

Behavior Intervention Strategies (BIS) Tool

The purpose of this document is to serve as a guide to teams across the tiers of behavior support. The strategies and interventions in this document are intended to provide ideas and examples; ultimately it is up to each team (e.g., Tier 3 student-level team, 504 team, IEP team) to determine what strategies and interventions may be most effective for each student.

This document contains behavior intervention strategies consistent with Positive Behavioral Intervention Supports (PBIS) across the three tiers of support (**Tier 1** – universal proactive supports for all students, **Tier 2** – targeted intervention for some students, **Tier 3** – intensive and individualized intervention for a few students) The **Universal** section provides a general list of strategies that could be used with PBIS Tier 1 Practices. The **General Function-based** section provides strategies organized by the function of behavior, across five different sub-categories: environment, predictability, motivation, appropriate instruction, and proactively meet students' needs, that could be incorporated with PBIS Tier 2 Practices. The **Function-based Replacement Behavior and Supports** section includes a list of commonly occurring problem behaviors along with associated strategies by function for: appropriate replacement behavior, antecedent-based strategies, strategies for teaching or increasing the replacement behavior, response strategies to increase replacement behavior, and suggestions for a plan to respond to problem behavior.

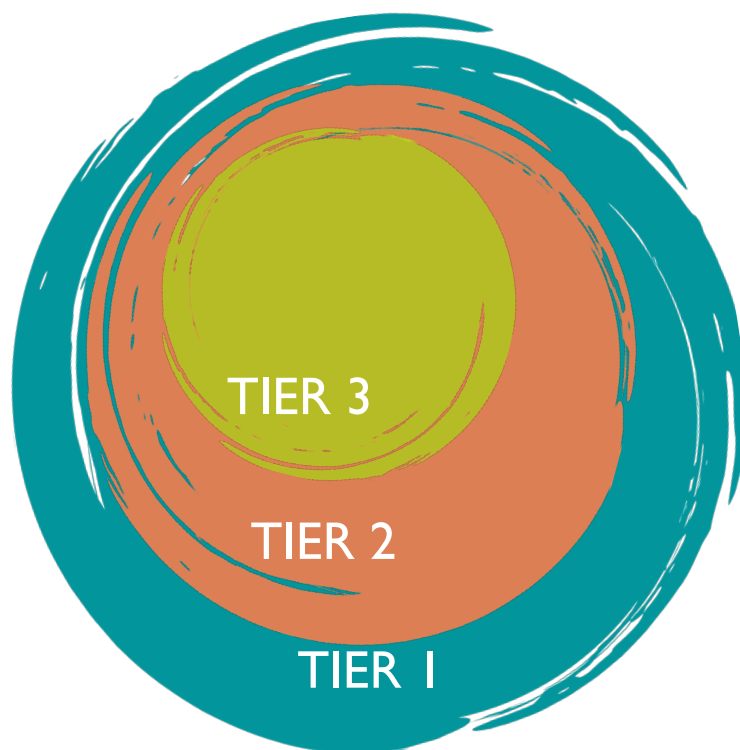


Table of Contents

Universal Strategies	3
General Function-based Strategies.....	4
Sensory	4
Escape	5
Attention.....	6
Tangible / Access.....	7
Function-based Replacement Behavior and Supports.....	8
Aggression.....	9
Attendance.....	11
Biting	13
Defecating/Fecal Smearing.....	15
Difficulty Organizing and Caring for Materials	17
Dishonest	19
Disrespect.....	21
Disruption.....	23
Drops to Ground.....	25
Inappropriate Interactions with Peers and/or Adults	27
Inappropriate Personal Touching.....	29
Inappropriate Verbalization.....	31
Incomplete Work/Off-Task	33
Mouthing/Consuming Non-edible Items	35
Non-compliance	37
Property Destruction.....	39
Resists Transitions Between Classes/Activities.....	41
Self-Injury	43
Spitting.....	45
Stealing.....	47
Talking Out.....	49
Throwing Objects	51
Wandering/Exiting Area.....	53
Withdrawn/Disengaged	55
Evidence-Based Practices.....	57
General Information	57
Antecedent-based	57
Teaching	57
Response	58

Universal Strategies

This list includes a variety of strategies that can be implemented in addition to PBIS Tier I, schoolwide PBIS practices, at the first occurrence of problem behavior.

