**Scheduled Exercise**

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| **Reference Articles:** |
| Cannella-Malone, H. I., Tullis, C. A., & Kazee, A. R. (2011). Using Antecedent Exercise to Decrease Challenging Behavior in Boys with Developmental Disabilities and an Emotional Disorder*. Journal Of Positive Behavior Interventions*, 13(4), 230-239.  |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| EscapeSensory |
| **Description of Intervention** |
| Using scheduled exercise or antecedent exercise as a function based intervention involves the students participating in scheduled physical activities on a daily basis.  |
| **Steps of intervention:** |
| Using scheduled exercise or antecedent exercise as a function based intervention involves the students participating in scheduled physical activities on a daily basis. 1. Conduct an FBA and determine that the function of the student’s behavior is escape/sensory.
2. Parent permission for students to participate in physical activity. (No medical concerns)
3. Gather materials needed for intervention: exercise equipment, timers, and reinforcers
4. Each exercise was described and demonstrated for the students
5. Exercise Breaks were completed across all settings (i.e., art, music, recess, pe, lunch)
6. Session could range from 1-5 minutes depending on students every hour with a 20 minute session at arrival and immediately after lunch.
7. Prompts are provided by staff as needed
8. The exercises completed during the breaks were selected at random out of a bucket
9. Praise or reinforcer is given
10. Participation is recorded on exercise chart. Student is responsible for placing a sticker or check mark on chart.
11. Each student could earn up to 7 stickers a day depending on time of school day x5 days =35 stickers. After 35 stickers student earns a trip to prize box or classroom store etc.
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Hulu Hoop Jumps, Trampoline Jumps, arm curls, jumping rope, wall pushes, leg stretches, slow jogging, yoga, sit-ups, chair rises, toes raises, crab walkElementary students- more juvenile type exercises based on age and developmentHigh school: Take into account spacing and size. More advanced exercises such as yoga, jump-ups, lunges.  |
| **Data Collection Method: (how would you take data on this intervention?)** |
| \*Frequency count of all occurrences of problem behaviors \*Participation chart for all exercise activities |
| **Important notes:** |
| \*\*If students find they have a preference for some exercise after completing the random selection process, you may allow them to pick their exercises. Once the exercise is selected it is removed from the selection for that day.\*One study noted a decreased interest in the sticker chart. If lack of interest is noted participants are not required to use it.  |