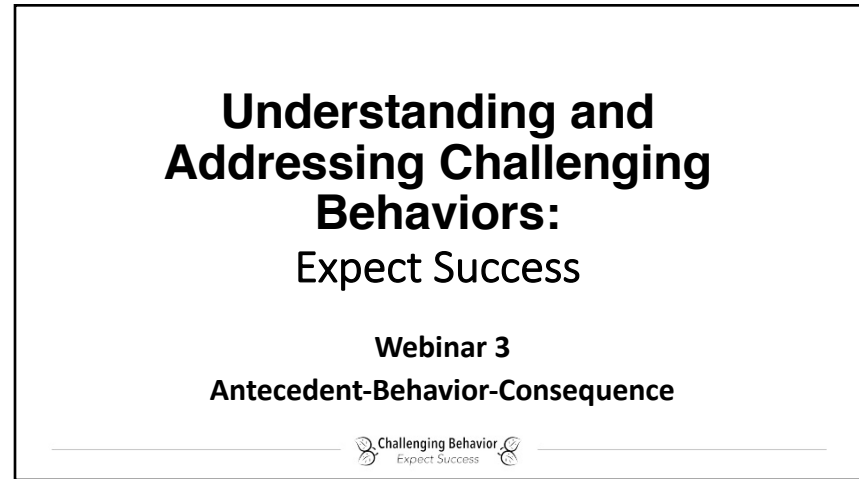
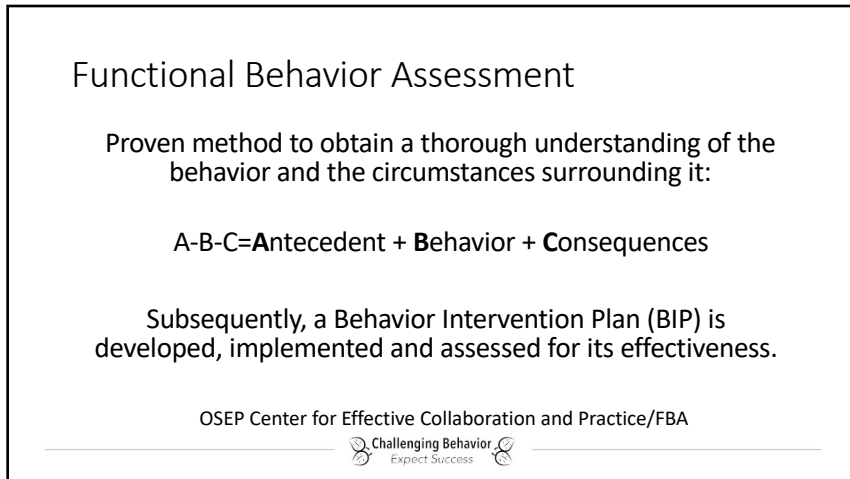




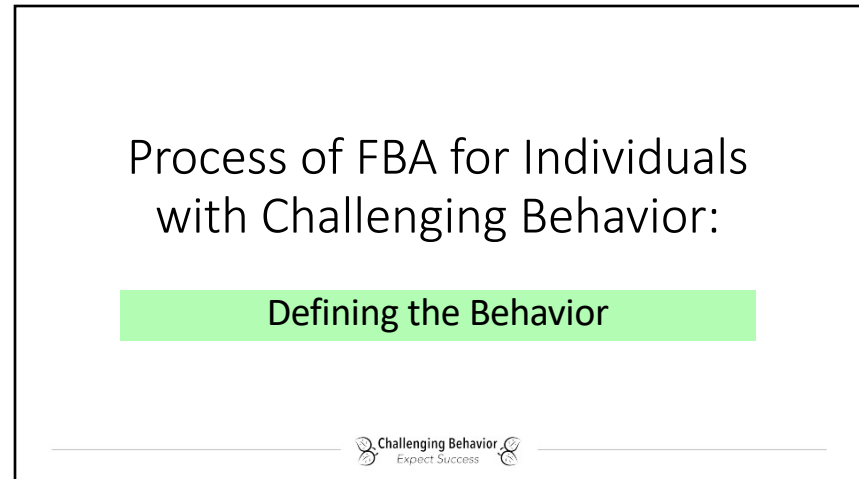
1



2



3



4

What behaviors listed below are measurable?

