



Interfering Behavior

OVERVIEW

Interfering Behavior is the eighth domain of the APERS. In this domain, the focus is on how school teams are responding to and monitoring interfering behaviors displayed by students. When working with interfering behaviors it's important that strategies be proactive rather than reactive; that is we want to set our students up for success before they begin to engage in behaviors. Additionally, any decision-making when planning or altering a behavioral strategy should be based on data collected during an FBA or through classroom observations.



SUBDOMAINS

There are four subdomains of Interfering Behavior

1. Proactive Strategies
 - a. Use of strategies that are specifically meant to prevent interfering behaviors by supporting students in the classroom.
2. Behavioral Assessment
 - a. Use of an FBA in response to interfering behavior; a well-developed intervention plan is consistently used for interfering behavior
3. Behavior Management
 - a. Positive behavior management strategies should be used; appropriate behaviors are consistently reinforced
4. Data Collection
 - a. The who, when, and how of data collection; are team members making data-based decisions

WHAT DOES IT LOOK LIKE

1. Providing visual schedules, if necessary, to students that are individualized to their need and appropriate for their development level.
2. Incorporating student preference into learning and leisure activities.
3. Teaching functionally-equivalent replacement behaviors and providing opportunities for students to practice and receive feedback & reinforcement.
4. Positive behavior approaches such as differential reinforcement, redirection, and a consistent classroom routine.
5. Clearly defined team roles for data collection, and consistent review of current data to inform decision-making.

POSITIVE BEHAVIOR APPROACHES

Setting Clear Expectations

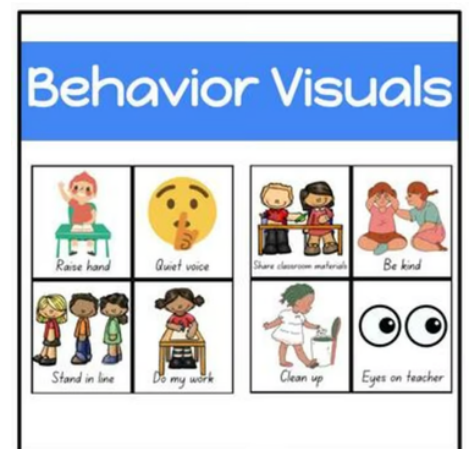
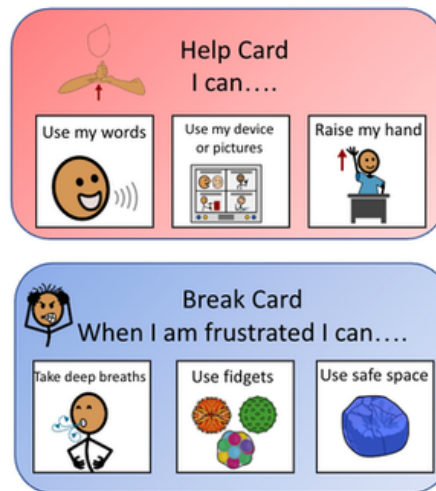
Clearly define the expectations you have for the classroom with your students. Explain things like what is expected of them during learning activities, how they can ask for help if they need it, or the rules for how to use classroom technology. For students who need it, provide a visual such as a contingency map or task analysis that clearly defines the expectations. Finally, when your students follow or meet the expectations provides lots of reinforcement paired with behavior specific praise.

Visual Prompts and Cues

When student need presents, provide appropriate visual supports to increase the likelihood the student is able to engage with the environment successfully. Any visuals you use should accurately depict the expectation or routine. Visual should be developmentally appropriate and be individualized to that student's specific need. Remember, whenever introducing any new visual you should explain its purpose to the student, how to use the visual, and then provide opportunities to practice using it. Be sure to reinforce any approximations or independent use!

Positive Phrasing

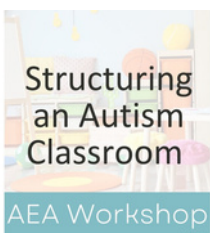
As a classroom teacher, para, or other support staff, you have a great opportunity to model the behaviors you want to see from your students. One way is by using positive language or positive phrasing when speaking to students. Demonstrate what it means to be an active listener or how to speak respectfully to staff and other students. When correcting interfering or inappropriate behaviors, do so concisely and respectfully to ensure a safe, positive learning environment for students and staff.



REMINDERS

- When learners are aware of and understand the expectations and rules, it is more likely that they will adhere to them and display appropriate behaviors.
- By using proactive and positive practices, you are creating a learning environment that is safe and consistent, which increases the likelihood students will be successful and more independent.

ADDITIONAL RESOURCES



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