- Encourage participation in school sports and other extracurricular activities.
- Establish non-verbal signals between teacher and student.
- Establish regular teacher-parent communication (e.g., email, log, home or school contract, weekly progress report, face-to-face meetings).
- Give opportunities for leadership responsibilities.
- Give opportunities to complete important jobs.
- Give opportunities to show off good work.
- Have a peer model appropriate behavior.
- Help parent/caregiver set up a home reward/management system.
- Ignore low-level problem behavior when possible.
- Immediately recognize positive behaviors.
- Implement reinforcers in the classroom and home.
- Incorporate frequent opportunities for movement.
- Introduce school support staff (e.g., counselor, nurse, psychologist).
- Invite parent/caregiver to visit or spend time in the classroom.
- Match learning tasks with learning style strengths.
- Model positive thinking and attribution statements.
- Model, teach, and reinforce coping strategies.
- Move seat to the optimal learning location.
- Offer choices of ways to perform work.
- Organize playground activities and passing periods to reduce fighting or inappropriate behavior.
- Pair with older or younger students for structured activity, with emphasis on social skills.
- Post, model, and practice expected behavior.
- Post visual supports to clarify student expectations and prepare for transitions.
- Praise others for appropriate behavior.
- Provide assignments that match instructional level.
- Provide frequent breaks for relaxation or small talk.
- Teach and pre-correct the student to use words, not aggression.
- Role-play social situations.
- Schedule lunch time with the principal.
- Showcase student strengths in group learning situations.
- Survey or interview to determine interests, and then use those to increase motivation and participation.
- Teach effective learning behavior (e.g., eyes on teacher, working to completion, asking for help, on-task behaviors).
- Teach how to identify feelings.
- Teach how to set short-term daily goals.
- Teach relaxation techniques.
- Teach self-monitoring and self-management skills.
- Teach the link between effort and outcome.
- Use “wait time” after giving a request to avoid a power struggle.
- Use creative formats to engage students in learning.
- Use high-interest activities.
- Use music to help class focus during independent work activities.
- Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, behavior specialist, student advisor, interventionist).
- Work cooperatively to create group expectations.

General Function-based Strategies

This list includes a variety of general, function-based strategies that can be implemented in addition to universal strategies to reduce problem behavior. These strategies can be used along with Tier 2, targeted interventions, prior to conducting a Functional Behavior Assessment (FBA).

Sensory

Environment

- Allow students to adjust seating positions as needed (e.g., sitting vs. standing).
- Be mindful of sensory stimuli in the environment that may be overwhelming for some students (e.g., strong smells, lights, loud noises, too much posted on the walls, too many students in a group).
- Allow the student to move their seat away from an overwhelming or aversive stimulus.
- Allow the student to move their seat toward a preferred stimulus if it does not interfere with learning.
- Reduce distractions.

Predictability

- Provide sensory support in a regular routine to maintain availability for learning throughout the day.
- Post the schedule for the day/period on the board.
- Provide an individual schedule or planner to track the schedule and/or assignments throughout the day.
- Provide a self-monitoring checklist.
- Change the student's class schedule, if needed.

Motivation

- Provide reinforcement for tolerating non-preferred sensory stimuli.
- Provide opportunities to earn access to preferred sensory stimuli (e.g., music, swing, object)
- Alternate assignments between easy and more difficult to provide a balance.
- Provide different modes of completing work (e.g., oral, written, pictures, graphs).
- Provide more interesting, simple work.
- Include student interest in assignments.

