



Understanding and Addressing Challenging Behaviors: Expect Success

Webcast 7: Function



Begin with Success: Recognize the Student's Strengths, Preferences, Interests

YOUR TURN

Form 4 Student Strengths, Interests, Preferences

TEAM: _____ STUDENT PSEUDO-NAME: _____

COMMUNICATION	PHYSICAL ATTRIBUTES	COPIING SKILLS	ACADEMICS	FUNCTIONAL SKILLS
WORK HABITS	SELF REGULATION	SELF MONITORING OF SENSORY NEEDS	PERSONALITY TRAITS	PERSONAL MOTIVATORS/REINFORCERS
SELF-DETERMINATION SKILLS	SOCIAL MANNERS	ATTITUDE	PERSEVERANCE	EMPATHY
CREATIVITY	ART/MUSIC	ELECTRONICS	OTHER	OTHER

Form 3

WHY? WORKSHEET TEAM: _____ STUDENT PSEUDO-NAME: _____

Obtains a Desired Object, Person, Activity or Experience

What is Obtained?

Answering WHY

A-B-C information will "funnel" into the possible function questions and hypothesis. This statement summarizes what you discovered that causes and continues the behavior.

Provides Communication

Other

THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS:

BECAUSE (Why is it the function?)



Functions of Behavior

Obtains a desired object, person, activity, or experience

Does the student:

- want an object s/he likes a lot?
- want to spend time with a desired person?
- want to engage in an activity s/he enjoys?
- want to participate in an experience?



Functions of Behavior

Sensory experience or physiological benefit

Does the student:

- seek input of sensory experiences?
- avoid situations that offer sensory input?
- seek movement to try to regulate his/her body?



Functions of Behavior

Escapes an undesirable object, person, activity, or experience

Does the student:

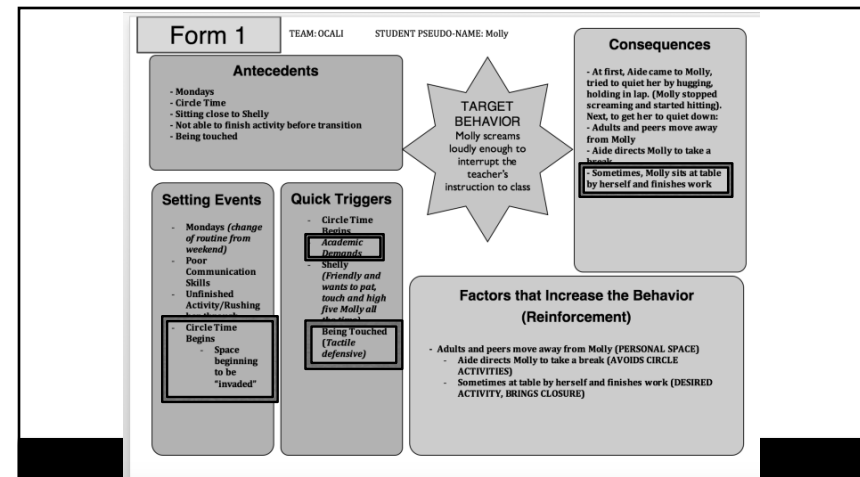
- try to avoid an object s/he doesn't like?
- try to avoid time with a specific person or persons?
- try to avoid an activity s/he doesn't enjoy?
- try to avoid an experience?



Functions of Behavior

Provides **communication**

- What is the student trying to tell you with the behavior?
- What does the student need you to know or understand through the behavior?



Form 3		WHY? WORKSHEET TEAM: OCALI STUDENT PSEUDO-NAME: Molly
Obtains a Desired Object, Person, Activity or Experience	What is Obtained? A preferred activity	
	Why Does s/he want this? She wants the activity, wants to do something that she finds interesting to her and that she is capable of doing	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit? Gets personal space	
Escapes an undesirable Task, Activity, Person or Experience:	What is escaped? Crowded space and academics	
	Why does s/he wish to escape this? Because of sensory issues with touch and because academics are confusing and she is not generally successful with these tasks in circle time	
Provides Communication	What is he/she communicating with the targeted behavior? "I need a break" or "I need to leave this place"	
Other		
THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS: Molly is screaming to escape academics at circle and unwanted touch		
BECAUSE (Why is it the function?) She is frustrated because she doesn't know how to do the academics and she has some sensory issues with touch		

Form 1		TEAM: OCALI STUDENT PSEUDO-NAME: Joe
Antecedents <ul style="list-style-type: none"> Teacher direction 1) To sit 2) To work General Education Classroom Large Group Teacher vs. Aide directions? 	Setting Events <ul style="list-style-type: none"> Activity of the large group Space issues of the desk Lack of auditory communication time Type of assignment Communicative requirements 	Quick Triggers <ul style="list-style-type: none"> Teacher verbal request to sit and complete assignment
TARGET BEHAVIOR Joe stands, looks away from teacher and then pushes looks off the desk, kicks, and bolts down the hall		
Consequences <ul style="list-style-type: none"> As the behavior escalates, Joe is given more direction to sit and do work Adults may come closer to him or may just give directions As he bolts for the door, adults follow When he returns, he is assisted to clean up the materials He is assisted to organize and complete assignment 		
Factors that Increase the Behavior (Reinforcement) <ul style="list-style-type: none"> Behavior escalates as the teacher increases the requests Joe temporarily leaves the situations Joe is provided assistance to comply with the academic demands when he returns 		

