



| Setting Event Strategies | Antecedent Strategies | Skill Development Strategies | Non-Aversive Reactive Strategies |
|---|---|---|---|
| <p>Consider changes to the person's:</p> <ul style="list-style-type: none"> Physical environment Interactions Routines / schedules Supports for physical health, trauma or mental health <p>Also consider planned non-contingent access to function</p> | <p>Consider:</p> <ul style="list-style-type: none"> Removing, reducing or planning for immediate triggers Reinforcement schedules | <ul style="list-style-type: none"> Replacement behaviour Desired behaviour Extension of replacement behaviour Social skills Coping skills Life / Fun skills Reinforcement of preferred behaviour | <p>Describe the non-aversive response to escalations:</p> <ul style="list-style-type: none"> If possible give them what they want (function) Acknowledge and empathise – particularly with function Distract to preferred item / activity Manage safety Manage de-escalation and debrief |

Adapted from O'Neill, RE, Horner, RH, Albin, RW, Sprague, JR, Storey, K And Newton, JS 1997, *Functional assessment and program development for problem behaviour: a practical handbook*, 2nd edn. Brooks/Cole: Belmont.

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