- Provide a list of work that must be completed in the hour/period/day and let student choose the order and the reward for work completion.
- Use high interest lessons at the student's ability level.

Appropriate Instruction

- Use multi-sensory instructional strategies.
- Adapt the length of the lesson.

Proactively Meet Students' Needs

- Provide and allow students to access sensory support as needed and appropriate, during instruction or assignments to support learning (e.g., chair cushion, stretchy band around chair legs, wiggle seat, weighted lap pad, slant board, fidgets, noise canceling headphones).
- Provide an appropriate way for students to escape an overwhelming situation when needed (e.g., a quiet break space off to the side of the classroom), and then return to the task at hand.
- Provide opportunities for movement in between tasks.
- Provide large motor activities (e.g., walk on the playground before class, hang on the monkey bars, wall push-up, desk aerobics).
- Start the day with some floor calisthenics for students to get some deep pressure in their joints.
- Allow the student to run an errand involving heavy work (e.g., take a box of books to the library).
- Provide healthy snacks, if hungry.
- Provide a selection of neutral activities for students to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretching in the back of the classroom)

Escape

Environment

- Allow the student to move their seat away from a non-preferred peer.
- Allow students to select groups to work in.
- Allow the student to work alone, if appropriate.
- Allow the student to work in another teacher's room, library, etc.
- Change the student's proximity to others as needed or appropriate (e.g., move to the front or back of the classroom).
- Reduce the number of students in a group during group work.
- Pair the student with a strong peer for support.

Predictability

- Post the schedule for the day/period on the board.
- Provide an individual schedule or planner to track the schedule and/or assignments throughout the day.
- Provide a self-monitoring checklist.
- Change the student's class schedule, if needed.
- Schedule regular access to breaks throughout the day.

Motivation

- Provide natural access to escape a difficult or non-preferred situation (e.g., calming space at the back of the classroom, homework pass).
- Establish contingencies with access to a preferred item or activity for completing non-preferred assignments and/or engaging in behavior consistent with schoolwide and classroom expectations.
- Provide feedback for effort.
- Create opportunities to get to know the student and build rapport.
- Develop work completion contract with access to reward/preferred activities for following the contract.
- Provide rewards for completing all assignments.
- Reinforce other students who are on task.
- Use behavioral momentum (e.g., begin with a preferred task or mastered task and

slowly introduce novel or less-preferred tasks).

Appropriate Instruction

- Adapt the length of the lesson.
- Provide choice of activities or sequence of completion within the subject.
- Break assignments into smaller parts.
- Provide more challenging work.
- Ask the student what they think would be helpful to make work easier/more interesting.
- Change the level of task or number of demands.
- Simplify the task, reduce the difficulty, or shorten the length.
- Check student's work frequently for understanding.
- Draw a connection between the work and the student's life (e.g., college requirements, job responsibilities).
- Use high-interest lessons at the student's ability level.
- Allow the student to type or record their responses.
- Provide multiple choice assignments/assessments.

Proactively Meet Students' Needs

- Maintain a safe classroom where it is okay to make mistakes.
- Encourage the student to write down their feelings.
- Provide pre-correction prior to potentially difficult situations by letting them know what is coming and review strategies that students can use in the moment.
- Provide an appropriate way for students to escape when needed (e.g., a quiet break space off to the side of the classroom) and then return to the task at hand.
- Provide a safe way for students to let the teacher know if they feel uncomfortable or need assistance with an assignment.
- Teach breathing/relaxation techniques to reduce tension.
- When a student requests escape, acknowledge as soon as possible and respond/mediate.

Attention

Environment

- Set up the classroom so that all parts of the classroom are visible and easily supervised.
- Walk around the room while students complete assignments to reinforce those who are on task, to provide help as needed, and to redirect any problem behavior.

Predictability

- Establish communication procedures with parents/caregivers.
- Establish a routine for greeting students at the start of each day/period as a means for quick check-in and rapport building.
- Establish routines and procedures for working in pairs and/or small groups.
- Establish routines and procedures for how to access teacher help and/or attention.