- | | |
|--------------|--------------|
| Spitting | Pushing |
| On/Off Task | Withdrawn |
| Self-abusive | Friendly |
| Rude | Manipulative |
| Hitting | Disruptive |
| Punching | Biting |



5

How to Define the Behavior

- Identified as what can be **observed**
- Described in a way that can be **measured**

Ask yourself: If anyone read this description, and observed the individual, would they recognize the behavior? Does it play like a video script?



6

Defining the Behavior: Primary Behavior Statements

- Tantrum
- Hyperactive
- Non-compliant
- Poor impulse control
- Being aggressive
- Frustrated



“Ryan runs and screams.”



7

How to Define the Behavior: Precise Behavior Statements

- Makes noises that can be heard across the room
- Pushes papers, pencils and books off the desk
- Slaps the computer screen with palm of hand
- Urinates on the wall and floor



“When around a group of kids in an unstructured activity, Ryan will start to run around and his voice gets loud enough that others may stare or move away from him.”



8

Target Behavior: Molly

Molly screams loudly enough to interrupt the teacher's instruction to the class.

- Is this clear?
- Could you measure it?
- Would most people identify the same behavior when observing? (Reliability between raters)



9

Target Behavior: Joe

Joe stands, looks away from the teacher, pushes books off the desk, kicks furniture, and bolts down the hall.

- Is this clear?
- Could you measure it?
- Would most people identify the same behavior when observing? (Reliability between raters)



10

Target Behavior: Rubin

Rubin puts his head down on his desk and does not complete his assignments or join his assigned small group.

- Is this clear?
- Could you measure it?
- Would most people identify the same behavior when observing? (Reliability between raters)



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Behavior Plan Steps Chart: Target Behavior

Behavior Plan Steps Chart	
When Complete	Challenging Behavior: Expect Success Process Complete Each Step
	Select the target individual. Create the behavior team.
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for you, individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions




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Your Team's Turn: Target Behavior

4. Target Behavior [Leave Blank]	
Target Behavior	


- Select one target behavior for your individual
- Add to right column "4. Target Behavior"



13

Process of FBA for Individuals with Challenging Behavior:

Antecedents and Consequences



14


A-B-C

- **Antecedents:** what happens before the behavior & influences the behavior
- **Behavior:** observable, measurable action
- **Consequences:** what happens after the behavior, natural or imposed in response to the behavior, may increase or decrease the behavior

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	
Quick Triggers	
Precursor Behavior(s)	

4. Target Behavior [Leave Blank]	
Target Behavior	

5. Consequences (Use Guiding Questions document)	
Consequences/what happens after the behavior	




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Antecedents: Setting Events/Slow Triggers

- Factors that influence the individual's behavior, but are **not directly related** to the occurrence of the target behavior
- Make the target behavior more likely to happen
- Things that are happening in the person's life before the target behavior begins to occur

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	←
Quick Triggers	
Precursor Behavior(s)	



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Antecedents: Setting Events/Slow Triggers Example

- Factors that do not directly cause the target behavior
- Factors that make the target behavior more likely to occur

```

    graph LR
      A["8 AM: Late/rushing/ no time for usual breakfast"] --> B["8:30 AM: A little fussy on the way to school"]
      B --> C["9 AM: Journal time brings major meltdown"]
  
```

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Antecedents: Setting Events/Slow Triggers Considerations

- **Sensory Processing & Regulation:** environmental overload, one or more senses involved, could be one big event or combination of smaller issues
- **Predictability & Structure:** transitions, confusion, unable to retain information, change in routine, being rushed, change of caretakers
- **Control & Ability to Direct Life:** trauma, amount of choice, participation in community & with peers, lack of variety in life activities leading to boredom
- **Health & Wellness:** hunger/thirst, allergies, medications, specific pain or illness, general discomfort, poor diet, lack of fitness routines, sleep issues, ongoing and unidentified issues

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Antecedent Guiding Questions: Setting Events/Slow Triggers

