**Reducing Task Demand**

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| **Reference Articles:** |
| Nahgahgwon, K. N., Umbreit, J., Liaupsin, C. J., & Turton, A. M. (2010). Function-Based Planning for Young Children At Risk for Emotional and Behavioral Disorders. *Education & Treatment Of Children*, 33(4), 537-559.  Stichter, J. P., Hudson, S., & Sasso, G. M. (2005). The Use of Structural Analysis to Identify Setting Events in Applied Settings for Students With Emotional/Behavioral Disorders. *Behavioral Disorders*, 30(4), 403-420. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape from task demand |
| **Description of Intervention:** |
| This intervention reduces the number or time of tasks to make it more likely that a student will engage in on-task behavior. |
| **Steps of intervention:** |
| 1. Given smaller units of work 2. Use timer to prompt feedback on work 3. Reinforce on-task behavior with free time after completing set amount of work 4. If problem behavior occurs, redirect back to task (see escape extinction) 5. Thin intervention by adding time to work or reducing free time as successful |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Lower functioning students: Break assignments into 1-2 tasks at a time. (if a worksheet has 10 problems on it, cut out one or two with scissors and present them one at a time)  Set up time structures:  i.e.: 5 minutes of work, 3 minutes of free time  2 days of no problem behavior = 6 minutes of work, 3 minutes of free time |
| **Data Collection Method: (how would you take data on this intervention?)** |
| |  |  |  |  | | --- | --- | --- | --- | | **Date** | **Task** | **# of problems/ time to complete task** | **Successful?** | | 4/16/2015 | Subtracting 2 digit numbers | 2 | yes | |  |  |  |  | |  |  |  |  | |
| **Links to video examples:** |
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| **Important notes:** |
| Research pairs this intervention with high structure and teacher proximity. |