

# It's All Fun and Games Until Your Teacher Figures Out Your Function

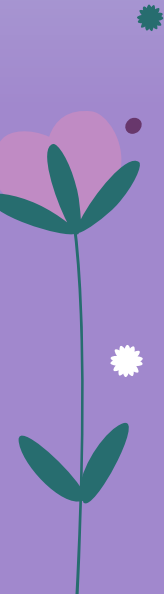
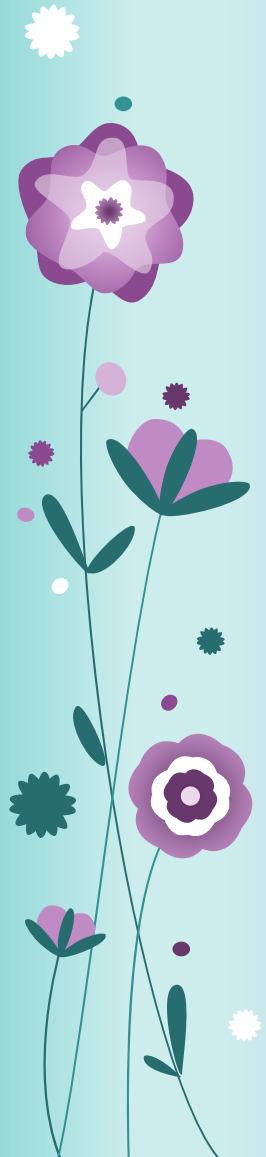
Summer Institute 2018

Jeanie Carey and Rebecca Roberts



# Attention Signal

## Give Me Five!





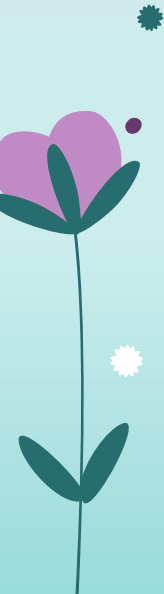
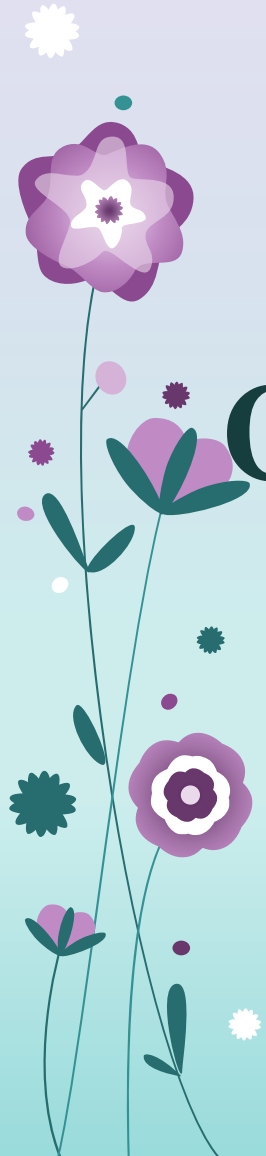
**Intention**