Motivation

- Provide each student with opportunities for recognition and leadership.
- Call parents/caregivers on good days to share student successes.
- Provide opportunities for students to socialize after completing assignments.
- Include the principal, counselor, or preferred adult in sharing the student's successes.

Appropriate Instruction

- Ensure that work is presented at the appropriate level for the student.
- Provide the necessary support for the student to successfully access and engage in academic instruction.
- Provide opportunities for students to work in pairs or small groups.
- Provide opportunities for students to be involved in the lesson (e.g., hold or pass out materials, lead a lesson or discussion).

Proactively Meet Students' Needs

- Provide non-contingent individualized attention.
- Give time for students to socialize prior to beginning instruction.
- Encourage students to respond to other students' appropriate attempts for attention (e.g., greetings, telling jokes, initiating a conversation, sharing personal information such as what they did over the weekend or something cool going on in their life).
- Provide opportunities for each student to share their talents or interests with the class.
- Allows students who finish work early to help other students.
- Assign class jobs on a rotational basis.
- Allow students to request counseling time.
- Ensure a 4:1 ratio of positive to corrective interactions.

Tangible/Access

Environment

- Keep highly preferred items put away or out of reach.
- Provide a space in the classroom where students can finish breakfast/snack/lunch, if needed.

Predictability

- Use a timer to structure access to preferred items.
- Post a daily schedule for the day/period that includes breaks/recesses and lunch.

Motivation

- Acknowledge appropriate requests for items and provide access, if appropriate.
- Allow students to access desired items/activities after assignments are completed.
- Provide access to a variety of novel items in the same category of other preferred items or activities (e.g., fidgets, snacks, pencils, stickers) to choose from.

Appropriate Instruction

- Teach, model and practice how and when to appropriately request access to desired items/activities.
- Teach, model, and practice how to take turns and wait to access desired items/activities.
- Teach, model, and practice toleration of “no” or “not right now” in response to requests to access desired items/activities.

Proactively Meet Students’ Needs

- Provide opportunities for students to access preferred items, activities, etc. throughout the day.
- Provide an opportunity for students to have a snack.

Function-based Replacement Behavior and Supports

It is recommended that **Universal** and **General Function-based Strategies** are attempted, and a Functional Behavior Assessment (FBA) is completed, prior to implementing strategies from this section. The information contained in this section should be incorporated into a comprehensive Behavior Intervention Plan (BIP). Once an FBA is completed, and the function of the behavior is identified, the team (e.g., Tier 3 student-level team, 504 team, IEP team) can use the information in this section as a starting point to identify a replacement behavior, antecedent-based strategies, teaching strategies, response strategies to increase replacement behavior, and a plan to respond to problem behavior that will work best for the student. The BIP should be individualized specifically to meet the needs of the student.

The team should consider the student's behavior, the function of the behavior, and other relevant factors to select the most appropriate intervention(s), as well as develop a plan to teach to the student's skill deficits to build the skills necessary for the student to engage in behavior that is consistent with schoolwide values and expectations. Additionally, it is highly recommended for the school team to collaborate with the student's parent(s)/caregiver(s) to rule out any underlying medical conditions or needs as a part of the FBA process and BIP development.

Explanation of common terms:

- Antecedent strategies – Preventative strategies that are implemented prior to the occurrence of problem behavior that are intended to set the student up for success and reduce the variables that may induce problem behavior.
- Replacement behavior – An alternative behavior that meets the same need/function of the problem behavior and is more appropriate for the school setting. The replacement behavior should be better, faster, and stronger than the problem behavior. This means that the replacement behavior needs to consistently and immediately meet the student's need similarly to the problem behavior.
- Teaching strategies – The method(s) or technique(s) staff will use to facilitate the student's learning of the new skill(s) or behavior.
- Response strategies to increase replacement behavior – Strategies that are implemented following an instance of the student engaging in the replacement behavior, to increase the likelihood that the student will continue to engage in the replacement behavior in the future.
- Plan to respond to problem behavior – Strategies implemented to minimize reinforcement for the problem behavior, to reduce the likelihood of the problem behavior occurring again in the future.

