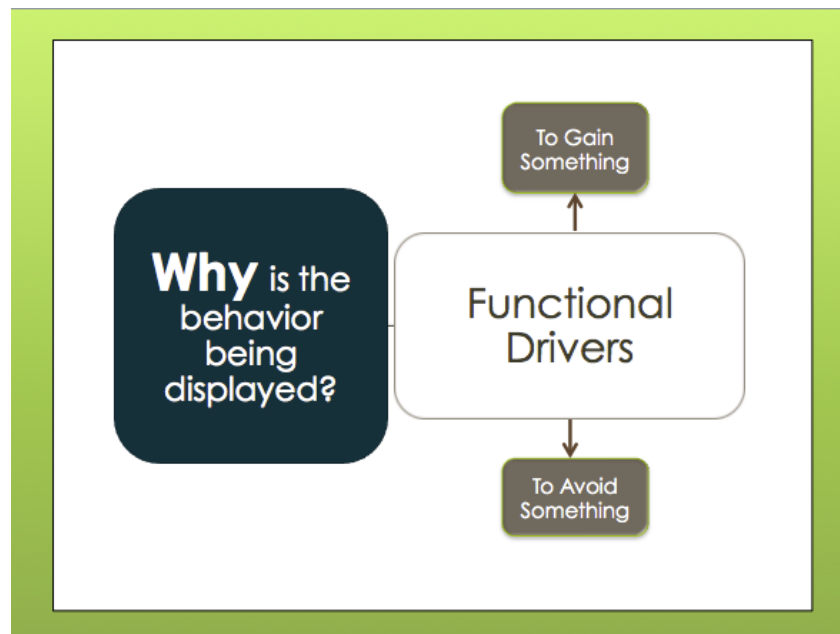| A Quick Guide for Initiating Function-Based Solution Brainstorming |
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When behaviors are driven by the need to **gain something** (attention, an item, power, etc.), consider:
- **Rewarding acceptable/appropriate avenues for gaining the desired stimuli**
  - If <u>attention</u> is desired – teach and reward use of a nonverbal cueing system (cue card, "I need help" sign, raising hand, performing other task while waiting for right interval for someone to attend to needs, using words to express need for attention rather other unacceptable avenues e.g., hitting, biting)
  - If an item is desired (<u>gaining an object</u>) – teach and reward behaviors that represent acceptable ways to gain the item such as asking to borrow a pencil rather than grab a pencil
  - If <u>power or status</u> is desired – use alternate means to focus on positive and prosocial qualities of the student displaying the behavior and consider options such as group rewards for reaching goals (either individual or group), promoting positive qualities of the individual (e.g., focus on artistic qualities that are showcased in the school), have the student(s) participate in demonstration and teaching scenarios with modeling prosocial behaviors for school-wide instruction, videos, or morning show segments.

When behaviors are driven by the need to **avoid something** (attention, an item, power, etc.), consider:
- **Rewarding acceptable/appropriate avenues for gaining the desired stimuli**
  - If behaviors are driven by a need to <u>avoid activities or tasks</u> – provide rewards for completing the targeted task, use a reward system to allows students to opt out of completion some segments of tasks if they complete others (only have to complete even numbered sets of problems, provide a choice menu for academic tasks to complete during independent seat work).
  - If behaviors signal a desire to <u>avoid social interactions</u> - teach and reinforce visual systems for taking a break or using a "chill pass"

These are just a few options that you can consider during brainstorming. Use this guide to start your thinking but remember also to think "outside the box" and use contextual supports and resources you have in your school. Good luck and thank you for your dedication to creating a positive and supportive learning environment for students!