### Reference Articles:


### Scheduled Exercise

<table>
<thead>
<tr>
<th>Used for function of behavior: (escape, attention, tangible, sensory):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape</td>
</tr>
<tr>
<td>Sensory</td>
</tr>
</tbody>
</table>

### Description of Intervention

Using scheduled exercise or antecedent exercise as a function based intervention involves the students participating in scheduled physical activities on a daily basis.

### Steps of intervention:

Using scheduled exercise or antecedent exercise as a function based intervention involves the students participating in scheduled physical activities on a daily basis.

1. Conduct an FBA and determine that the function of the student’s behavior is escape/sensory.
2. Parent permission for students to participate in physical activity. (No medical concerns)
3. Gather materials needed for intervention: exercise equipment, timers, and reinforcers
4. Each exercise was described and demonstrated for the students
5. Exercise Breaks were completed across all settings (i.e., art, music, recess, pe, lunch)
6. Session could range from 1-5 minutes depending on students every hour with a 20 minute session at arrival and immediately after lunch.
7. Prompts are provided by staff as needed
8. The exercises completed during the breaks were selected at random out of a bucket
9. Praise or reinforcer is given
10. Participation is recorded on exercise chart. Student is responsible for placing a sticker or check mark on chart.
11. Each student could earn up to 7 stickers a day depending on time of school day x5 days =35 stickers. After 35 stickers student earns a trip to prize box or classroom store etc.

### Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

- Hulu Hoop Jumps, Trampoline Jumps, arm curls, jumping rope, wall pushes, leg stretches, slow jogging, yoga, sit-ups, chair rises, toes raises, crab walk

- Elementary students- more juvenile type exercises based on age and development

- High school: Take into account spacing and size. More advanced exercises such as yoga, jump-ups, lunges.

### Data Collection Method: (how would you take data on this intervention?)
**Important notes:**

**If students find they have a preference for some exercise after completing the random selection process, you may allow them to pick their exercises. Once the exercise is selected it is removed from the selection for that day.**

*One study noted a decreased interest in the sticker chart. If lack of interest is noted participants are not required to use it.*
Behavior Momentum

Reference Articles:


Used for function of behavior: (escape, attention, tangible, sensory):

Escape

Description of Intervention:

The use of a series of high-probability requests to increase compliance with lower-probability requests (Ray, Skinner & Watson, 1999).

Steps of intervention:

1. Identify requests the student is likely to comply with.
   a. Identify requests the student is likely to do
      i. What does the student like to do
      ii. What is the student likely to do when asked
   b. Use requests that a student will do at least 70% of the time
   c. Try to keep a weekly log of requests that have been met with compliance

2. Make three or more requests the student is likely to comply with. For example...
   a. “Tom, please help me hand out the papers. Thanks, Tom. Now help me straighten the chairs. You did a great job with the chairs! Please erase the board for me.”

3. Make the request the student is less likely to comply with
   a. “Now work the first three problems on page 38.”

4. Give appropriate reinforcement
   a. Praise compliance with the request. Complying was likely difficult for the student. Make sure to acknowledge it.
   b. If the student does not comply, make a request the student will be more likely to comply with
      i. Praise for compliance

5. Collect and review data
   a. Keep track of requests that result in compliance and requests that do not (you may not have time to formally document these requests but try to keep a mental list)
   b. Review your mental list on a regular basis. Make adjustments as needed, such as:
      i. Changing or increasing positive reinforcement/praise for compliance.
      ii. Changing to more effective requests
      iii. Increasing the number of requests the students are likely to comply with before presenting the request the student is less likely to comply with.

6. Gradually reduce requests the student is likely to comply with
a. As a student's compliance improves, gradually reduce the number of easy requests before asking difficult request.
b. The ultimate goal is to reduce the ratio of easy to difficult requests so that the ratio is similar to what usually happens in the instructional environment.

Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

ELA: Passages of text were modified to be less difficult (dropped 2 grade levels). Passages were alternated with more difficult passages.

Math: a. $2 \times 2 = \_\_\_, 4 \times 3 = \_\_\_, 5 \times 6 = \_\_\_, 254 \times 124 = \_\_\_, 639 \times 427 = \_\_\_\_
   b. $345 \times 126 = \_\_\_, 399 \times 782 = \_\_\_, 2145 \times 346 = \_\_\_, 4598 \times 2434 = \_\_\_\_

Data Collection Method: (how would you take data on this intervention?)

<table>
<thead>
<tr>
<th>Date</th>
<th>Physical</th>
<th>Gestural</th>
<th>Independent</th>
<th>% Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11/14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take data on prompt used and % completed independent

Links to video examples:
https://www.youtube.com/watch?v=8irK0uUS0gI
https://www.youtube.com/watch?v=0hkMrDzq8L4

Important notes:

- Plan behavior momentum into the classroom schedule. Avoid starting the day with “unlikely” activities, such as a review of the previous day's problems, a difficult assignment, or calendar review.
- Instead, begin with “likely” behavior games or activities, such as “Simon Says,” “Seven-Up,” team guess of a teacher's selected mystery animal, or reading a high-interest story.
- Then follow these with less likely activities (e.g., academic assignments, problem review, etc.).

REMEMBER: Easy and hard tasks or desired and less-desired tasks will vary from student to student.
## Check IN/Check OUT

### Reference Articles:


### Used for function of behavior: (escape, attention, tangible, sensory):

- Attention

### Description of Intervention:

CICO is a secondary tier intervention designed for implementation within the framework of SWPBIS with students who are not responding to primary interventions. The CICO process monitors progress toward school wide or individual behavioral goals via daily progress report (DPR) cards and uses school based contingencies to reinforce positive behavior.

