

Application Activity: Matching Intervention to Hypotheses

Student (see previous page for descriptors) ¹	Modify Antecedents (Remove the need to exhibit the behavior)	Teach Alternative Behavior (Shape/Model and Cue) What meets same function?
Suzy - Suzy starts pinching herself and others around 11:00 am because she gets hungry (and is protesting that state).		
Jack - Jack gets into arguments with the teacher every day during reading class when she asks him to correct his mistakes on the daily reading worksheet (and is protesting an activity he doesn't want to do).		
Tara - Tara starts pouting and refuses to work when she has to sort a box of washers because she doesn't want to do the activity (and is trying to escape the task).		
Frank - Frank kicks other children in morning circle and then usually gets to sit right by the teacher (and is trying to protest other children being too close).		
Harry - Harry is off task for most of math class when he is supposed to be adding two-digit numbers (and is trying to escape the task he finds difficult).		

¹Chart is a modification of Table 1, p. 49: Foster-Johnson, L., Dunlap, G. "Using Functional Assessment to Develop Effective, Individualized Interventions for Challenging Behavior." *Teaching Exceptional Children*, Spring, 1993.