









### Why? Function: Rubin

<b>10. Why? Function of the Target Behavior</b>	[Leave blank]
<b>Obtains a Desired Object, Person, Activity or Experience</b>	[Leave blank]
What is obtained?	Completion of assignments delayed or not completed at all; doesn't participate in small group
Why does s/he want this?	He is embarrassed in front of his peers because he can't do the work independently; doesn't see the connection of the assignment and how it relates to becoming a mechanic
<b>Gains Sensory Experience or Physiological Benefit</b>	[Leave blank]
What is the sensory/physiological experience/benefit?	None noted
Why is s/he searching for this experience/benefit?	N/A

Challenging Behavior  
Expect Success

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### Why? Function: Rubin Continued

Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	Having to do work he thinks is "stupid"; having to work in the small group
Why does s/he wish to escape this?	Work may be too difficult; doesn't see the purpose of the assignment; doesn't want to work in small group; is embarrassed in front of peers
<b>Provides Communication</b>	[Leave blank]
What is s/he communicating with the target behavior?	"I don't want to do what you are asking me to do" (complete assignment, join small group) and/or "I am not going to look stupid in front of my peers"
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	Rubin is putting his head down to avoid doing work (completing assignments and/or participating in small group)
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because the work is difficult, the work is not meaningful to him, and he doesn't want to be embarrassed in front of his peers.

Challenging Behavior  
Expect Success

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## Behavior Steps Plan Chart: Why? Function of the Target Behavior

Behavior Plan Steps Chart

3	When Complete	<b>Challenging Behavior: Expect Success Process</b> 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, 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 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	

Challenging Behavior  
Expect Success

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## Your Team's Turn: Why? Function of the Target Behavior

### FBA & BIP Form

<b>10. Why? Function of the Target Behavior</b>	[Leave blank]
<b>Obtains a Desired Object, Person, Activity or Experience</b>	[Leave blank]
What is obtained?	
Why does s/he want this?	
<b>Gains Sensory Experience or Physiological Benefit</b>	[Leave blank]
What is the sensory/physiological experience/benefit?	
Why is s/he searching for this experience/benefit?	
<b>Escapes an Undesirable Task, Activity, Person or Experience</b>	[Leave blank]
What is escaped?	
Why does s/he wish to escape this?	
<b>Provides Communication</b>	[Leave blank]
What is s/he communicating with the target behavior?	
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because

- Complete Section 10 "Why? Function of the Target Behavior"

Challenging Behavior  
Expect Success

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