### Steps of Intervention:

1. Baseline data will be gathered by having the teacher rate the student’s behavior on the Daily Progress Report. Baseline data will be collected for 3-5 days. Students do not Check In/Check Out during this period. Baseline data can be used to determine the daily point goals for the students.

2. Daily Procedures:
   a. The teacher sends the student to see CICO staff early in the morning. At CICO, the student returns any signed forms to CICO staff, who will keep them on file. On a new behavior form, the CICO will mark any points earned for bringing back recent CICO forms signed by parents or guardians. Time permitting, training and coaching should happen with CICO staff. This is especially true at the beginning—the CICO staff will need to help the student understand what each of the behaviors on the form “looks like.” The CICO staff will also need to explain the CICO daily procedures to the student so he/she knows what to expect and what his/her responsibilities are.
   b. The CICO staff gives the new behavior form to the student and chooses one of two in-class scenarios (teacher chooses which works best for him/her)
      1. The student is responsible for returning to class and bringing the behavior sheet to his/her teacher. The teacher can arrange if the student is to hand it to him/her directly or to place it on the teacher’s desk (or elsewhere). The teacher will mark the student’s behavior each period according to the instructions on the behavior form. The teacher should check in with the student at least twice in the day to let him/her know how he/she’s doing.
2. The student holds on to his/her behavior sheet and is responsible for reminding the teacher to rate his/her behavior at the end of each instructional period. The teacher will mark the student’s behavior each period according to the instructions on the behavior form and provide feedback to the student as necessary.

c. When the form is completed for the day, the teacher should initial it. The student will return to the CICO staff with a behavior form with the teacher’s initials. Though a teacher can help with reminders, it is ultimately the student’s responsibility to remember to check out and to bring the behavior form with him/her.

d. The CICO staff will calculate (or help the student to calculate) the total points earned and the percentage of possible points earned. If the student reaches the daily goal of 80%, the CICO staff awards a reward buck. CICO staff can also use this time to coach the student for future success. When the form is complete, initial it and ask the student to initial it.

e. The CICO staff records the date and the student’s total points earned (or the percentage of possible points earned). The student returns to class with the completed form and takes it home for a parent signature.

Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

**Students with Intellectual Disability** —Student’s Daily Progress Report contains picture prompts depicting individual behavioral goals. Picture prompts allow nonreaders to access their Daily Progress Report and serve as a visual reminder throughout class of how to behave. Also keeping track of the student’s points/progress using a visual chart on the class white board. Example: Once the class reaches 50 points, they can earn a class trip to the Media Center.

**Middle School: Self-Management Phase-A** special point sheet that has a column for the student to rate themselves and a column for teachers to indicate agreement or disagreement with the students’ rating. Once students demonstrated that they could rate their behavior accurately, student rated themselves on the regular point sheet. In addition, the CICO process was modified. Eventually, self managers graduated from the BEP and no longer need to CICO.

**Data Collection Method: (how would you take data on this intervention?)**

<table>
<thead>
<tr>
<th>Target Bx</th>
<th>MATH</th>
<th>SOCIAL STUDIES</th>
<th>SPECIAL S</th>
<th>RECESS</th>
<th>LANGUAGE ARTS</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>-------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Safe</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Links to video examples:**

- Elementary School Teacher – Tier 2- http://www.youtube.com/watch?v=gp3CnmsVTPA
- High School School Teacher – Tier 2- http://www.youtube.com/watch?v=0cD2noGl6rk

**Important notes:**

Research suggests that CICO is most effective for students whose behavior is maintained by adult attention rather than students whose behavior is maintained by peer attention or avoidance of academic tasks.
## Effective Instruction Delivery (EID)

### Reference Articles:

### Used for function of behavior: (escape, attention, tangible, sensory):
- Escape
- Attention

### Description of Intervention:
Present instructions containing the five components of EID (i.e., proximity, eye contact, directive statements, descriptive wording, and a 5 s latency period for compliance)

### Steps of intervention:
- Conduct an FBA to determine that the function of the behavior is escape or attention
- Provide all instruction/directions with the following components:
  1. With demanded eye contact (eg “Look at me”)
  2. In close proximity to student (within 5 feet of student)
  3. As a directive statement (“Hand me the blue book”)
  4. With descriptive wording (“Put the black writing journal on the table”)
  5. Allowing a 5 second wait period following the command for response initiation
- Provide Reinforcement for Compliance

### Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):
- Students with autism – Drop step one (demanding eye contact). Individuals with autism tell us that it is difficult for them to both look and listen.
- Students with memory/auditory processing difficulties – Steps 3-5 may need to be repeated for each prompt.

### Data Collection Method: (how would you take data on this intervention?)
Take compliance frequency data:

<table>
<thead>
<tr>
<th>Date</th>
<th>Prompt Level</th>
<th>% completed with no prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reference Articles:


Used for function of behavior: (escape, attention, tangible, sensory):

Attention and Escape and Sensory

Description of Intervention:

Modifying the environment can be used as antecedent modifications to establish a positive, orderly, predictable and motivating classroom environment.

