Behavior Community of Practice
Week #4
Primary Session

Determining the Function of Behavior and Function Matched Interventions

Please Note:

- Use the chat or Jamboards (1 - 4) to post **general** comments and/or questions
- Session recordings & resources sent in follow up email when available
- Check email addresses when submitting
- Certificate of attendance: webinar registration **or** email deana.smith@wyo.gov a sign in sheet if attending in a group setting.
  - Use this link to submit PTSB hours:

https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Individual-Request-for-Credit-Form-01-12-2022.pdf

Jamboards

- If your last name starts with A - F, go to Board #1:
  https://jamboard.google.com/d/1EVnfVqsR5_kSM8XLXI1VPc8-EzF8osu_Ks5a2faTiio/edit?usp=sharing
- If your last name starts with G - L, go to Board #2:
  https://jamboard.google.com/d/1Av0nAELVhqeO9NGi_eB_YOT-GsFPr-4kz023PbJSvRU/edit?usp=sharing
- If your last name starts with M - R , go to Board #3:
  https://jamboard.google.com/d/1u_uAS0rqdIq-_37JOR5R8r5SNctOsi9VVbkbu_4DRq8/edit?usp=sharing
- If your last name starts with S - Z , go to Board #4:
  https://jamboard.google.com/d/1eO3ZWoOppKvSZFqttrYfhdvE-VF-okEU8juOfx-5axY/edit?usp=sharing

Learning Objectives

Participants will:

1. Understand behavior occurs for a reason
2. Learn four common "functions" of behavior
3. Learn to look at antecedents and consequences in relation to behavior
4. Hypothesize functions in real-life situations
5. Implement function-matched interventions

Objective #1:
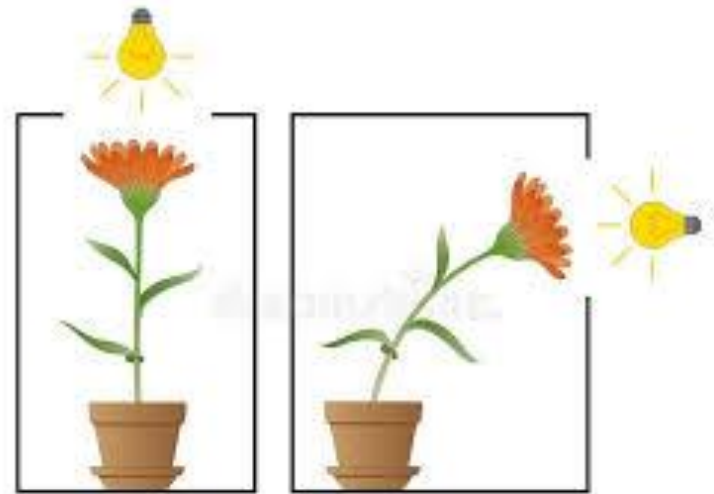
Understand behavior occurs for a reason

Behavior

- Behavior cycles/patterns
- Behaviors have functions
- Problem behavior has an underlying cause.
- Children will choose good behaviors if they can

Behavior

All living organisms choose the path of least resistance:

- Quickest resolution
- Least amount of effort
- Best reinforcers

Learn to be a detective

We need to ask "WHY" a behavior is occurring.

Objective #2:

Learn four common "functions" of behavior

Four Functions

Es-cah-pay — It's funny, it's spelled just like the word escape

1. Escape or Avoid: Get out of doing something
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- gain access to or removal from

Four Functions

Escape or Avoid: Get out of doing something

Examples

- **Go to work early (bx)** so I can leave early to **avoid traffic (function of my bx)**
- **Call in** sick to **avoid staff meeting**

Examples for your students?

Four Functions

Attention: Good or bad

Examples
- Complete report (bx) to gain recognition (function) at team meeting
- Talk out in class to make peers laugh

Four Functions

Tangible item or activity

Examples

- Go to work to get paid- go skiing

Four Functions

Sensory- gain access to or removal from

Examples

- Go to my room - grandkids running and screaming
- Listen to music/podcasts on long drives

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

The student **hums** "Jingle Bells" quietly to himself throughout the school day.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

You got a mosquito bite while at the park. You keep **scratching** it.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

Teacher reminds students to turn in homework prior to going out to recess. John turns in his homework.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

Katelyn asks the teacher if she can have a break **after** completing her assignment.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

Katelyn asks the teacher if she can have a break after completing two problems of the 10-problem assignment. The teacher gives permission.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

The class is lining up to come in from recess. Aaron gets out of line at the last minute and runs back to the playground and begins playing.

