions</p> <p>Teach child to tolerate periods of reduced/increased stimulation</p>	<p>Allow access to items and activities that provide appropriate sensory stimulation</p> <p>Block access to inappropriate events</p>

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