**Novel Staff**

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| **Reference Articles:** |
| Luiselli, J. K., & Murbach, L. (2002). Providing Instruction from Novel Staff as an Antecedent Intervention for Child Tantrum Behavior in a Public School Classroom. *Education & Treatment Of Children*, 25(3), 356.  |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape |
| **Description of Intervention:** |
| This function based intervention focuses on the escape function for students who have established a learned history with familiar staff and uses novel staff to conduct instruction instead as an antecedent intervention. |
| **Steps of intervention:** |
| 1. A functional assessment was given and indicated that tantrums were most likely to occur during “high demand” activities. It was noted that the girl did not have tantrums in the presence of novel staff.
2. Classroom observations, staff interviews, and data was reviewed
3. Select staff to be the novel staff for the intervention (more than 4 and none of them should have had previous direct contact with student)
4. Weekly schedule adjusted to have 1 of them novel staff with student during high demand activities.
5. Novel staff greets student at activity and completes activity with student while familiar staff removes themselves from the activity
6. During intervention, contingent consequences for behavior remain to same as in the baseline phase.
7. Data on frequency and duration is collected weekly and reviewed.
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
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| **Data Collection Method: (how would you take data on this intervention?)** |
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| Date of BX | Time started | Time ceased | Activity/location | Staff |
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| **Links to video examples:** |
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| **Important notes:** |
| \*Novel staff should be scheduled to work with the student before the behavior begins. \*Novel staff should have no previous contact with student |