

<u>Function</u>	<u>What it might look like</u>	<u>Possible Replacement Behaviors</u>
<b>Sensory (Automatic Reinforcement)</b>	Self- stimulating behavior i.e. flapping, making noises, fidgeting, pacing, wearing the same clothes repeatedly, making noises, picking nose	<ul style="list-style-type: none"> <li>• Teach appropriate situations/times</li> <li>• Something that gives them the same feeling in a more appropriate way</li> <li>• Keeping hands busy- fidgets, chewies, doodling, note taking</li> <li>• Heavy work, sensory breaks</li> </ul>
<b>Escape or Avoidance</b>	Results in avoiding or escaping a task or situation i.e. yelling, ripping up work, pretending to feel sick, running away, excessive bathroom breaks, shutting down, aggression	<ul style="list-style-type: none"> <li>• Asking for a break</li> <li>• Asking for help</li> <li>• Set a schedule / make a check list</li> <li>• Negotiate and Compromise</li> <li>• Incentives</li> </ul>
<b>Attention</b>	Gets attention, <b>positive or negative</b> i.e. screaming, disrespect, bullying, off topic comments, calling out, teasing, or moving around the classroom, inappropriate comments	<ul style="list-style-type: none"> <li>• Scheduled one on one time</li> <li>• Asking to play a game</li> <li>• Asking to/for help with a task</li> <li>• Signal to talk/ ask you something</li> <li>• Functional Communication</li> </ul>
<b>Access to Tangibles</b>	Results in gaining access to object or activity i.e. crying, aggression, arguing, grabbing, or stealing, running away, asking multiple adults, lying	<ul style="list-style-type: none"> <li>• Asking for what they want, earning what they want</li> <li>• Utilize time limits, per day limits, make expectations clear</li> <li>• First, then language</li> </ul>