Aggression

(e.g., any instance of hitting, kicking, scratching, pinching adults or peers, instigating fights)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise their hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies – An adult will...

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed).
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.
- Reduce emphasis on competition or limit participation in competitive activities.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Attendance

(e.g., frequent absences, “ditching” class, recurrent tardies)

Replacement Behavior – The student will...

Sensory

- Let the teacher know when something is making them feel overwhelmed.
- Ask for a snack.
- Request to access and/or use available sensory supports (e.g., noise canceling headphones, fidget, alternative seating, weighted lap pad).

Escape

- Ask for help.
- Let the teacher know about a specific concern.
- Request time with a teacher or counselor.
- Seek out a trusted friend.
- Work with a teacher and family member to develop other transportation options.
- Ask for an acceptable alternative to class, setting, or responsibilities.
- Request to take a break in a safe environment.

Attention

- Request counseling time.
- Ask to work with a peer.
- Request opportunity to lead a lesson, state opinion, share story with the class, help others, etc.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.

Antecedent-based Strategies

Sensory

- Organize assignments and class activities in a way that is easily tracked and understood.
- Sit with the student daily or weekly to help with organization and planning.
- Adjust the classroom environment to be less stimulating or overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level, limit unnecessary smells).

Escape

- Work with the student and family to establish a consistent plan for transportation to school.
- Pair the student with a peer for walking to school or taking the bus.
- Create a safe space for the student to take a break.
- Preview schedule with trusted teacher/staff.

Attention

- Support the student in connecting with peers and developing friendships (e.g., pair for activities, peer mentors).
- Teacher will greet all students at the beginning of each day/period.
- Student to participate in a mentorship program with a preferred teacher/staff member.
- Regular check-ins with preferred teacher/staff.

Tangible

- Provide healthy snacks for students to access if hungry.
- Allow students to bring acceptable snacks to eat according to classroom rules.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Allow the student to access a quiet environment or preferred stimuli, for a set duration, upon arrival at school.

Escape

- Develop a behavior contract for attendance.

Attention

- Provide high-quality attention for attendance and/or timely arrival.
- Give awards/recognition for perfect attendance or high attendance (e.g., no more than 1 absence per quarter).

Tangible

- Allow the student to access a preferred item/activity, for a set duration, upon arrival at school.
- Provide a reward for an increase in attendance and/or timely arrival (i.e., a reduction in absences or tardies).

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Biting

(e.g., placing teeth on self, others, or objects)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).
- Request a snack or gum.

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide acceptable food items or chewy toys for oral sensory input.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on a desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Rule out medical needs.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.

- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when a student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Defecating/Fecal Smearing

(e.g., defecating outside of the toilet or diaper, accessing feces and applying it to other surfaces, people, or self)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Ensure toileting needs are met (e.g., regular schedule for student to use the bathroom).
- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Rule out medical needs.

Escape

- Ensure toileting needs are met (e.g., regular schedule for student to use the bathroom).
- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.
- Provide visual to facilitate student's independent requests to go to the bathroom.

Attention

- Ensure toileting needs are met (e.g., regular schedule for student to use the bathroom).
- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.

- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Ensure toileting needs are met (e.g., regular schedule for student to use the bathroom).
- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Difficulty Organizing and Caring for Materials

(e.g., does not bring, store, or care for materials such as books, papers, writing instruments to class)

Replacement Behavior – The student will...

Sensory

- Communicate needs or concerns with the teacher.
- Utilize available tools to support organization.
- Organize and store materials in an alternate location within the classroom.
- Utilize a rolling cart/bag to transport materials throughout the day.

Escape

- Ask the teacher for help.
- Use a checklist as a reminder to come prepared with necessary materials.
- Ask the teacher for an extra set of materials.

Attention

- Ask for an opportunity to share work with the class.
- Ask a peer for help organizing.
- Ask the teacher for help.
- Offer to share materials with others.

Tangible

- Communicate needs or concerns with the teacher.
- Ask the teacher for alternate materials if available.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Provide choices of materials, when possible.

Escape

- Provide visual support to facilitate organization or care of materials.
- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Provide visual support to facilitate organization or care of materials.
- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Provide visual support to facilitate organization or care of materials.
- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Dishonesty

(e.g., not telling the truth to adults or peers)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Use interesting conversation starters to engage a peer.
- Tell positive stories about self to a peer or adult.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.
- Provide a list of sentence starters or topics to engage with peers.

Tangible

- Communicate with parents/guardians about supplying desired items.

- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits (e.g., differentiating truth vs. lies) that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.
- Keep behavior chart and provide reward.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Disrespect

(e.g., engaging in words or actions that do not convey respect toward others)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Disruption

(e.g., behavior that interrupts learning, instruction, or engagement for the student and/or others)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Drops to Ground

(e.g., drops to ground when asked to do something or go somewhere)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.
- Requests for one more minute or additional time.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Inappropriate Interactions with Peers and/or Adults

(e.g., inappropriate social interactions such as touching private areas, invasion of person space, interrupting, off-topic or derogatory comments)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.
- Use sentence starters to initiate interactions with peers.
- Use problem-solving visual/list to appropriately respond to conflict with peers or adults.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.
- Follow a “recess plan” to structure engagement and plan access to activities during unstructured leisure time.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Inappropriate Personal Touching

(e.g., any sexual self-stimulating behavior including touching private parts, putting hands in pants, thrusting hips toward an object or the ground)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).
- Engage in the behavior in a designated private location.

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Inappropriate Verbalization

(e.g., swearing, derogatory statements, sexually provocative language, or an outburst which feels threatening to the listener)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Incomplete Work/Off-Task

(e.g., does not stay focused on or complete a given task within the time allotted, does not participate in classroom activities and discussions, and/or does not engage in or complete tasks of which he/she is capable)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.
- Asks clarifying questions to increase understanding of the instruction or assignment.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Mouthing/Consuming Non-edible Items

(e.g., placing a non-edible item in mouth or swallowing non-edible item)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Rule out medical needs.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Non-compliance

(e.g., refusing, either verbally or non-verbally, to follow a given instruction or request from a teacher or other staff member)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Use behavior momentum to increase engagement with request or instruction (e.g., start with a preferred activity and then gradually transition to novel or less-preferred tasks).
- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Property Destruction

(e.g., misuse of property that results in damage, throwing objects, hitting or kicking objects)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide clear and concise behavioral expectations for each new environment.
- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Have peers demonstrate handling property with care.
- Provide praise and attention when student appropriately handles items with care.
- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Resists Transitions Between Classes/Activities

(e.g., engages in problem behavior when asked to stop one task and go to a different location or begin a different task)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Request to transition at a different time than peers.
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Use a visual schedule to indicate an upcoming transition.
- Provide space from other people in the environment.
- Pair the non-preferred environment with preferred activity or people (e.g., have the student go to the non-preferred environment to get a special candy from the teacher in that room).
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.

- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Use a visual schedule to indicate when access to item/person/activity is appropriate.
- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Self-Injury

(e.g., student engages in behavior that may result in harm to self, such as hitting head against a hard surface or pinching/hitting self)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Rule out medical needs.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.

- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Spitting

(e.g., projecting saliva or food items from the mouth)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.
- Rule out medical needs.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Stealing

(e.g., taking something that belongs to someone else without the owner's permission or presenting another's work as one's own)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.

