

Function-Based Interventions

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