Table 15.1 Matching Intervention Strategies to Students' Function of Problem Behavior

Function of students' undesired behavior	Strategy	Examples that increase feedback and acknowledgment
Access an object (e.g., cell phone, preferred magazine)	• Use surveys to determine preferred content/methods to incorporate in the lesson • The outcome leads to something purposeful (e.g., social, tangible, preferred activity, object)	• Use web-based quiz software (e.g., Kahoot) • Allow students to engage in debate • In math class, allow students to complete word problems to figure out how to save money for a video game system (e.g., Xbox, PlayStation, etc.)
Escape or avoid	• Errorless learning • Allow the student to escape a task, in the short run • Make sure the assignment expectations match student skills and expectations (independent, guided, frustration) • Create behavioral momentum • Task Interspersal (mixing hard and easy tasks, preferred and non-preferred)	• Have a term on the board and ask students for the term • Allow a student to ask for a break if they are frustrated • Check the level of assignment and consider your students' ability levels before you have them engage in the assignment. Provide support accordingly. • Build momentum by starting with more accessible problems before taking on more challenging tasks • Change between familiar and unfamiliar problems on a math assignment

Attention	• Incorporate social interaction • If/then social reward • Cooperative groups	• Allowing students to socialize as a part of group activities • "If you let me start on time, I will give you some time back to socialize at the end of class." • Assigning students to roles in their success zone (e.g., reporter if they cannot read or write well, timekeeper, task manager)
Over or understimulated	• Incorporate breaks (biofeedback). Teach students to pay attention to signs of biological need (yawning, hydration, alertness, heart rate, muscle tension) • Self-Check (Self-Monitoring)	• Everyone stands up and stretches for one minute after 45 minutes of stretching, yoga, mindfulness breaks, individualized breaks, relaxing music during independent work, sound-blocking headphones, dividers, etc. (e.g., GoNoodle) • The teacher sets a random timer. When the timer goes off, the student checks "yes" or "no" to being "on-task."

Adapted from Bohanon, H., Caputo Love, L., Morrissey, K. (2020). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing