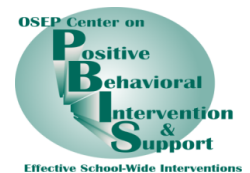


Function Based Thinking

The *Why* of Behavior



MU Center for SW-PBS
College of Education
University of Missouri



Outcomes

At the end of this session, you will be able to...

- Discuss function of behavior in terms of antecedent, behavior, and consequence.
- Complete a behavior pathway and develop a summary statement.
- Connect effective classroom practices to the function of behavior.
- Access tools for planning and monitoring classroom practices with function in mind.

How do People Learn to Behave?

- Modeling?
- Accident?
- Instinct?
- Condition?

Why do people continue using the behavior?

IT WORKS!

(ABC Training Curriculum, Borgmeier)

Three Big Ideas in SW-PBS

- Behavior is communication.
- Behavior errors can be corrected like academic errors.
- Behavior is functionally related to the teaching environment.

Before the *Why* -> The *What*

- Behavior is the *what*. What is the student doing that is causing a problem?
- We must describe the behavior in **observable, measurable** terms. This is operationally defining the behavior.

Operational Definition

“The student was disrespectful.”

“The student was disruptive.”

“The student was defiant.”

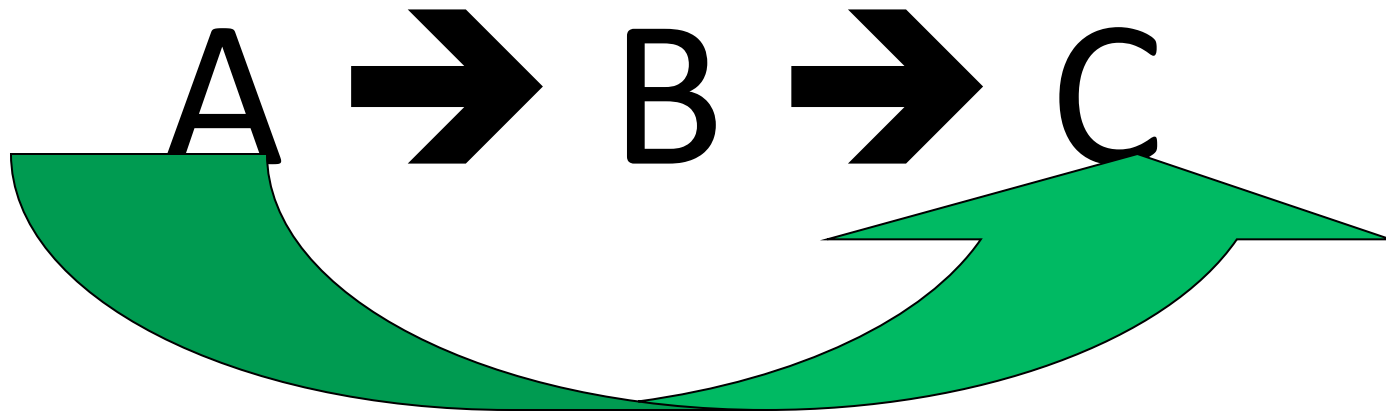


The student said, “I hate you,” when directed to line up for music.

The student banged his heels on the carpet and made grunting sounds during the read aloud.

The student continued to play with the iPad after being told to put it away in the cart.

Learning



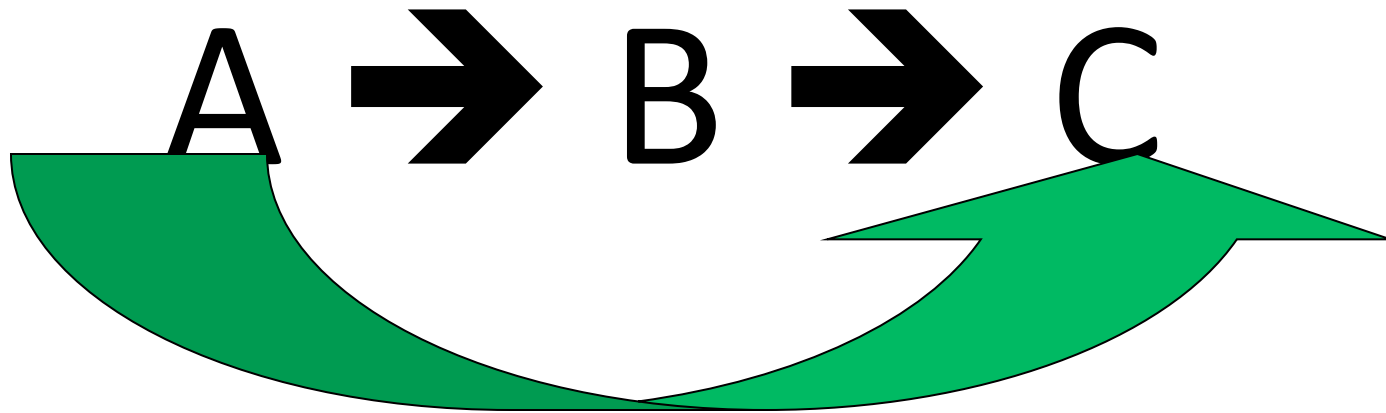
Student *Learns* through repeated experience, that under these specific **A**ntecedent conditions, if I engage in this **B**ehavior, I can expect this **C**onsequence

(ABC Training Curriculum, Borgmeier)

The Antecedent

- What happens right before a problem behavior occurs. Sometimes called the trigger or the stimulus.
- The student said, “I hate you,” when directed to line up for music.
- What was the antecedent?

Learning



Student *Learns* through repeated experience, that under these specific **A**ntecedent conditions, if I engage in this **B**ehavior, I can expect this **C**onsequence

(ABC Training Curriculum, Borgmeier)

The Consequence

- The consequence is what happens right after the problem behavior occurs.
- The student said, “I hate you,” when directed to line up for music. The teacher told the student to sit back down and had a talk with him when the class left for music.
- What was the consequence?

IMPORTANT!

- The consequence is simply the description of what happened right after the problem behavior.
- Avoid confusing consequence with punishment, reinforcement, etc.
- Use clear, descriptive, but *not subjective*, language.

Example: The student was sent to the office.

Non-example: The student got in trouble.

Outcomes

At the end of this session, you will be able to...

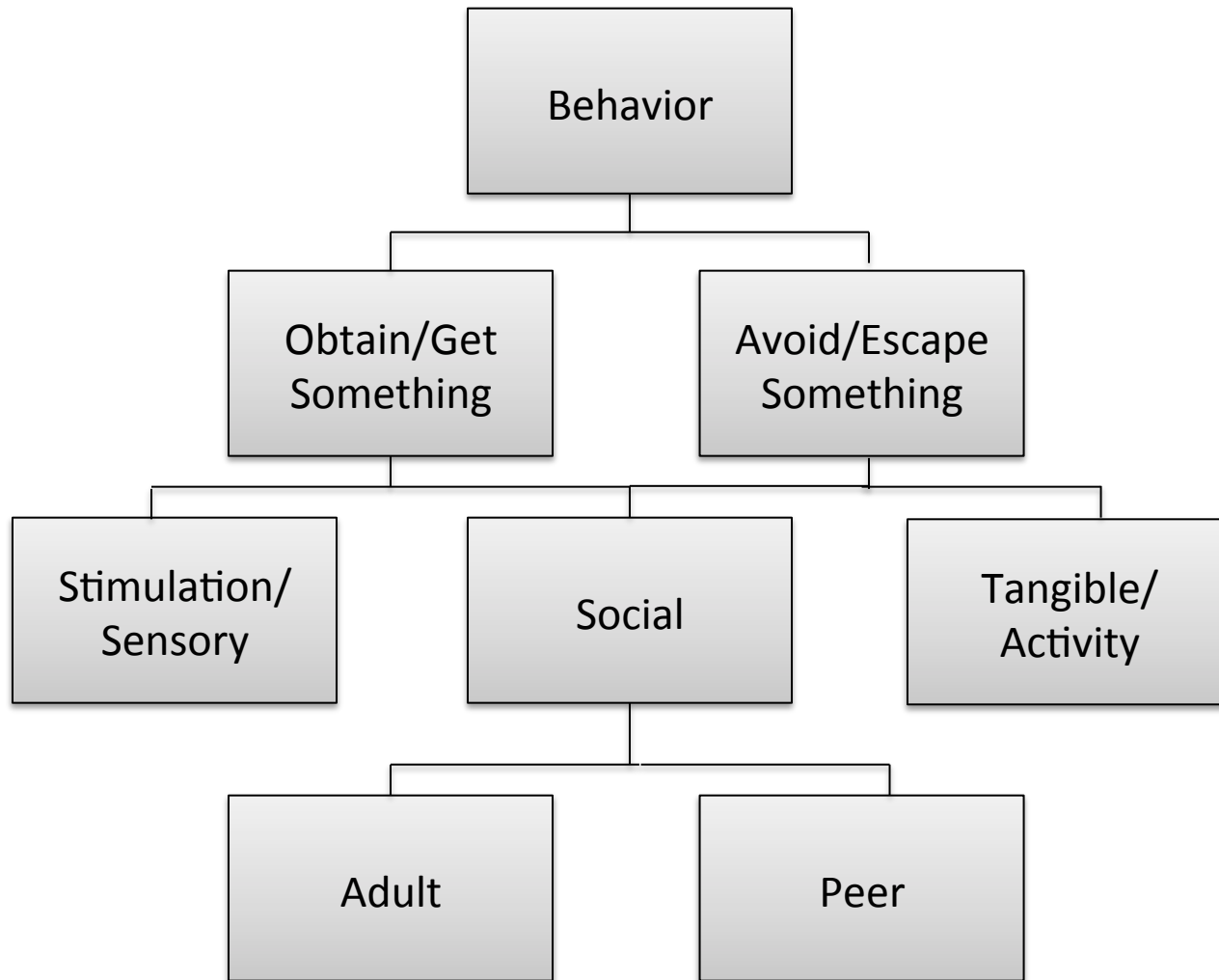
- ✓ Discuss function of behavior in terms of antecedent, behavior, and consequence.
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Behavior Pathway Diagram

A → B → C

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid:
Context	Antecedent	Problem Behavior	Response and Function

Functions of Behavior



Behavior Pathway Diagram

A → B → C

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid:
Math Class	Bill is asked to get out his math book and begin work	Bill will fold his arms, say "No," push his books to the floor and cuss.	The teacher will send him out of the class. Avoid the task

Behavior Pathway Diagram

A → B → C

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid:
First period class (science)	Ann is asked to get out her science book	Slam the book shut and shove it into her desk	Teacher will go to her and speak with her individually Obtain adult attention

Summary Statement

- Identifies predictable relationships between environmental variables and behavior

During _____ *(some context)*

When _____ *(some Antecedent condition occurs)*

student will _____ *(engage in a specific Behavior)*

because _____ *(a predictable Consequence will occur)*

therefore the function of the behavior is to
obtain /avoid _____ *(something in the environment)*
(choose one)



Bill folds his arms, says, “No!”, pushes his book and cusses.

Antecedents

Bill is directed to complete a math problem on the board.

Students are directed to independently complete 10 math problems.

Students are directed to get out the math book and turn to p. 124.

Students are directed to get out math assignment.

Behavior

Bill attempts the problem, but gets the wrong answer.

Bill tries two problems, then puts his pencil down.

Bill folds his arms and says, “No, I hate math!”

Bill pushes his book to the floor and says, “I don’t have any (expletive) work!”

Consequences

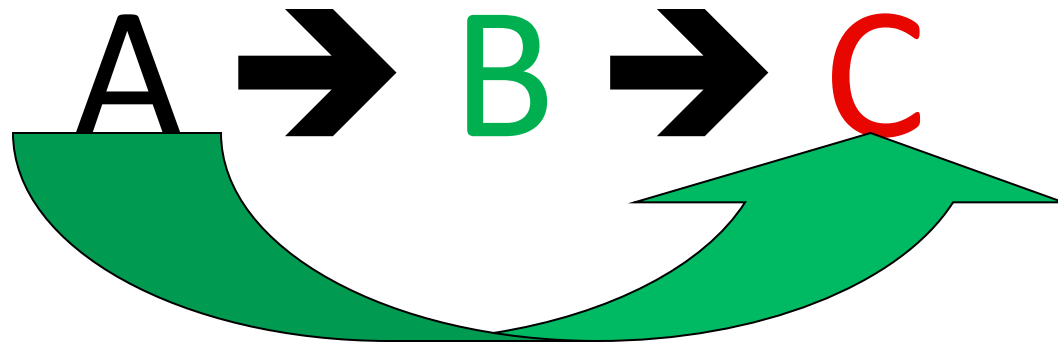
The teacher tells Bill to sit down and calls on another student.

The teacher says, “Get busy, you don’t want to have homework.”

The teacher sends Bill to timeout in the back of the room

The teacher sends Bill to the office.

Student w/ Problem Behavior



Bill has Learned that:

When (A) asked to get out his math book and begin work by his math teacher,
(B)ehavior, he will fold his arms and say, “No,” push his book off the desk and cuss

The (C)onsequence is: he is sent out of the classroom and does not have to
work on the math

Function = Avoid/Escape math work



**Luke shoves other students and takes their belongings out of their hands.
Why would he do this?**

Antecedents

Josh and Caleb are working on a project at the back of the room.

Four students are completing assignments at their desks.

The teacher is leading a group discussion about a rule for the class.

Three students are talking in class before work time.

Behavior

Luke walks to the back of the class and takes Caleb's pencil.

Luke walks past the students and pushes each chair.

Luke reaches over to the student beside him and takes his paper.

Luke walks by the students and shoves one boy into another.

Consequences

Caleb loudly says, "Hey, give me my pencil back!"

Three of the four students say, "Luke, get outta' here."

The student whispers, "Get your hands off my stuff."

The students loudly say, "You're gonna' get it!"

Behavior Pathway Diagram

A → B → C

During:	When:	Student will:	Because: Therefore the function is to obtain/avoid:
Group Activity	Students are interacting in a group	Shove peers or take things from peers	His peers will speak to him Obtain peer attention

Summary Statement

- Based on teacher report
- Identifies predictable relationships between environmental variables and behavior

During Any type of group activity

When Other students are interacting

student will Shove others or take their materials

because They respond to him

therefore the function of the behavior is to

obtain/avoid

Peer attention

(choose one)

Outcomes

At the end of this session, you will be able to...

- ✓ Discuss function of behavior in terms of antecedent, behavior, and consequence.
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- Connect effective classroom practices to the function of behavior.
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So what?

- Understanding the ABCs of behavior allow us to plan for all levels of SW-PBS.
- Remember:
 - Behavior is communication.
 - Behavior errors can be corrected like academic errors.
 - Behavior is functionally related to the teaching environment.

The Science of Behavior



Antecedent	Behavior	Consequence	
<p>Conditions or circumstances that increase the probability of a behavior occurring.</p> <ul style="list-style-type: none">• <i>Teach and practice classroom expectations</i>• <i>Use clear procedures and routines</i>• <i>Active supervision</i>• <i>Opportunities to respond</i>• <i>Provide choices</i>	<p>An observable act. What the student does. The actions or reactions to the antecedents.</p> <ul style="list-style-type: none">• <i>Student engagement</i>• <i>Task completion</i>• <i>Expected classroom behaviors</i>	<p>The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.</p> <ul style="list-style-type: none">• <i>High rates of specific positive feedback</i>	
MO SW-PBS			

The Science of Behavior



Antecedent

Behavior

Consequence

Conditions or circumstances that increase the probability of a behavior occurring.

Example:

Routine is established for choosing a partner. Teacher provides pre-correct about moving to partner work.

Teacher monitors students as they move into groups.

An observable act. What the student does. The actions or reactions to the antecedents.

Example:

Students quickly and quietly get with their partners and begin working on assignment.

The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.

Example:

Teacher gives positive specific feedback for successful behavior.

Students are more likely to repeat their success in the future.

Outcomes

At the end of this session, you will be able to...

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Positive Behavior Support Planning Checklist

Positive Behavior Support Planning Checklist And Teacher Self-Assessment

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with school-wide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have used the Create Your Classroom Routines Checklist to develop my classroom routines. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4:1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).

Positive Behavior Support Planning Checklist And Teacher Self-Assessment – Page 2

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level. <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly use wait time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities.

Contact Information

Remember to follow MO SW-PBS on social media!



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