- Structure turn-taking by using visual supports or a timer.
- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits (mine vs. yours) that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Talking Out

(e.g., talking out of turn during class time, may be on or off-topic)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Throwing Objects

(e.g., projecting an object from the hand, whether aimed at another person or not)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Wandering/Exiting Area

(e.g., getting out of seat, leaving desk, leaving classroom or designated area without permission)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Withdrawn/Disengaged

(e.g., refuses to talk or engage in classroom discussion or activities)

Replacement Behavior – The student will...

Sensory

- Request and/or independently access available sensory support(s).

Escape

- Communicate wants/needs using appropriate words, pictures, signals, etc. (e.g., ask for help, request to do something different).
- Ask for a break.
- Ask for a different activity or setting.
- Use strategies to cope in difficult situations that mediate the need to escape.
- Request to talk to a trusted adult (e.g., counselor), if appropriate.

Attention

- Request to share work/item with the class.
- Ask to work or play with a peer.
- Raise hand to gain the teacher's attention.
- Request to help other students once their own work is completed.

Tangible

- Communicate wants/needs using appropriate words, pictures, signals, etc.
- Select an alternative activity while waiting for a turn.

Antecedent-based Strategies

Sensory

- Provide access to sensory supports that provide input to meet needs.
- Provide varied sensory activities (e.g., running, carrying an item, using a weighted lap pad, doing push-ups on desk or wall, safely stretching through exercise or on play equipment).
- Collaborate with parents/guardians regarding nutrition, snack options at school, and/or eating schedule.

Escape

- Provide space from other people in the environment.
- Reduce the number of peers in a group.
- Provide a designated break area.
- Reduce the response effort of a task (e.g., change the level of the task or the number of items to be completed)
- Provide opportunities for the student to take scheduled breaks throughout the day.
- Provide additional help/support during difficult tasks or situations.
- Adjust the environment to reduce the student's need to escape the task or situation.

Attention

- Supervise play with peers to prompt appropriate social interactions and positive peer attention.
- Provide structured social interactions to help the student get involved in preferred activity or play with a preferred peer.
- Increase the frequency of praise/attention throughout the day.
- Provide opportunities for individual attention/interaction with preferred staff or a peer.
- Provide opportunities for the student to lead or help others during a task/activity.

Tangible

- Communicate with parents/guardians about supplying desired items.
- Provide access to desired items when appropriate throughout the day.
- Structure turn-taking by using visual supports or a timer.

- Provide a visual of the steps for making a share request.
- Provide opportunities to make choices/have control when possible.

Strategies for Teaching or Increasing Replacement Behavior

- If the student already uses the replacement behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
 - Develop and implement a contract with the student to reinforce the skill.
 - Reinforce the student for attempts to use the skill.
 - Reinforce the student for increased use of the skill.
 - Prompt the student to use the skill more often.
- If the student does not demonstrate the replacement behavior, use the suggestions below for systematically teaching the replacement behavior.
 - Teach, model, practice, and reinforce the replacement behavior in the school setting (e.g., classroom, cafeteria, playground) with the individual student on a regular basis (e.g., daily, weekly) or as a whole class lesson followed by practice within the whole group.
 - Hold weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the replacement behavior.
 - Provide individual counseling provided by an appropriately qualified professional who addresses acquisition of identified skills.
 - Model and practice desired skills using mentoring.
- Provide explicit instruction specific to identified skill deficits that may support reduction of the problem behavior and engagement in long-term desired behavior. Model the skill and provide opportunities for the student to practice the skill and receive feedback.
- Teach the student the accommodations available to them, provide a list in a way the student can access (e.g., text or pictures), and provide instruction regarding how to request access to those accommodations.

Response Strategies to Increase Replacement Behavior

Sensory

- Provide access to sensory supports/activities upon request.

Escape

- Provide access to escape from the task, activity, person, or situation upon request.

Attention

- Provide high-quality attention and behavior-specific praise when the student engages in appropriate replacement behavior specific to the needs and preference of the student.

Tangible

- Provide access to the requested item, activity, person, etc.