Functions practice

1. Escape or Avoid
2. Attention: Good or bad
3. Tangible item or activity
4. Sensory- access or removal

Derek was with his class at a school-wide assembly. A high school band was performing. Derek covered his ears and ran from the gym.

Objective #3:

Learn to look at antecedents and consequences in relation to behavior

Getting to the "why"

Look at potential antecedents - What happens prior to the behavior that sets the occasion for behavior to occur?

Consequences- Things that occur AFTER the behavior directly related to that behavior

- Maintain, Increase or Decrease FUTURE bx

Getting to the "why"

Environmental variables

- Lighting

- Temperature

- Medications, sleep, hunger

- Noise level/sounds

- Space

- Scents

Getting to the "why"

Context clues

- Where?

- When?

- Who?

- Specific subject?

- Unstructured time?

- Transitions?

Objective #4:

Hypothesize functions in real-life situations

Getting to the "why"

Rich was in the lunchroom where it is loud and there is no adult supervision. **Rich flipped his lunch tray over** and spilled the contents across the table. Another student ran and told the teacher. The teacher came and had Rich come back to the classroom and put his head down on his desk.

Getting to the "why"

Erin was in her 5th period Language Arts class. Her teacher handed out an essay writing assignment. Erin **put her head on her desk and fell asleep**. At the end of the class period, Erin's teacher told her she would need to take the assignment home to complete it.

Getting to the "why"

It is almost time for school to begin. Steven's teacher asks the children to come to the rug for calendar time. Steven runs around the room and screams, "No". The teacher ignores Steven and continues with the lesson.

Getting to the "why"

Angela sees her friends at recess playing with a jump rope. Angela runs over to the girls, takes the jump rope, and runs away. The girls run after Angela and take the jump rope back from her and tell her she is mean.

Collect data

- Take data (in the moment)
- A-B-C data- antecedents, consequences, subject, activity, environmental variables
- Clear and concise
- Subjective data tends to reflect problem behavior as much worse than it is.

Objective #5:

Implement function-matched interventions

Conjunction Junction

Match the function of behavior to an appropriate intervention.

If not, behavior change is short-lived.
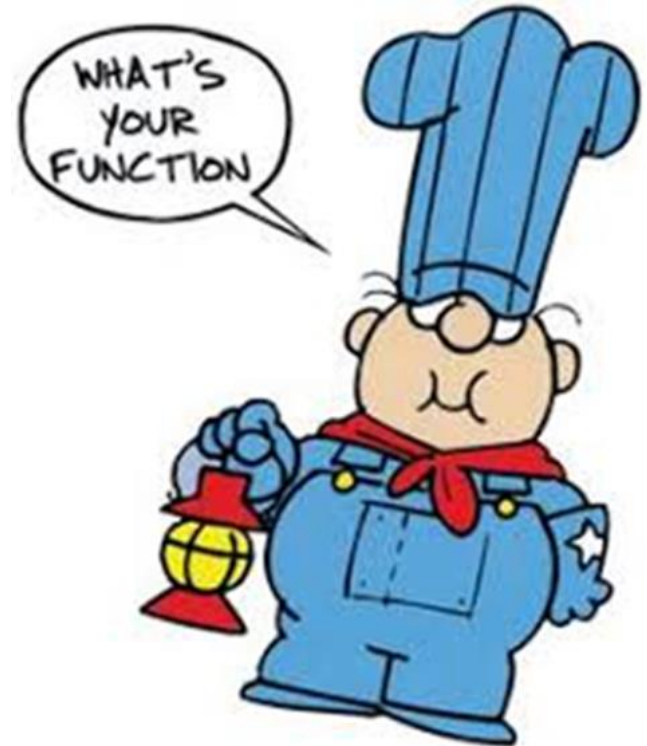
Getting to the "why"

Rich was in the lunchroom where it is loud and there is no adult supervision. **<u>Rich flipped his lunch tray over</u>** and spilled the contents across the table and floor. Another student ran and told the teacher. The teacher came and had Rich come back to the classroom and put his head down on his desk.

Getting to the "why"

What would you do first?

What if Rich's behavior continues or gets worse?

Getting to the "why" and "what now"

Hypothesized function = escape from environment

We need:

1. Function-Matched Interventions that meet his need to "Escape"
2. Antecedent interventions
3. Teach him "how" to escape appropriately

Getting to the "why" and "what now"

Function-Matched Interventions that meet his need to "Escape" the lunchroom

Current behavior: Flipping tray, spilling food

Replacement behavior: What behavior(s) do we want him to engage in to "escape"?

