

Behavior Community of  
Practice  
Week #5  
Primary Session

## 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](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

- If your last name starts with A - F, go to Board #1:  
[https://jamboard.google.com/d/1EVnfVqsR5\\_kSM8XLXI1VPc8-EzF8osu\\_Ks5a2faTiio/edit?usp=sharing](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](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\\_uAS0rqdlq-\\_37JOR5R8r5SNctOsi9VVbkb\\_u4DRq8/edit?usp=sharing](https://jamboard.google.com/d/1u_uAS0rqdlq-_37JOR5R8r5SNctOsi9VVbkb_u4DRq8/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. Review
2. Successfully complete a case study

# Objective #1: Review

# Review

- Classroom management strategies to improve overall student behavior
- Supports for students who engage in power struggles, defiance, lack of motivation, noncompliance
- Data collection and how to use appropriate data to drive decisions for behavioral and functional behavior
- How to determine the function of a behavior and Function matched Interventions to support students

## Objective #2:

Successfully complete a case study

# Case Study: Background

Dakota is an 8-year-old child in the third-grade general education classroom. Dakota's teacher reports she is often late to school and does not eat breakfast prior to arriving. Dakota may come to school with a Pop tart and/or a soda about once a week but because she is late, she misses breakfast provided by the school. Dakota's mom is a single mother and works the graveyard shift at her job and reports it is difficult for her to wake up on time to get Dakota to school. Dakota's father and other family members are not active in her life.



# Case Study

Dakota struggles to engage in appropriate behavior throughout the school day. School staff report Dakota is receiving an “F” grade in most subject areas due to not being able to focus and is being motivated to complete her work. When assignments are given to Dakota, she will get out of her seat, walk around the classroom, and ask repeatedly to get a drink and/or use the restroom.

# Case Study

The teacher will allow Dakota to get a drink and use the restroom one time during time. Then the teacher redirects Dakota to the worksheet. Dakota will continue to walk around the classroom and ignore the teacher prompts. Eventually, the teacher tells Dakota to put the worksheet in her backpack and take it home for homework.

# Case Study

When classroom staff sends homework home with Dakota, it does not come back completed, despite repeated phone calls and emails sent home to Dakota's mother. This greatly contributes to her failing grades.

# Case Study

Dakota does not have friends and struggles to engage in appropriate conversations and play during recess, transitions, other less structured times. She has hit, pinched, and pushed peers on multiple occasions this school year so many students do not want to be her friend. She will chase other students during recess pretending to be a monster who will eat them!

# Case Study

Data show Dakota engages in the aggressive behaviors mostly during recess. School staff report there are only a few people who supervise recess and they are generally volunteers with little to no formal training. When Dakota is aggressive at recess, she goes to speak with the principal, calls her mom, and writes a “sorry note” to students she hurt.

# Case Study

1. What specific behaviors does Dakota engage in?
  - a. Out of seat, walk around classroom, and asks repeatedly to get a drink and/or use the restroom.
  - b. Hitting, pinching, pushing peers

# Case Study

2. What locations do the behaviors most often occur?
  - a. Classroom
3. What is happening in the environment when the behaviors occur?
  - a. Worksheet/independent work

# Case Study

4. List any other environmental variables (noisy, hot, downtime, illness, etc.)
  - a. Missing breakfast
  - b. Eating junk for breakfast
  - c. Late to school
  - d. Single mom w/no additional help



# Case Study

5. List any potential antecedents that may have set the occasion for the behavior to occur?
  - a. Given worksheet

# Case Study

6. What consequences occurred after the student engaged in the behavior? Reminder- consequences can increase, maintain, or decrease FUTURE behavior.
- a. Teacher allows to use restroom and get drink
  - b. Teacher redirects Dakota to start on the worksheet

# Case Study

7. What was said and done by others (teacher, students, other school staff)?
  - a. Staff tells Dakota to take the worksheet home for homework.

# Case Study

8. What did the student gain access to or escape or avoid by engaging in the behavior?
  - a. Avoiding worksheet

# Case Study

9. What is the hypothesized function of the behavior?
  - a. Escape from worksheet
  - b. Other ideas?

Sooooo, if the consequences provide her escape from the worksheet, this behavior will continue!

# Case Study

10. What are some ideas for Function-matched interventions for Escape/Avoid?
  - a. Ask for break
  - b. Ask for help
  - c. Communicate wants/needs
  - d. Assignment adjustments/modifications- meet her where she is

# Case Study

11. What are some antecedent interventions?

Antecedent: Worksheet—

# Case Study

12. What skills need to be taught?

Tie this to FMI's

Ask for break, ask for help, communicate  
wants/needs, assignment adjustments/modifications-  
meet her where she is



# Case Study

## Part 2:

1. What specific behaviors does Dakota engage in?
  - a. Out of seat, walk around classroom, and asks repeatedly to get a drink and/or use the restroom.
  - b. Hitting, pinching, pushing peers

# Case Study

2. What locations do the behaviors most often occur?
  - a. Recess, transitions
3. What is happening in the environment when the behaviors occur?
  - a. Play, free time, social interaction

# Case Study

4. List any other environmental variables (noisy, hot, downtime, illness, etc.)
  - a. Environmental variables at recess?!
  - b. Consider the environmental variables from earlier

# Case Study

5. List any potential antecedents that may have set the occasion for the behavior to occur?
  - a. What data should be collected and when?
  - b. No attention- peers do not want to play with her
  - c. No structure during recess
  - d. What else?

# Case Study

6. What consequences occurred after the student engaged in the behavior?
  - a. Speaks with the principal
  - b. Calls mom
  - c. Writing “sorry notes”

# Case Study

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

a. See previous slide

# Case Study

8. What did the student gain access to or escape or avoid by engaging in the behavior?
  - a. Access to attention- peers and adults
  - b. Escape recess
  - c. Escape class

# Case Study

9. What is the hypothesized function of the behavior?
  - a. Attention from peers
  - b. Attention from adults



# Case Study

10. What are some ideas for Function-matched interventions for Attention? How can Dakota get attention in appropriate ways at recess?
- a. Ask peers to play- her peers don't want to...?
  - b. Line leader, special recess activity, ...?
  - c. Increased supervision while we TEACH skills to all kids

# Case Study

11. What are some antecedent interventions (matched to the antecedents)?

- a. No attention- peers do not want to play with her
- b. No structure during recess

# Case Study

12. What skills need to be taught?

Tied to FMI's and antecedent interventions

- a. Appropriate communication, social interaction, asking to play, etc.
- b. Getting attention in appropriate ways
- c. Asking for help, ...

# Case Study

To summarize: We have a lot of work to accomplish!

How, when, and who can help?

All hands on deck! (in the beginning) - Teacher, principal, recess supervisors, other staff, ...

# Case Study

We want to implement the antecedent and function-matched interventions as much as needed in the beginning

**WHILE simultaneously**

# Case Study

TEACHING/INCREASING skills

Then

We can fade out the interventions- they will not be needed forever! Thank goodness!

## To summarize:

- Use information from previous weeks- both primary and secondary have different material
- Collect data
- Collaborate
- Don't wait to start- you can tweak the interventions as you go
- Don't keep doing things that aren't working
- Focus mostly on **TEACHING** rather than collecting data...

## To summarize:

- Meet the student where they are and provide as much support as needed to shape their better behavior
- Don't be coercive- i.e., keep redirecting the student to the worksheet until they clock you!
- Give support, compassion, and kindness



# Evaluation

Your feedback is valuable to us in helping to plan and provide future professional development.

Please complete the evaluation at the following link or QR Code provided:

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1787>



*Thank  
you!*

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