Form 3		WHY? WORKSHEET TEAM: OCALI STUDENT PSEUDO-NAME: Joe
Obtains a Desired Object, Person, Activity or Experience	What is Obtained? His assistant	
	Why Does s/he want this? Maybe to fill in the missing communication and organizational skills	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit? Gets to leave the large group setting which may be too loud	
Escapes an undesirable Task, Activity, Person or Experience:	What is escaped? Doing the assignment independently and the large group classroom	
	Why does s/he wish to escape this? Maybe due to lack of understanding directions or the task itself; possibly noise	
Provides Communication	What is he/she communicating with the targeted behavior? Frustration; lack of understanding; "I need help"	
Other		
THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS: Escape from the assignment		
BECAUSE (Why is it the function?) Joe doesn't understand the directions or doesn't understand the actual content of the assignment/task and he doesn't know how to ask for help		

Form 1		TEAM: Jimmy Cricket STUDENT PSEUDO-NAME: Rubin
Antecedents <ul style="list-style-type: none"> Having to do work he doesn't want to do Working with peers Poor sleep habits ADD/ depression/ meds 	Setting Events <ul style="list-style-type: none"> ADD & depression Medication Challenging home situation Doesn't always sleep well Reading and math skills not at grade level 	Quick Triggers <ul style="list-style-type: none"> Being asked to join a small group Being given school work he perceives as "stupid" or too hard or too long Being encouraged to try work he doesn't want to try
TARGET BEHAVIOR Rubin puts his head down on his desk and does not complete his assignments or join his assigned small group		
Consequences <ul style="list-style-type: none"> Staff repeat requests for him to try the work or join the small group Peers encourage him to join the small group Doesn't have to start the work Sometimes he threatens staff and/or punches furniture/walls/lockers Is sent to the office and sometimes gets detention or is suspended 		
Factors that Increase the Behavior (Reinforcement) <ul style="list-style-type: none"> Not having to start the work Getting sent to the office 		

Form 3		WHY? WORKSHEET TEAM: Jiminy Cricket STUDENT PSEUDO-NAME: Rubin
Obtains a Desired Object, Person, Activity or Experience	What is Obtained? Delay of work or not having to do the work at all	
	Why Does s/he want this? Doesn't want to be embarrassed if he can't do the work in front of his peers and/or doesn't see the connection of the assignment to becoming a mechanic	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit? None noted	
Escapes an undesirable Task, Activity, Person or experience:	What is escaped? Having to do work he thinks is "stupid"; having to work with a small group	
	Why does s/he wish to escape this? Work may be too difficult; doesn't want to work with some of his peers; doesn't see the purpose of learning the topic	
Provides Communication	What is he/she communicating with the targeted behavior? "I don't want to do what you are asking me to do" and/or "I am not going to look stupid in front of my peers"	
Other		
THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS: Rubin is putting his head down to avoid doing work... BECAUSE (Why is it the function?) Because the work is difficult and he doesn't think it is important.		

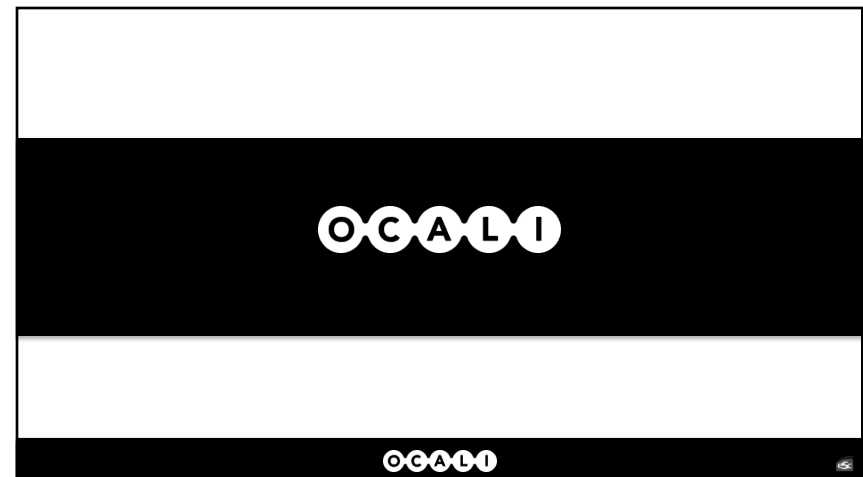
Behavior Plan Steps Chart

Creating an Individualized Behavior Support Plan	
Complete each step	
Select the target individual: Select the target behavior that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, life, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
Identify underlying challenges that may be associated with the behavior. Internal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
Define the behavior in measurable terms. See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
Consider data questions for identified behavior: What will you measure? Frequency? Duration? Intensity? How and when? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
Identify antecedents, setting events, triggers, consequences, reinforcement. These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 3	

Form 3		WHY? WORKSHEET TEAM: STUDENT PSEUDO-NAME:
Obtains a Desired Object, Person, Activity or Experience	What is Obtained?	
	Why Does s/he want this?	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit?	
Escapes an undesirable Task, Activity, Person or experience:	What is escaped?	
	Why does s/he wish to escape this?	
Provides Communication	What is he/she communicating with the	
Other		
THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS: BECAUSE (Why is it the function?)		

YOUR TURN

Complete the "Why Worksheet" for **YOUR** Student



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