Ask for break, alternate location, headphones, seating options, ???

Getting to the "why" and "what now"

1. Function-Matched Interventions that meet his need to "Escape"
2. **Antecedent interventions- tied to antecedents!**
3. Teach him "how" to escape appropriately

Strategies to support PREVENTION

Adult supervision, reduce noise level

Getting to the "why" and "what now"

1. Function-Matched Interventions that meet his need to "Escape"
2. Antecedent interventions
3. **Teach him "how" to escape appropriately**

How do we do this?

Getting to the "why" and "what now"

FMI- Ask for break, alternate location, headphones, seating options, ???

Antecedent interventions-Adult supervision, reduce noise level

Teach- when he needs break, how to ask for a break/help/alternate location, etc., how to self-regulate, self-advocate, and more!

Getting to the "why" and "what now"

- Look at the data
- Collaborate with colleagues
- Collaborate with student
- Implement interventions
- Teach skills
- Watch the data
- How long?

Example

Erin was in her 5th period Language Arts class. Her teacher handed out an essay writing assignment. Erin **put her head on her desk and fell asleep**. At the end of the class period, Erin's teacher told her she would need to take the assignment home to complete it.

Example

Hypothesized function = escape from assignment

We need:

1. Function-Matched Interventions that meet need to "Escape/Avoid"
2. Antecedent interventions
3. Teach "how" to escape appropriately

Example

Function-Matched Interventions that meet desire to "Escape/Avoid" writing assignment

Current behavior: Sleeping

Replacement behavior: What behavior(s) do we want student to engage in to "escape/avoid"?

Break, ask for help, functional communication, reduce expectation, ???

Example

1. Function-Matched Interventions that meet need to "Escape/Avoid"
2. **Antecedent interventions**
3. Teach "how" to escape/avoid appropriately

Strategies to support PREVENTION

Sleeping- what ideas?

Example

1. Function-Matched Interventions that meet need to "Escape/Avoid"
2. Antecedent interventions
3. **Teach "how" to escape appropriately**

Example

It is almost time for school to begin. Steven's teacher asks the children to come to the rug for calendar time. Steven runs around the room and screams, "No". The teacher ignores Steven and continues with the lesson.

Example

Hypothesized function = attention - good or bad

We need:

1. Function-Matched Interventions that meet need for attention
2. Antecedent interventions
3. Teach "how" to get attention appropriately

Example

Function-Matched Interventions that meet desire to gain attention

Current behavior: Running, screaming

Replacement behavior: What behavior(s) do we want student to engage in to get attention?

Example

1. Function-Matched Interventions that meet need to get attention
2. **Antecedent interventions**
3. Teach "how" to get attention appropriately

Strategies to support PREVENTION

Gather on the rug…

Example

1. Function-Matched Interventions that meet need to get attention
2. Antecedent interventions
3. **Teach "how" to get attention appropriately**

Ideas—

Wrapping it up

1. Collect ABC data
2. Look at environment, antecedents, and consequences
3. Hypothesize function
4. Collaborate with others
5. Implement Function-matched interventions

Wrapping it up

6. Implement antecedent interventions to prevent behavior- tied directly to the antecedents

7. Explicitly and directly TEACH needed skills

8. Collect data

Remember, we are shaping new and better behavior, it is a process.

Review Objectives

Participants will:

1. Understand all behavior occurs for a reason
2. Learn four common "functions" of behavior
3. Learn to look at antecedents and consequences in relation to behavior
4. Hypothesize functions in real-life situations
5. Implement function-matched interventions

Weekly Challenge- Goal Setting

Thank you!

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ABC's and Function Questions

Define the behavior in observable and measurable terms- what do you see and hear?

Collect ABC data! Review and answer the following questions:

1. Where is the behavior most likely to occur?

2. Where is the behavior least likely to occur?

3. How often does this behavior occur?

4. Who is present? Staff, students, etc.

5. What was happening in the room (art, music, specific subject, transition, type of work demand- whole group, individual assignment, etc.)?

6. List any other environmental variables (noisy, hot, downtime, illness, etc.)

7. List any potential antecedents that may have set the occasion for the behavior to occur?

8. What event(s) occurred after the student engaged in the behavior?

9. What was said and done by others (teacher, students, other school staff)?

10. List any other consequences that occurred.

11. What did the student gain access to or escape or avoid by engaging in the behavior?

12. What is the hypothesized function of the behavior?

13. What are some ideas for Function-matched interventions?

14. What are some antecedent interventions (tied to antecedents)?

15. What skills need to be taught?