

# Behavior Community of Practice Week #4 Secondary Session

Determining the Function of Behavior and Function  
Matched Interventions

## Please Note:

- Use chat or Jamboards to post **general** comments and/or questions
- Session recordings & resources sent in follow up email when available
- Provide correct email addresses
- Certificate of attendance: webinar registration **or** email [deana.smith@wyo.gov](mailto: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

- Group #1 (A-K)

[https://jamboard.google.com/d/1MlrRgX5dZK1s6UwmGoE\\_cNQMrsdFRKeMaj5ByyLuMgE/viewer?f=0](https://jamboard.google.com/d/1MlrRgX5dZK1s6UwmGoE_cNQMrsdFRKeMaj5ByyLuMgE/viewer?f=0)

- Group #2 (L-Z)

<https://jamboard.google.com/d/1r0A69RL3tXyVbIV7MeW4TorPaC4LndFG9hb60h0Txjo/viewer?f=0>

# Learning Objectives

Participants will:

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

Objective #1:  
Understand behavior occurs for a  
reason

# Behavior

- Does not occur in a vacuum
- Serves a purpose
- Quick and easy solutions
- Find out “why” behavior is occurring
- Science has proven functional relations between antecedents, behavior, and consequences



## Objective #2:

Review and understand antecedents  
and consequences in relation to  
behavior

# ABC's review

Antecedents-things that happen prior to a behavior that may set the occasion for the behavior to occur

Behavior- something a person does that create observable and measurable changes in the environment

Consequences- things that happen after a behavior that either maintain, increase or decrease future behavior



# ABC Example

Teacher hands out math assignment- A

Student crawls under desk- B

Teacher tells student to get off the floor and get to work- C and A

Student yells, "Math is stupid."- B

Teacher reminds student to be quiet - C and A

Student yells louder- B

Teacher sends student to office- C

# ABC's review

Antecedents are important!

- Functional relations - manipulation of antecedents and consequences
- Antecedent interventions to prevent behavior
- Provides understanding of support needed
- Differentiation or modification of work
- “Child Find”

# ABC's review

Consequences are important!

- Behavior that continues is being reinforced in some way, usually inadvertently.
- Behavior that diminishes or stops has been punished- the consequence stopped the bx
- We can manipulate consequences but isn't as simple as antecedents, it also allows for the behavior to occur.



# ABC's review

Looking at antecedents and consequences allows us to:

- See patterns in behavior
- Understand why a behavior is occurring
- Turn bad behavior “off”
- Prevent future behavior
- Determine skill deficits and TEACH those skills

# Collect data

- Take data (in the moment)
- A-B-C data- antecedents, consequences, subject, activity, environmental variables
- Clear and concise



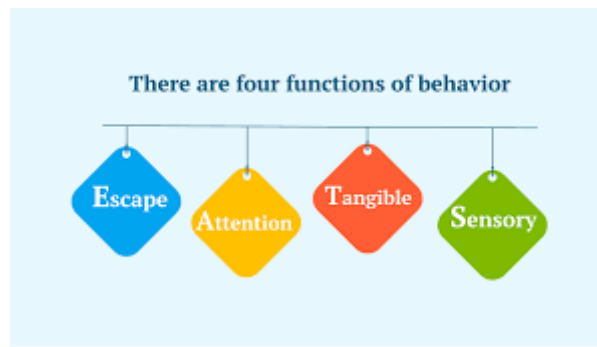
Remember, subjective data tends to reflect problem behavior as much worse than it is.

## Objective #3:

Learn four common “functions” of  
behavior

# Four functions

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

Examples of escape/avoid:

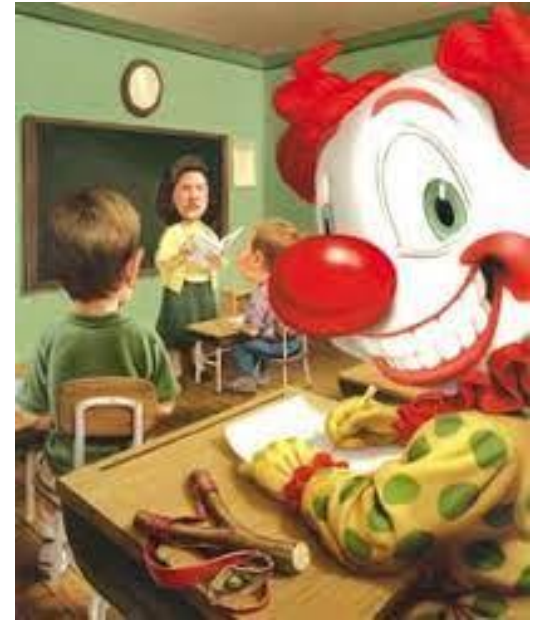
- Escape from class
- Avoid peer in the hallway
- Escape a writing assignment
- Avoid answering a question posed by teacher