Steps of Intervention:

1. Set up definition of the physical change or routine change of classroom.
   a. What does it look like in the classroom?
2. Set up classroom so that intervention can be successful
   a. What needs to be added or changed in the environment to make the intervention

Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

Attention/Escape/Sensory examples:

1. Create specific areas within the classroom in which different behaviors are expected (sitting quietly in the individual work space, talking in the small group space).
2. Balance activities across the day, activity, or class (e.g., quiet/noisy, active/passive, large group/small group, adult-directed/learner-directed
3. Zoning – classroom staff are assigned different areas and activities within the room throughout the day to assist with transitions and encourage on-task behavior.

Escape examples:

1. Decrease or increase work difficulty
2. Work time length
3. Mode of task completion (i.e. instead of writing, student uses computer or tape recorder)
4. Incorporating student interests (i.e. instead of requiring specific topics of assignments, allow student to integrate their own interests in functional or meaningful ways)

Sensory examples:

1. Dim the lighting in the classroom
2. Play calming music during downtimes
3. Decrease auditory and visual distractions (especially during difficult tasks)

Data Collection Method: (how would you take data on this intervention?)
### North Metro GNETS Program

A member of the Georgia Network for Educational and Therapeutic Support

601 Beckett Street N.W.
Atlanta, Georgia 30314
Phone: 404-892-6875

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### Links to video examples:


You will need to create a **free** account to access this website.

#### Important notes:

It is important to be specific when listing Environment Modifications in Behavior Intervention Plans. Please do not list “Modify Environment” and not explain how that would look in the classroom.
Scheduled Rewards/Noncontingent Reinforcement

Reference Articles:


**Used for function of behavior:** (escape, attention, tangible, sensory):

Attention

**Description of Intervention:**

Noncontingent reinforcement (NCR) is a powerful method to reduce problematic behavior. NCR involves giving the student access to a reinforcer (not related to occurrence of the problem behavior) frequently enough that they are no longer motivated to exhibit disruptive behavior to obtain that same reinforcer.

**Steps of intervention:**

1. To determine the usefulness of praise, the teacher must observe its effect on the child’s behavior.
2. Remember to praise the right target behavior. For example, Mr. Johnson is careful to say, "Good job," each time after Devon raises his hand, but he begins to notice that Devon has stopped raising his hand. When Mr. Johnson talks to the paraprofessional about this, he is surprised when the paraprofessional says that she actually thought Mr. Johnson had been praising "coloring," not "hand-raising." Although the Mr. Johnson is glad Devon was not disruptive, he realizes that his praise was delayed and he was reinforcing "work" behavior and not the target behavior of "hand-raising." The teacher recognizes that he needs to praise Devon immediately after raising his hand or while Devon has his hand raised.
3. Systematically delivered praise is one of the important positive behavior support strategies at the teacher’s disposal, especially when teaching a new skill or behavior.
4. Self-check procedures for intervention fidelity (e.g., via occasional video taping, peer coaching) can improve the likelihood that teachers will consistently engage in supportive teaching behaviors such as praise.

**Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

Preschool: Place child in staff lap so the child no longer requires any additional attention during a lesson.
Elementary: Give high five, or pat on the back (careful of sensory issues) on a set or interval schedule
Middle or High school: Place student close to teacher’s desk and give positive feedback or compliment on set or interval schedule.

**Data Collection Method:** (how would you take data on this intervention?)
## North Metro GNETS Program

A member of the Georgia Network for Educational and Therapeutic Support

601 Beckwith Street N.W.
Atlanta, Georgia 30314
Phone: 404-992-6070

<table>
<thead>
<tr>
<th>Date</th>
<th>New Skill</th>
<th>Praise Used</th>
<th>Student Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Links to video examples:**

https://www.youtube.com/watch?v=AkWYidbhoZc

**Important notes:**

Noncontingent reinforcement delivers the same reinforcers maintaining a student’s problem behavior throughout the day (as part of their schedule) regardless of what she is doing, as long as no problem behaviors occur. Example: a student will be less likely to engage in problem behavior in order to obtain a desired activity when he/she has access to it on a regular basis. However, it will build a positive environment.

If the child continues the task for which he is praised, smiles, and looks pleased, it is likely that praise is being applied effectively. On the other hand, if a child stops engaging in the target behavior, initiates inappropriate behavior, and scowls and talks back, it is likely that praise is not the preferred intervention.

We all have trouble remembering to praise on a schedule, especially if we are doing a lesson and have several other students in the classroom. A reminder to yourself is helpful, such as a MotivAlDer or keeping pennies in one pocket to transfer to the next so you know how many times you have praised.
**Reference Articles:**


**Used for function of behavior: (escape, attention, tangible, sensory):**

Escape

**Description of Intervention:**

This function based intervention focuses on the escape function for students who have established a learned history with familiar staff and uses novel staff to conduct instruction instead as an antecedent intervention.

**Steps of intervention:**

1. A functional assessment was given and indicated that tantrums were most likely to occur during “high demand” activities. It was noted that the girl did not have tantrums in the presence of novel staff.
2. Classroom observations, staff interviews, and data was reviewed
3. Select staff to be the novel staff for the intervention (more than 4 and none of them should have had previous direct contact with student)
4. Weekly schedule adjusted to have 1 of them novel staff with student during high demand activities.
5. Novel staff greets student at activity and completes activity with student while familiar staff removes themselves from the activity
6. During intervention, contingent consequences for behavior remain to same as in the baseline phase.
7. Data on frequency and duration is collected weekly and reviewed.

**Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

**Data Collection Method: (how would you take data on this intervention?)**
<table>
<thead>
<tr>
<th>Date of BX</th>
<th>Time started</th>
<th>Time ceased</th>
<th>Activity/location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links to video examples:

Important notes:

*Novel staff should be scheduled to work with the student before the behavior begins.
*Novel staff should have no previous contact with student
### Preferred Items/High-Interest Items

#### Reference Articles:

- Using Functional Assessment and Children’s Preferences to Improve the Behavior of Young Children. Blair, Kwang-Sun C; Umbreit, John; Bos, Candace S; Behavioral Disorders; Feb 1999; 24; 2.
- A Classroom-Based Antecedent Intervention Reduces Obsessive-Repetitive Behavior in an Adolescent with Autism. Sigafuos, Jeff; Green, Vanessa A; Payne, Donna; O’Reilly, Mark F; Lancioni, Giulio E; Clinical Case Studies; Feb 2009; 8; 1.

#### Function of Intervention:

- Escape; Attention; Tangible

#### Description of Intervention:

The use of highly preferred or high-interest items/topics embedded within an existing curriculum is proven to reduce problem behaviors, including aggression and elopement, and increase appropriate, on-task behaviors in school settings for students with both Emotional-Behavior Disorders and Autism Spectrum Disorder.

#### Description and Steps of Intervention:

1. Conduct a Functional Behavior Assessment to determine if the target behavior serves an escape, attention, or access to tangibles function.
2. Identify highly reinforcing or preferred items or topics for the student through preference assessments, observations, parent interviews/questionnaires, or student interviews/questionnaires. Choose a method based on student age, level of cognitive functioning, and severity of behavior.
3. Collect baseline data on frequency or duration of behavior prior to introduction of preferred items to determine how often and for how long access should be given and how this access may vary across the school day. 
   B) For example, if the data indicate that the student engages in problem behavior 3 times in an hour, he might initially have access to his preferred item(s) 3 or 4 times an hour. Or, if the data show more frequent problem behavior during Math than other periods, he might have more frequent opportunities to access items during Math.
4. Access to preferred or high-interest items or topics (or a choice of several items) should be provided to the student on a fixed schedule (noncontingent on behavior) in a timed break format between work sessions, incorporated into the academic tasks themselves, or as a reward immediately following appropriate behavior. Access to items may be paired with social interaction with staff or peers (for an attention function) or given in isolation (for an escape or tangible function).
5. Used effectively as both an antecedent modification (noncontingent access on a schedule) and a consequence strategy (access provided contingent of appropriate behavior), use of high-interest items/preferred topics should reduce problem behavior, especially when used in conjunction with other function-based interventions, such as verbal praise and proximity control (attention function) or self-monitoring and scheduled exercise (escape function).
Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

- For a student with EBD, younger students, or low-functioning students with ASD, student would only be able to access one preferred item at a time on a fixed schedule (noncontingent) or immediately following performance of a desired behavior (contingent), for a set amount of time. If more than one item has been found to be of high interest, items should be rotated to avoid saturation. In these cases, it would also be prudent to embed high-interest topics in curriculum throughout the school day, such as a Reading Comprehension activity featuring SpongeBob SquarePants as the protagonist, or simply a picture of Spiderman or ceiling fans on the bottom of a math worksheet.

- For a student with high-functioning ASD, older students, or more emotionally stable or mature EBD students, access to a choice of two or three preferred items or topics may be provided in a break format between timed work sessions for a fixed amount of time. Students may also use self-monitoring tools or checklists to identify times of stress or challenge throughout the day, during which they might have controlled access to their highly preferred items in a designated area for a short time.

Data Collection Method: (how would you take data on this intervention?)

During the initial intervention implementation (4-6 weeks), frequency/duration as well as ABC (Antecedent, Behavior, Consequence) data should be collected and analyzed to determine effectiveness of intervention and to identify times of day and locations where more frequent access may be needed.

Frequency or duration data should continue to be collected and analyzed to determine if number or length of behavior episodes is being reduced by access to preferred or high-interest items/topics.

Links to video examples:

You will have to create a free account to access this website.

Important notes:

- Other specific behavioral strategies which may incorporate high-interest topics, such as Power Cards and Social Stories, may be used in conjunction with this intervention to reinforce behavioral expectations while still including preferred items in as many activities as possible throughout the day.

- Use of visual reminders of the topic or item of interest may be effective with younger or low-functioning students to cue them that the opportunity for reinforcement is coming soon. For example, a student who enjoys insects may carry a plastic bug in his pocket to remind him of the upcoming break or access time.
**Pre-teaching**

<table>
<thead>
<tr>
<th>Reference Articles:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Used for function of behavior: (escape, attention, tangible, sensory):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape (Task Demand)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preteaching usually includes teaching key component skills prior to working with the lesson or unit. Preteaching works best when paired with direct instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps of intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This intervention will be used if the student is escaping task demand. When examining the Functional Behavior Assessment, you may see a spike in behavior during a specific academic task throughout the day (i.e. reading).</td>
</tr>
<tr>
<td>1. Gather information on academic skills. This may be a curriculum-based measurement or other academic measurement.</td>
</tr>
<tr>
<td>2. Identify problem skill (i.e. vocabulary, fluency, comprehension)</td>
</tr>
<tr>
<td>3. Provide daily pre-teaching on that skill – 10-15 mins. (i.e. teach vocabulary words one day ahead of the text that was to be studied in class)</td>
</tr>
<tr>
<td>4. Allow for review before lessons (i.e. index cards)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples: (if Intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preteaching could be implemented on a classwide basis if more than 20% of your class struggles academically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection Method: (how would you take data on this intervention?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher self-monitoring using a chart</td>
</tr>
<tr>
<td>Student rates of challenging behavior (frequency count/tallies) during the targeted academic subject.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to video examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=aJHZ81bZ_Y">https://www.youtube.com/watch?v=aJHZ81bZ_Y</a></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=688tesXvmmQ">https://www.youtube.com/watch?v=688tesXvmmQ</a></td>
</tr>
</tbody>
</table>
**Proximity Control**

Reference Articles:


<table>
<thead>
<tr>
<th>Used for function of behavior: (escape, attention, tangible, sensory):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
</tr>
<tr>
<td>Escape</td>
</tr>
</tbody>
</table>

**Steps of intervention:**

1. Set up definition**
   a. How far away from the student should staff be? Be specific – 3 feet? 2 feet?
   b. What does it look like during class periods? Desk close to teacher’s desk?