Plan to Respond to Problem Behavior

- Minimize attention to the problem behavior.
- Maintain a calm/neutral voice tone and body language.
- Prompt the student to engage in the replacement behavior.

Evidence-Based Practices

Below is a list of evidence-based practices (EBP) from [The National Professional Development Center on Autism Spectrum Disorder](#) with links to training modules for additional information.

General Information

- IRIS Center
 - [EBP Part 1](#)
 - [EPB Part 2](#)
 - [EPB Part 3](#)

Antecedent-based

- Antecedent-based Intervention
 - <https://afirm.fpg.unc.edu/antecedent-based-intervention>
- Ayres Sensory Integration
 - <https://afirm.fpg.unc.edu/ayres-sensory-integration>
- Behavioral Momentum Intervention
 - <https://afirm.fpg.unc.edu/behavioral-momentum-intervention>
- Exercise
 - <https://afirm.fpg.unc.edu/exercise>
 - <https://ebip.vkcsites.org/teacher-directed-physical-activity/>
- Music-Mediated Intervention
 - <https://afirm.fpg.unc.edu/music-mediated-intervention>
- Naturalistic Intervention
 - <https://afirm.fpg.unc.edu/naturalistic-intervention>
 - <https://ebip.vkcsites.org/responsive-play-interactions/>
- Self-management
 - <https://afirm.fpg.unc.edu/self-management>
- Social Narratives
 - <https://afirm.fpg.unc.edu/social-narratives>
- Visual Supports
 - <https://afirm.fpg.unc.edu/visual-supports>

Teaching

- Augmentative and Alternative Communication
 - <https://afirm.fpg.unc.edu/augmentative-alternative-communication>
 - <https://ebip.vkcsites.org/augmentative-and-alternative-communication/>
- Cognitive Behavioral Intervention
 - <https://afirm.fpg.unc.edu/cognitive-behavioral-intervention>
- Discrete Trial Training
 - <https://afirm.fpg.unc.edu/discrete-trial-training>
- Functional Communication Training
 - <https://afirm.fpg.unc.edu/functional-communication-training>
 - <https://ebip.vkcsites.org/environmental-arrangement/>
- Modeling
 - <https://afirm.fpg.unc.edu/modeling>
 - <https://ebip.vkcsites.org/sg/>
- Peer-mediated Instruction and Intervention
 - <https://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>
 - <https://ebip.vkcsites.org/peer-training/>
- Prompting
 - <https://afirm.fpg.unc.edu/prompting>
 - <https://ebip.vkcsites.org/system-of-least-prompts/>
 - <https://ebip.vkcsites.org/graduated-guidance/>
 - <https://ebip.vkcsites.org/other-procedures/>
- Social Skills Training
 - <https://afirm.fpg.unc.edu/social-skills-training>
 - <https://ebip.vkcsites.org/social-skills-groups/>
- Task Analysis
 - <https://afirm.fpg.unc.edu/task-analysis>

- Technology-aided Instruction and Intervention (TAII)
 - <https://afirm.fpg.unc.edu/technology-aided-instruction-and-intervention>
- Time Delay
 - <https://afirm.fpg.unc.edu/time-delay>
- <https://ebip.vkcsites.org/progressive-time-delay/>
- Video Modeling
 - <https://afirm.fpg.unc.edu/video-modeling>

Response

- Differential Reinforcement
 - <https://afirm.fpg.unc.edu/differential-reinforcement>
 - <https://ebip.vkcsites.org/differential-reinforcement/>
- Extinction
 - <https://afirm.fpg.unc.edu/extinction>
- Reinforcement
 - <https://afirm.fpg.unc.edu/reinforcement>
- <https://ebip.vkcsites.org/preference-assessments/>
- <https://ebip.vkcsites.org/class-wide-reward-systems/>
- <https://ebip.vkcsites.org/reinforcement-on-the-playground/>
- Response Interruption and Redirection
 - <https://afirm.fpg.unc.edu/response-interruption-and-redirection>