# Four functions

Examples of attention: good or bad

- Class clown
- Swearing
- Telling jokes
- Talking to teacher or peers



# Four functions

Examples of access to tangible or activity

- Access to phone
- Assembly
- iPad
- After school dance

# Four functions

Examples of sensory- access to or removal from

- Pacing
- Noise cancelling headphones
- Taking a break
- Headphones with music



## Objective #4:

Hypothesize functions in real-life situations

## Example- Find the function

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

High school student telling off color jokes during class. Students, and even the teacher, are laughing.

# Example- Find the function

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

A student is tardy every day to your class.

## Example- Find the function

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

A student sleeps through your lesson.

## Example- Find the function

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

A student has their phone out, despite your reminders to put phone away.



# Example- Find the function

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

A student becomes agitated over the loud debate over the book.

## Objective #5:

Implement a variety of function-matched interventions

# FMI's

High school student telling off color jokes during class. Students, and even the teacher, are laughing.

Hypothesized function: Attention

Teach: HOW to get attention in appropriate ways and WHEN it is appropriate to do so.

# FMI's

## Attention:

- Scheduled activities to receive attention
- Times to receive attention: line up, take roll, tell appropriate jokes, hand-outs, helper
- Non-contingent reinforcement for attention
- Job or class responsibilities

# FMI's

- Peer tutoring
- Collaboration/partners
- Self-Management- CICO
- Behavior Contract
- Mystery Motivator- earn for class



# FMI's

A student is tardy every day to your class.

Hypothesized function: Escape

Need: Find out “why”

Teach: Ask for break, ask for help, ask for clarification or support on assignment



# FMI's

Escape:

- Modify instruction, change HOW content is presented
- Modify the task, is relevant? Interesting? FUN?
- Modify task difficulty and/or length

# FMI's

- Provide choice
- Structure graduated changes in activities
- Incorporate students interests
- Modify the mode- picture, vocal answers, games
- Increase OTR's



# FMI's

A student has their phone out, despite your reminders to put phone away.

Hypothesized function: Tangible item



Teach: Appropriate times to use phone, how to ask to check the phone, etc.

# FMI's

Tangible item or activity:

- Scheduled times to access phone
- Token economy or group contingency to “purchase” time
- Build it into the lesson- use phone for answering ?'s
- First do this, then you get phone
- Enrichment activities to increase engagement

# FMI's

A student becomes agitated over the loud debate over the book.

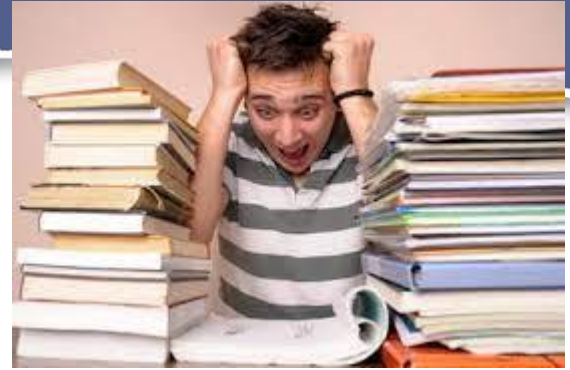
Hypothesized function: Sensory removal

Teach: How to recognize signs of escalation, how to take a break and use self-regulation strategies, etc.

# FMI's

## Sensory:

- Calming and/or self-regulation strategies
- Mindfulness activities or visuals
- Remove work demand - temporarily
- Access to headphones, weighted item, fidgets, seating options, music, etc.



# Problem Solving

1. ABC data collection
2. Hypothesize function of problem behavior
3. Look at the antecedents!
4. Implement antecedent interventions
5. Implement FMI's according to the function
6. Teach skills
7. Collaborate and collect data
8. Use data to guide future decisions

# ABC's and function worksheet

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

Collect 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?

# ABC's and function worksheet

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.)

# ABC's and function worksheet

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?

# Review Objectives

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# Weekly Challenge- Goal Setting

Take one or two!

Gradually change your own behavior for the better!



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