2. Set up classroom so that staff can be successful
   a. Move student desk; move teacher desk

**Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

**Staff attention example:** Because David enjoys attention from staff at a high rate and often will engage in inappropriate behavior to get that attention, his teacher has moved his desk close to hers so that she is able to give him a high rate of reinforcement without disrupting the rest of the class.

**Peer attention example:** When Katie sits next to a specific peer, the frequency of her behavior increases. Keeping that in mind, the teacher increases proximity to that peer by placing Katie’s desk on the opposite side of the classroom from the peer. The teacher takes data on this by using momentary time sampling.

**Escape example:** When distressed, Johnny has a tendency to jump up and leave the classroom by the door or the window. In order to reduce this behavior, his teacher has moved his desk away from the door and the window and close to hers, blocking him from being able to leave the classroom easily without her being able to block.

**Data Collection Method: (how would you take data on this intervention?)**

Staff self monitoring – Time Interval (do not include in student behavior plan as it is a staff monitoring data collection)

If intervention includes proximity to peers, time intervals can be used to record if the student successfully remained out of proximity to peer.

**Example of Momentary Time Sampling Data recording sheet:**
### Example

**Behavior definition:** Talking to a peer anytime when the teacher is talking or when should be performing individual work during class time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Interval #</th>
<th>Total times behavior occurred (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>O</td>
</tr>
</tbody>
</table>


**Important notes:**

**Proximity Control can be used in defining space between peers too**
Reducing Task Demand

Reference Articles:


**Used for function of behavior: (escape, attention, tangible, sensory):**

- Escape from task demand

**Description of Intervention:**

This intervention reduces the number or time of tasks to make it more likely that a student will engage in on-task behavior.

**Steps of Intervention:**

1. Given smaller units of work
2. Use timer to prompt feedback on work
3. Reinforce on-task behavior with free time after completing set amount of work
4. If problem behavior occurs, redirect back to task (see escape extinction)
5. Thin intervention by adding time to work or reducing free time as successful

**Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

**Lower functioning students:** Break assignments into 1-2 tasks at a time. (if a worksheet has 10 problems on it, cut out one or two with scissors and present them one at a time)

Set up time structures:
- i.e.: 5 minutes of work, 3 minutes of free time
- 2 days of no problem behavior = 6 minutes of work, 3 minutes of free time

**Data Collection Method: (how would you take data on this intervention?)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th># of problems/ time to complete task</th>
<th>Successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/16/2015</td>
<td>Subtracting 2 digit numbers</td>
<td>2</td>
<td>yes</td>
</tr>
</tbody>
</table>

**Links to video examples:**
Important notes:

Research pairs this intervention with high structure and teacher proximity.
### Self Modeling

**Reference Articles:**


**Used for function of behavior:** (escape, attention, tangible, sensory):

Attention or Escape

**Description of Intervention:**

Students repeatedly watch recordings of oneself portraying positive or exemplary behaviors.

**Steps of intervention:**

1. Obtain consent to video tape student.
2. Identify desirable behaviors, or the behavior you want to see the student doing.
3. Gather correct equipment (i.e. iPad, camera, etc.)
4. Create intervention recordings (1-3 minutes in length) in which students themselves are portraying that behavior.
5. If needed, edit recording so that no interfering behavior is portrayed.
6. Determine environment and time of day for video watching.
7. Determine if reward is necessary.
8. Show video(s) on regular basis. Provide prompting as necessary.
9. Collect progress monitoring data
10. Fade video as necessary

**Examples:** (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

For elementary students, video may include clapping noises at the end of videos or a “good job!!”

For ASD students or lower functioning students, evaluate level of attention span student has.

**Data Collection Method:** (how would you take data on this intervention?)

Use behavior data same way baseline data was collected. I.e. frequency, duration, time-sampling, etc.
Links to video examples:

https://www.youtube.com/watch?v=m0yi-TKbvnI
https://www.youtube.com/watch?v=SiUv4E9WnZc

Important notes:

Significant editing may need to take place in order to show the student exhibiting behavior you want to see. Can also consider looping the video to show the behavior again and again.
Self Monitoring

Reference Articles:

Self-Monitoring of Classroom Behaviors with Students Exhibiting Emotional and Behavioral Challenges


Used for function of behavior: (escape, attention, tangible, sensory):

Attention
Escape

Description of Intervention:

Self Monitoring is a technique in which the student monitors his or her own behavior by tracking and recording. It is useful to promote independence and self awareness.