<p>Setting Events/Slow Triggers (make the behavior more likely to happen)</p>	<p>What factors are impacting this individual? (sleep, medication, illness, situations outside of school, etc.)</p> <p>What sensory aspects are happening in the environment that may be affecting this individual?</p> <p>In what environment(s) is the behavior occurring?</p> <p>What/how are others reacting/communicating with this individual?</p>
---	--

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Antecedents: Quick Triggers

- Those influences that happen in close approximation to when the behavior occurs
- **Direct connection** to the occurrence of the behavior

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	
Quick Triggers	
Precursor Behavior(s)	

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Antecedents: Quick Triggers Considerations

- **Activity or Demand:** what the person is asked to do, when & how the request happens, activity/task is too hard or too easy or confusing, transitions, interruptions during preferred activity
- **Person:** a specific person’s actions, reactions, requests, looks, smell, or other aspect (not done purposefully but is a challenge for the individual)
- **Environment/Sensory:** intense sensitivity, experience associated with pain, something causes fear or anxiety or panic, certain noises
- **Emotional:** trauma reactions, situations that elicit fearful or negative emotions, may be difficult to understand from another’s viewpoint, reaction to specific word like “no”



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Antecedent Guiding Questions: Quick Triggers

<p>Quick Triggers (happen shortly/right before the behavior)</p>	<p>What is this individual doing or being asked to do or being asked to stop doing? Who is in the environment and what are they doing? (peers and adults) When is the behavior occurring? (day of week, time of day, etc.)</p>
---	---



22

Antecedents: Precursor Behavior(s)

- Behavior changes that tend to occur before the target behavior
- “Rumbling” behaviors that predictably occur before the target behavior

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	
Quick Triggers	
Precursor Behavior(s)	



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Antecedents: Precursor Behavior(s) Examples


- **Physical:** grimace, fidget, pace, open & close hands, cross arms over chest, make fast and angry movements, bang parts of body on furniture, play with fingers, bounce on chair, bite hand or arm
- **Emotional:** cry, withdraw, yell, close eyes, put head down
- **Behavioral:** growl, tear paper, call people names, threaten



24

Antecedent Guiding Questions: Precursor Behavior(s)


Precursor Behavior (“rumblings”; give us a clue the behavior is about to happen)	What signs does this individual consistently exhibit that tell others s/he is starting to get upset?
---	---



25

Antecedents: Molly


3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	Mondays; poor communication skills; unfinished activity or rushing her through an unfinished activity; circle time; social space “invaded” by others
Quick Triggers	Beginning of circle time; academic demands; Shelly who wants to be friendly by patting/touching/high 5 with Molly
Precursor Behavior(s)	When sitting at circle time, Molly begins to rock in her chair and flaps her hands



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Antecedents: Joe


3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	Large groups, including general education classroom; not having enough personal space; lack of auditory processing time; type of assignment given; required to give verbal answers
Quick Triggers	Teacher’s verbal request to sit and complete an assignment
Precursor Behavior(s)	Looks away from teacher/aide



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Antecedents: Ruben

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	ADD & depression; medications; challenging home situation; doesn’t always sleep well; reading and math not at grade level
Quick Triggers	Being asked to join a small group; being given school work he perceives as “stupid” or too hard or too long; encouraged to try work he doesn’t want to do
Precursor Behavior(s)	Looks away from staff and peers; puts his head down




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Consequences

- What happens after the target behavior (natural)
- What happens in response to the target behavior (imposed)
- May increase/reinforce or decrease/punish the reoccurrence of the target behavior

5. Consequences (Use Guiding Questions document)	
Consequences/what happens after the behavior	




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Consequences Example: Increases/Reinforces

- Occurs after and in response to the target behavior
- Increases/reinforces reoccurrence of the target behavior

```

    graph LR
      A[Student does not act on a request from the teacher] --> B[Staff ignores the student]
      B --> C[Student never starts work]
    
```






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Consequence Consideration: Increases/Reinforces

Reinforcement may be discussed in two ways.

