

# UNDERSTANDING THE FUNCTIONS OF BEHAVIOR

Name:

Date:

<b>Set Up</b>	<b>Set Off</b>	<b>Target Behavior</b>	<b>Reinforcers</b>
<b>Options Modifications Interventions &amp; Potential Support</b>			

**FUNCTIONAL ASSESSMENT OPTIONS**

<b>(3) SETTING EVENTS</b>	<b>(2) PREDICTORS, ANTECEDENTS</b>	<b>(1) PROBLEM BEHAVIORS</b>	<b>(4) APPARENT PURPOSE OR NEED BEHAVIOR SERVES TO AVOID OR OBTAIN</b>
<p><b>Physical health factors</b></p> <input type="checkbox"/> Impulsive <input type="checkbox"/> Self-stimulation, i.e., rocking, tapping <input type="checkbox"/> Overly active <input type="checkbox"/> Gets angry easily <input type="checkbox"/> Highly distractible <input type="checkbox"/> Anxious or fearful <input type="checkbox"/> Lacks sleep frequently <input type="checkbox"/> Ill often <input type="checkbox"/> Complains of physical pains frequently <input type="checkbox"/> Often hungry <p><b>Emotional factors</b></p> <input type="checkbox"/> Frequent conflicts with peers <input type="checkbox"/> Defiant to adults frequently <input type="checkbox"/> Lack of friendships <input type="checkbox"/> Gets angry easily <input type="checkbox"/> Loner <input type="checkbox"/> Frequently appears sad <input type="checkbox"/> Frequently victimized by peers <input type="checkbox"/> Lacks motivation for school or friendships <p><input type="checkbox"/> <b>Problems outside of school setting</b>  <input type="checkbox"/> <b>Family conflicts</b>  <input type="checkbox"/> <b>Alcohol/Drug problems in self</b>  <input type="checkbox"/> <b>Alcohol/Drug problems in family</b>  <input type="checkbox"/> <b>Other:</b> _____</p>	<p><b>Academic</b></p> <input type="checkbox"/> Whole class work <input type="checkbox"/> Receiving instruction <input type="checkbox"/> Preparing for task <input type="checkbox"/> Independent work <input type="checkbox"/> Small group work <input type="checkbox"/> Content too difficult <input type="checkbox"/> Length of assignment <input type="checkbox"/> New information <input type="checkbox"/> Instruction unclear for student <input type="checkbox"/> Finishes work quickly <p><b>Authority</b></p> <input type="checkbox"/> Males <input type="checkbox"/> Females <input type="checkbox"/> Regular teacher <input type="checkbox"/> Other staff (music, EAs) <input type="checkbox"/> Substitutes <p><b>Peer</b></p> <input type="checkbox"/> Problems with most peers <input type="checkbox"/> Problems with specific peers <input type="checkbox"/> With increased numbers of peers present <input type="checkbox"/> During less supervision <p><b>Procedure</b></p> <input type="checkbox"/> Transitions <input type="checkbox"/> Start-stop procedures <input type="checkbox"/> Less structured areas <input type="checkbox"/> Access to desirable objects, tasks or people i.e., can't wait <p><b>Communication</b></p> <input type="checkbox"/> Student lacks skills to indicate needs or wants clearly <p><input type="checkbox"/> <b>Other:</b> _____</p>	<p><b>Tunes Out Instruction</b></p> <input type="checkbox"/> Doesn't take instruction <input type="checkbox"/> Doesn't start assignment <input type="checkbox"/> Doesn't work consistently <input type="checkbox"/> Doesn't turn work in <input type="checkbox"/> Doesn't ask for help <input type="checkbox"/> Distracts others by talking to peers <input type="checkbox"/> Talks out frequently <p><b>Non-Compliance</b></p> <input type="checkbox"/> Simple refusal <input type="checkbox"/> Direct defiance <input type="checkbox"/> Escalates into temper outbursts <input type="checkbox"/> Argues <input type="checkbox"/> Inappropriate language <p><b>Problems with Peers</b></p> <input type="checkbox"/> Bully <input type="checkbox"/> Victim <input type="checkbox"/> Intrusive verbally <input type="checkbox"/> Intrusive physically <input type="checkbox"/> Peculiar behavior or communications <input type="checkbox"/> Escalating patterns <input type="checkbox"/> Takes other's belongings <p><b>Resists Changes</b></p> <input type="checkbox"/> Agitation <input type="checkbox"/> Refusal, verbal/physical <input type="checkbox"/> Appears confused or overwhelmed <input type="checkbox"/> Withdraws <input type="checkbox"/> Destroys property <p><input type="checkbox"/> <b>Inappropriate Behaviors</b></p> <p><input type="checkbox"/> <b>Other:</b> _____</p>	<input type="checkbox"/> Avoidance of task(s) <input type="checkbox"/> Avoidance of demands <input type="checkbox"/> Avoidance of correction <input type="checkbox"/> Avoidance of task(s) <input type="checkbox"/> Attention from adults <input type="checkbox"/> Attention from peers <input type="checkbox"/> Get an activity <input type="checkbox"/> Get an item <input type="checkbox"/> Avoidance of peer teasing

### SETTING EVENTS INTERVENTIONS

Involve family to obtain history and home behavior information  
Reassure safety frequently  
Modify setting to insure sense of safety  
Coordinate with community agent i.e., Mental Health Worker  
Teach social skills for inclusion, asking for assistance  
Offer small group for academic tasks or social opportunities  
Peer assistance  
Cross age tutoring  
Opportunities to build status with peers  
Involve student in decision making  
Task analysis-break down steps to beginning school day and modify as such  
Increase structure and support with preferred adult or peer  
Begin day with incentive schedule  
Picture schedule or organizing activity  
Daily check in group or with “coach”  
Identify clear expectations for positive behaviors  
Cost/benefit program fro acceptable and non-acceptable choices

### PREDICTORS/ANTECEDENTS INTERVENTIONS

#### Academic

Pinpoint specific problem  
Task analysis, break down steps for problem task expectations  
Modify content, length, time to perform tasks  
Modify seating  
Increase or decrease movement options  
Stimulate interest areas for student  
Allow peer help  
Teach organization skills  
Teach positive self-talk  
Teach communication skills:  
    How to get help, how to ask for a break, a quieter place  
    To recognize when help is needed  
Pre-teach academic expectation

#### Authority

Increase rapport  
Set goals for specific expectations  
Identify positive adults for student and increase access to them  
Look for ways to reinforce expected behaviors—3:1 positive to negative statements  
Response Cost Plan  
Allow limited (2) choices when giving directives  
Reinforce small steps toward compliance

#### Peer

Increase time with positive peers  
Decrease time with negative peers  
Cooperative learning options  
Teach social skills to improve peer interaction  
Teach verbal skills to meet social needs or wants  
Teach conflict management skills

#### Communication

Teach social skills to verbalize or signal need or want  
Prepare adults to recognize attempts to communicate

#### Procedure

Pre-teach steps to procedure  
Specify behavioral expectation  
Prepare for all changes  
Picture or written schedule of procedures  
Reassure verbally if fearful of change  
Over-request tasks with high degree of success prior to difficult procedure  
Allow peer assistance, e.g., “Hall Buddy”