Steps of intervention:

1. Determine through baseline data what behavior is being self monitored
2. Develop a self monitoring form (list target behavior, is divided into predetermined intervals) & decide on what type of self-monitoring tool will be used to signal students (timer, MotivAider, etc.)
3. Train students on how to use the form & self monitoring tool
   a. Model how to use self-monitoring form
   b. Model how to use self-monitoring tool (timer, MotivAider, etc.)
   c. Role-play & allow students to practice using form & tool
4. Implement self-monitoring intervention (take data on your own form while student is keeping their own data)
5. Collect students self-monitoring form & compare to your form to see if checks are consistent.

Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

Students can monitor their behavior in these different ways:
- Once per day at a specific time
- During a certain activity
- In intervals
When target behavior occurs

The way a student records their behavior can look different too. They can use:

- Stickers
- Check Marks
- Smiley Faces
- Bubble in circles
- Hash marks
- Circle numbers

**Data Collection Method:** (how would you take data on this intervention?)

**Frequency Count**
- Record every time the behavior occurs
- Use when you want to determine how often the behavior is occurring

**Interval Count**
- Requires full attention for observing and recording
- Record whether the behavior occurs during a specified interval

**Interval Count**
- Requires full attention for observing and recording
- Record whether the behavior occurs during a specified interval

*There are several great examples of data sheets in the pdf link*  
(http://www.apbs.org/archives/conferences/8thconference/files/f8-mcconnell.pdf)

**Links to video examples:**

https://www.youtube.com/watch?v=PVxvk_GlCNw

https://www.youtube.com/watch?v=Z5bOB8B752w

**Important notes:**


This instructional power point is very helpful in providing more information on how to use self monitoring in your classroom.
Visual Supports/Cues

Reference Articles:

Using an Activity Schedule to Smooth School Transitions. Dooley, Pamela; Wilczenski, Felicia L; Torem, Christopher; Journal of Positive Behavior Interventions; Jan 2001; 3; 1.

An Examination of the Effects of a Classroom Activity Schedule on Levels of Self-Injury and Engagement for a Child with Severe Autism. O'Reilly, M; Sigafuos, J; Lancioni, G; Edrisnha, C; Andrews, A. Journal of Autism and Developmental Disorders, 35, 305-311.

The Behavioral Treatment of an 11-Year-Old Girl With Autism and Aggressive Behaviors. Matson, Johnny L; LoVullo, Santino V; Boisjoli, Jessica A; Gonzalez, Melissa L; Clinical Case Studies; Aug 2008; 7; 4.

Used for function of behavior: (escape, attention, tangible, sensory):

Escape or Attention or Tangible

Description of Intervention:

“Visual supports are any tool presented visually that supports an individual as he or she moves through the day. Visual supports might include, but are not limited to, pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts. They are used across settings to support individuals with ASD” (National Research Council, 2001).

Steps of Intervention:

1. Conduct a functional behavior assessment to determine the function of behavior
2. Staff determines WHAT information should be presented visually for the student based on function of behavior (Picture Activity schedule, First/Then folder, Reinforcer menu, etc.)
3. Staff selects one of the following forms of representation, based on student age and level of functioning:
   a. objects
   b. photographs
   c. drawing or picture symbols
   d. words/phrases
4. Present and model for the student how to use visuals specific to the function of behavior, type of activity, and replacement skill (such as use of a First “Math, Then “Computer” board for a student with escape-based self-injury OR use of Behavior reminder cards such as “Quiet Mouth” to remind of expectations and “I am working for...snack with Mrs. Smith” for a student with attention-based vocal disruptions)
5. Gradually fade prompting until the student is fluid in using the visuals across settings

Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):
-For younger elementary students or those with lower cognitive functioning: An object or picture activity schedule might be used to increase on-task behavior or redirect to task; a First-Then board or folder could be used to represent what task(s) must be completed before reinforcer, preferred activity, or next event; a student might earn a “puzzle piece” for each step of a task to build a full picture of a reinforcer to be earned when all pieces are given.

-For older, high-functioning, and EBD students (as appropriate): A student with attention-seeking behaviors may be given a number of “Talk Cards” to present throughout the day or week to earn conversations with preferred staff; A student with escape-based elopement might carry a schedule checklist on a clipboard or view on an iPad to see how much time is left until the next break, paired with a visual (on desk or wall) of a designated cool-down area that staff could direct the student to when he is feeling overwhelmed, serving as reminder to go to the clinic, not leave the building.

**Data Collection Method: (how would you take data on this intervention?)**

- Frequency and/or duration data should continue to be collected on target behaviors to determine if the intervention plan including use of visual supports is effective in reducing problem behaviors.

- Prompt level data may be appropriate when teaching a young or low-functioning student to use visuals independently.

**Links to video examples:**

Visual Supports for Behavior: [https://www.youtube.com/watch?v=ZlWh5rqZNOU](https://www.youtube.com/watch?v=ZlWh5rqZNOU)

Use of First, Then Strategy and Matching Schedules: [https://www.youtube.com/watch?v=uen98aGQ01A](https://www.youtube.com/watch?v=uen98aGQ01A)

**Important notes:**

- With the use of visual supports, especially in the context of treating Attention-based behaviors, the strategy will often be paired with minimal speaking by staff, limited repetition of directions, nonverbal redirection to visuals, extinction (planned ignoring) of problem behaviors, and specific verbal praise for appropriate use of visuals, on-task behavior, etc.
Praise and Contingent Praise

Reference Articles:

**Used for function of behavior:** (escape, attention, tangible, sensory):
Attention

**Description of intervention:**
“Specific, contingent praise is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.” (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

**Steps of intervention:**
1. Conduct an FBA to determine if attention is the function of the student’s behavior
2. Develop a non-intrusive language when providing praise (age appropriate language, cultural sensitive, etc)
3. Provide specific praise immediately after the desired behavior has been demonstrated
4. When providing praise, specifically state the desired behavior being demonstrated (i.e. Good job raising your hand!”)
5. Pair praise with other incentives (ie tangibles)
6. Create an environment that promotes praise

**Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**
The language utilized when providing praise should be age appropriate. Interest inventories can be administer to identify tangible rewards/incentives.