- As a factor that increases a challenging behavior
- As a tool teams use to teach new behaviors


31

Consequences Example: Decreases/Punishes

- Occurs after and in response to the target behavior
- Decreases/punishes reoccurrence of the target behavior

```

    graph LR
      A[Student does not act on a request from the teacher] --> B[Peers redirect student]
      B --> C[Teacher takes away computer time]
    
```



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Consequences Considerations: Decreases/Punishes

Punishment:


- Follows the behavior
- Designed to stop or decrease occurrence of a behavior

Examples:

- Loss of recess or computer time
- Detention, suspension, expulsion
- Assigned extra work

Punishment:


- **Does NOT teach new skills**
- **Makes NO long term change**
- **Is NOT recommended for individuals with complex needs**



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Consequences: Molly


5. Consequences	(Use Guiding Questions document)
Consequences/what happens after the behavior	Aide puts Molly in lap and tries to quiet her with hugs; adults and peers move away from Molly; sometimes behavior escalates to hitting and kicking staff; aide directs Molly to take a break; sometimes Molly sits at table by herself and gets to finish the work she had to leave when asked to come to circle time



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Consequences: Joe


5. Consequences	(Use Guiding Questions document)
Consequences/what happens after the behavior	Joe is given more verbal directions to sit and do his work; adults may come closer to him or may just give verbal directions; when he bolts out of the room an adult follows him; when he returns to the room he is assisted with cleaning up the materials on the floor; adult helps him to organize and complete the assignment



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Consequences: Ruben

5. Consequences	(Use Guiding Questions document)
Consequences/what happens after the behavior	Staff repeat requests for him to try the work or to join the small group; peers encourage him to join the small group; doesn't have to start the work due to behaviors; sometimes he threatens staff and/or punches furniture/walls/lockers; is sent to the office and sometimes is assigned detention or is suspended



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Behavior Steps Plan Chart: Antecedents & Consequences

Behavior Plan Steps Chart

When Complete	Challenging Behavior: Expect Success Process Complete Each Step	
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues	
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	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions	



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Remember to Use the Guiding Questions Document for Antecedents & Consequences

3. Antecedents

Setting Events/Slow Triggers

(make the behavior more likely to happen)

Guiding Questions

What factors are impacting this individual? (sleep, medication, illness, situations outside of school/work, etc.)

What sensory aspects are happening in the environment that may be affecting this individual?

In what environment(s) is the behavior occurring?

What/how are others reacting/communicating with this individual?

Quick Triggers

(happen shortly before the behavior)

Guiding Questions

What is this individual doing or being asked to do or being asked to stop doing?

Who is in the environment and what are they doing? (peers, co-workers, and adults)

When is the behavior occurring? (day of week, time of day, etc.)

Precursor Behavior

(numbers): give us a clue the behavior is about to happen)

Guiding Questions

What signs does this individual consistently exhibit that tell others s/he is starting to get upset?

5. Consequences

(what happens after the target behavior occurs)

Guiding Questions

What do the adults/co-workers/supervisors do when the behavior starts? Are there changes in their actions, behavior, attention, activity, etc. when the behavior occurs or begins?

How does the environment change once the behavior has occurred?

What changes are observed with this individual when s/he begins the behavior?

- Does s/he stop an activity? Leave the area? Obtain an object or adult/peer/co-worker assistance?

- Are requests or demands changed?

- Does this individual obtain or avoid some type of sensory input as a result of the behavior?

- Does this individual lose an object or activity because of the behavior (e.g., loss of place in classroom discipline program, loss of token etc.)?

Do others in the environment enter or leave?

What do peers/co-workers do when the behavior begins? Are there changes in their behavior, attention, activity, etc.?



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Your Team's Turn: Antecedents & Consequences

3. Antecedents	(Use Guiding Questions document)
Setting Events/Slow Triggers	
Quick Triggers	
Precursor Behavior(s)	
4. Target Behavior	(Leave Blank)
Target Behavior	
5. Consequences	(Use Guiding Questions document)
Consequences/what happens after the behavior	

- Complete Section 3 "Antecedents" and Section 5 "Consequences" using the Guiding Questions Document
- You don't have to answer every question. The questions are provided to help the team think about many aspects of each area.



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