I. Determine Scope of Problem

- Is this a real problem?
- Would a better person-environment match help? Is this job a good match to the individual’s preferences and choices? Is there another work site that would be more naturally tolerant of the behavior?
- Is it fair to try to change this behavior? Does it represent part of the worker’s personality?

Remember that:
- Similar types of behavior occur in almost everyone
- Nearly all behaviors serve an adaptive purpose for the individual
- Because behaviors have a function, all behaviors will not respond to the same intervention techniques

II. Fact Finding

Do a comprehensive assessment of the individual and their environment and preferences. This process will include:

A. Careful Description of the Behavior

- What does the behavior look like?
- Is the behavior very rhythmic or cyclical?
- Are there physiological symptoms closely associated with the behavior?
- What related elements seem to go along with this behavior, such as signs of pain, discomfort, changes in mood...?

B. A Functional Analysis Of The Behavior

- What are the antecedents of the behavior (i.e.: what happens before the before occurs)?
- What cues seem to trigger the behavior?
- What general setting events seem to precede the behavior?
- Are there simple environmental modifications (position, scheduling, etc.) that influence the behavior?
- What general instructional factors seem to elicit the behavior (e.g., demands, frustrating situations, supervisor interactions, etc.)?

1. When does the behavior occur?

2. Where does the behavior occur?
   - Work area?
   - Break area?
3. Who does it occur with or near?
   Who is present/not present?
   - Staff, co-workers, family, strangers, others

4. What is the task or activity?
   - Type of job or activity?
   - Difficulty/frustration/boredom level of job?
   - Demands placed?
   - Job preferences?
   - Job or schedule changes?

5. What is the physical environment like?
   - Noise level?
   - Temperature?
   - Crowded/not crowded?

6. What personal issues are present?
   - Tired?
   - Family issues (relationships, illness, etc.)
   - Home issues (staff leaving, roommate problems, etc.)

7. Are there medical or physiological issues occurring?
   - What are the consequences of this behavior?
   - Does this behavior result in any social reinforcement (attention, etc.)?
   - Are social or work demands reduced after the behavior occurs?
   - Does the worker avoid performing any task or activity?
   - What are the exact sensory consequences of this behavior?
   - Are appropriate behaviors being reinforced? Does problem behavior receive more or better attention than appropriate behavior?
   - What are the antecedent and consequence events when this behavior does not occur?

C. Identify The Function Of The Behavior
   • Generate ideas about what function the behavior serves for the worker.
   • What appropriate behaviors could serve the same function for the person?

III. Redefine The Problems Or Questions To Be Answered
   Based on the information developed, how can the problem be re-framed or redefined? What questions need to be answered?
IV. Generate Alternative Solutions
   Both this step and choosing a plan need to consider three different categories of solutions. An effective plan must include strategies in each of the following categories:

   A. Prevention Strategies (Ecological changes)
   How can changing the conditions reduce the frequency of the behavior?

   B. Consequences (How will you respond when the behavior occurs?)
   Focus on the function of the behavior in deciding how you will respond to it.
   Remember: Be respectful!!

   C. Adaptive Alternatives
   Choose and teach adaptive alternatives that substitute for or replace the behavior

V. Choose Alternatives
   Develop a plan that addresses each of the three components above.