**Example:**  
A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, “Thank you for coming in the room quietly.”

**Non-example:**  
A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry. *(This is general and non-verbal.)*

**Data Collection Method:** (how would you take data on this intervention?)
- Teacher Self-Monitor
- Profession development on strategies to increase praise
- Set “Praise Goals” (number of praise statement per class period/per minute/per student/per behavior)
- Collect “Praise” data (measure the amount of statements with the tangible incentives awarded to
the student
• Reward yourself for meeting your goals

Links to video examples:
https://www.youtube.com/watch?v=beA_g02Y1IS
https://www.youtube.com/watch?v=FNfNxAz8AzM

Important notes:
Praise and contingent praise can be aligned with Positive Behavioral Intervention Support expectations.
• Increasing the number of behavior specific praise statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
## Differential Reinforcement of Alternative Behavior (DRA)

### Reference Articles:


### Used for function of behavior: (escape, attention, tangible, sensory):

- Escape
- Attention

### Description of Intervention:

**Differential Reinforcement of Alternative Behavior (DRA)** is a reinforcement schedule that withholds reinforcement for the problem behavior, and simultaneously provides reinforcement for engaging in a desired alternative behavior. This will at the same time reduce the problem behavior while increasing the appropriate replacement behavior.

### Steps of intervention:

1. Identify the function of the behavior
2. Identify an appropriate alternative behavior that allows student to access the same function. (i.e. if they want to escape, teach them to ask for a break appropriately; if they want attention, teach them to ask for attention appropriately.)
3. Pre-teach the skill (this can be done several ways: direct instruction away from other task demands; video modeling; modeling.)
4. Deliver functional reinforcer (a break or attention) contingent on student using the alternative behavior (the behavior that has been pre-taught) right away.
5. At the same time, if problem behavior occurs, withhold the reinforcement for a set amount of time (i.e. 30 secs, 1 min).
6. Thin reinforcement as necessary.

### Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

- **This intervention is appropriate for all ages and disabilities.**
- **Alternative Behaviors for attention:** Asking for help, asking for peer attention or adult attention.
- **Alternative Behaviors for Escape:** Asking for a break at desk or away from desk.
- **ASD or Non-Verbal students:** Use picture cards for “break” or “help” or “attention”
- **EBD or higher functioning students:** Get creative! Use green/yellow/red cards (green=“I’m okay”; yellow=“I need help/a break within 5 minutes”; red= “I need help/a break right now”)

### Data Collection Method: (how would you take data on this intervention?)
<table>
<thead>
<tr>
<th>Time</th>
<th>Problem Behavior</th>
<th>Alternative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links to video examples:

https://www.youtube.com/watch?v=VGBIPFb1IFY

Important notes:
Differential Reinforcement of Other Behavior

Reference Articles:


Used for function of behavior: (escape, attention, tangible, sensory):
Attention

Description of Intervention:
Differential Reinforcement of Other Behavior (DRO) is a technique that involves reinforcing (rewarding) a student if an undesired behavior is NOT displayed during a designated time period. The teacher will differentially reinforce (reward under certain conditions) the absence of the behavior for a certain time period. The approach is positive in nature in that the student’s behavior is either reinforced or ignored. No punishment is involved.

Steps of intervention:
1. Operationally define the problem behavior
2. Determine highly reinforcing items, activities or social praise.
3. Determine current rate of problem behavior
4. Set intervals of reinforcement just below the current interval of time that the student engages in the problem behavior (if the student is engaging in the problem behavior every 5 minutes, set the interval time at 4 minutes)
5. Reinforce after interval time if the student has NOT engaged in the previously defined problem behavior (may engage in other behaviors, but not the behavior decided upon)
6. Increase interval time as student is successful

Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):

Example: Alex interrupts his teacher during instruction on an average of 5 times per 30 minute period. These interruptions occur most frequently during whole group instruction in core content areas such as reading and math. Alex’s teacher decides to use a DRO procedure to reduce Alex’s interruptions. She sets the initial time interval for 5 minutes. Alex is told that that each time he does not interrupt his teacher for 5 minutes, he will earn one additional minute of recess. Alex’s teacher uses a timer to indicate the beginning and end of each 5 minute interval. After each successful interval without interruption, Alex is given a sticker to put on a reward chart. At the end of the day, Alex is allowed to have additional recess time based on the total stickers earned. Over time, the time interval may be extended.
- **EBD/ High Functioning ASD:**
  - Inform the student of the interval they are expected to go without engaging in problem behavior in order to be reinforced.
  - Consider using in conjunction with self-monitoring system
- **ASD/ MOID/ Lower Functioning EBD:**
  - Consider using visual supports (tokens, pictures)

**Data Collection Method:** (how would you take data on this intervention?)

**Frequency & Time Intervals (example below)**

**Interval Data Sheet**

| Days of the month | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Behavior:**     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Chart Started:**|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**Notes:**

**Links to video examples:**

https://www.youtube.com/watch?v=eBZWkoOacRk
**Extinction**

**Reference Articles:**


**Used for function of behavior: (escape, attention, tangible, sensory):**
Attention

**Description of Intervention:**
Extinction does not require the use of punishment procedures to decrease problem behavior. Extinction simply requires the withholding of reinforcement by ignoring a behavior. For example, a teacher might ignore a student’s inappropriate comments, so the student learns that his inappropriate comments no longer elicit a verbal or emotional reaction from the teacher (behaviors that the student finds reinforcing). Keep in mind that some students actually find it reinforcing to see a teacher get upset.

Typical extinction procedures include: ignoring the behavior, removing reinforcing items or activities, and/or removing the learner from the environment.

**Steps of intervention:**
1. Clearly write out extinction procedures (e.g., “When the learner does $x$, we will respond by doing $y$”) by:
2. Outline an extinction burst safety plan (i.e., what staff should do when the behaviors get worse before they get better).
3. Discuss the intervention with all adults who are with the learner on a regular basis (e.g., therapists, paraprofessionals, family members).
4. Explain the intervention procedures to other students who are in close proximity to the student when the interfering behavior occurs (e.g., in the same class, at lunch).
5. Wait for the behavior to occur and respond by planned ignoring.
6. Promote a replacement behavior using a complementary intervention approach such as functional communication training for differential reinforcement of other more appropriate behaviors.
7. Continue to respond as planned during the duration of the behavior.

**Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

Planned Ignoring works well with a card communication system and self-monitoring with students with ADHD.

The use of extinction is not limited to a particular behavior or skill, but typically is used to address...
disruptive, aggressive, perseverative and stereotypical behaviors, or any other problematic behavior that prevents developmental growth. It is recommended that extinction procedures be used after other more positive interventions have been tried and shown to not work (e.g., differential reinforcement, curriculum modification, etc.).

**Data Collection Method: (how would you take data on this intervention?)**


When collecting data for extinction, it is important to focus on the frequency, duration, and intensity of the behavior. Data collection sheets which measure these characteristics will be most appropriate for use with extinction.

**Links to video examples:**


http://www.youtube.com/watch?v=AgMmXR2sYIQ length 15:13 (extinction and extinction burst)

http://www.youtube.com/watch?v=AJHPBCn5gXw length 10:53 (extinction burst)

http://www.youtube.com/watch?v=TBCt5J2TC1l length 6:00 (Role Play)

http://www.youtube.com/watch?v=xMwPsNM7wx8 length 6:01 (planned ignoring – demonstration in the classroom).

**Important notes:**

It is important when using Extinction that you are consistent and do not vary from the “ignoring”. Any attention that you give the student is NOT ignoring.

Remember that the student will typically have an Extinction Burst. This means it is working. Don’t change anything. Don’t give in or give attention.

Planned ignoring literally involves no verbal contact, no physical contact, no eye contact, and no emotional reaction during or following an attention maintained interfering behavior. While this strategy may be difficult to implement initially or for extended periods of time, consistency is crucial. If a student’s disruption increases in intensity or duration, then reinforcing other students for ignoring and tolerating the extinction burst may be helpful.

Other Procedures Useful in Conjunction with Extinction – Functional Communication Training, Differential reinforcement, Non-contingent reinforcement.
**Extinction - Escape**

**Reference Articles:**


**Used for function of behavior: (escape, attention, tangible, sensory):**

Escape (Working Through It)

**Description of Intervention:**

Extinction for escape or “Working through it” is a technique in which a student is prevented from avoiding or escaping a undesirable task or situation (e.g., not sending a student home for disruptive behavior when the students wants to leave school). It basically serves to stop the behavior from occurring because it no longer has a function.

**Steps of intervention:**

1. Clearly write out extinction procedures (e.g., “When the learner does x, we will respond by doing y.”) by:
2. Outline an extinction burst safety plan (i.e., what staff should do when the behaviors get worse before they get better).
3. Discuss the intervention with all adults who are with the learner on a regular basis (e.g., therapists, paraprofessionals, family members).
4. Explain the intervention procedures to other students who are in close proximity to the student when the interfering behavior occurs (e.g., in the same class, at lunch).
5. Wait for the behavior to occur and respond by continuing to place the demand.
6. Promote a replacement behavior using a complementary intervention approach such as functional communication training for differential reinforcement of other more appropriate behaviors.
7. Continue to respond as planned during the duration of the behavior.

**Examples: (If intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):**

For students with ASD, you may pair this with a three step prompt (give verbal demand, give model or demonstration, use hand over hand).

For students with EBD, you may continue presenting the demand without the use of physical assistance.

**Data Collection Method: (how would you take data on this intervention?)**

When collecting data for extinction, it is important to focus on the frequency, duration, and intensity of the behavior. Data collection sheets which measure these characteristics will be most appropriate for use with extinction.

Links to video examples:
http://www.youtube.com/watch?v=AgMmXR2sYIQ  length 15:13 (extinction and extinction burst)
http://www.youtube.com/watch?v=AJHPBCn5qXw  length 10:53 (extinction burst)

Important notes:
- Extinction of negatively reinforced behaviors does not allow the learner to escape/avoid undesirable consequences after a problem behavior.
- Extinction yields a gradual, not an immediate, reduction in behavior.
- A problem behavior placed on extinction may show an initial increase in frequency, intensity, and/or duration (i.e., extinction burst) following the removal of reinforcement. It is not uncommon for the behavior to get worse before it improves.
- Other Procedures Useful in Conjunction with Extinction – Functional Communication Training, Differential reinforcement, Non-contingent reinforcement