**BEHAVIOR IS  
COMMUNICATION.**

**BEHAVIOR IS LEARNED.**

**BEHAVIOR ERRORS CAN BE  
CORRECTED LIKE ACADEMIC  
ERRORS.**

**BEHAVIOR SERVES A  
PURPOSE.(ITS PURPOSE IS  
ITS FUNCTION.)**



# Why Do People Behave?

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

*Why Do People Continue Behaving?*

**IT WORKS!**

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

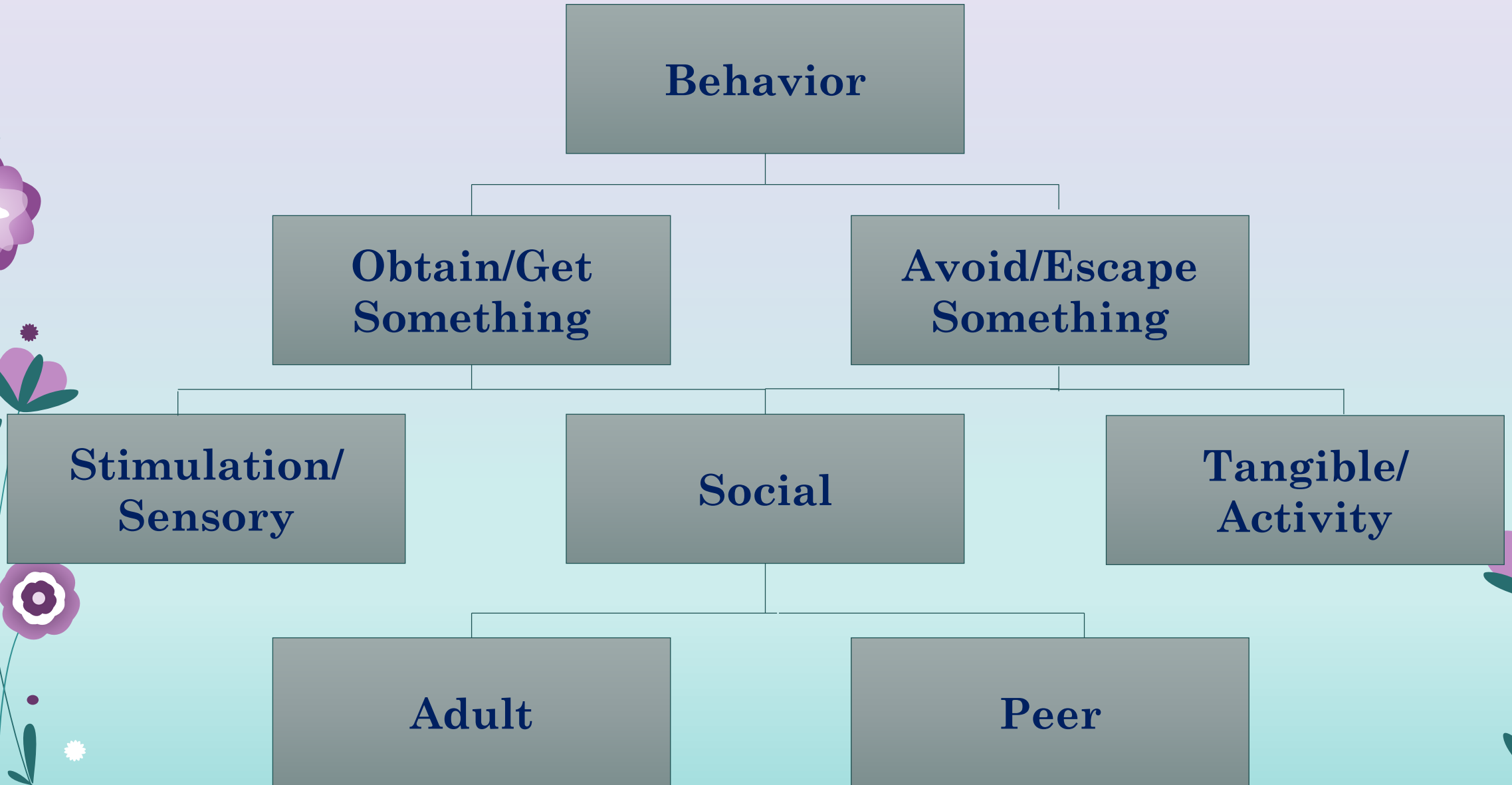
A → B → C



Student Learns through repeated experience, that under these specific Antecedent conditions, if I engage in this Behavior, I can expect this Consequence

(ABC Training Curriculum, Borgmeier)

# Functions of Behavior





**A → B → C**

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.

**A →**

**B →**

**C**

**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.**

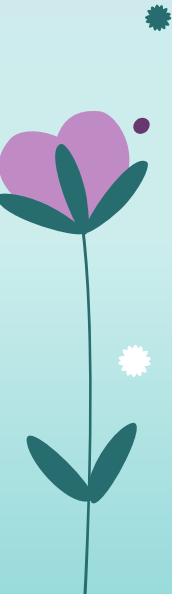
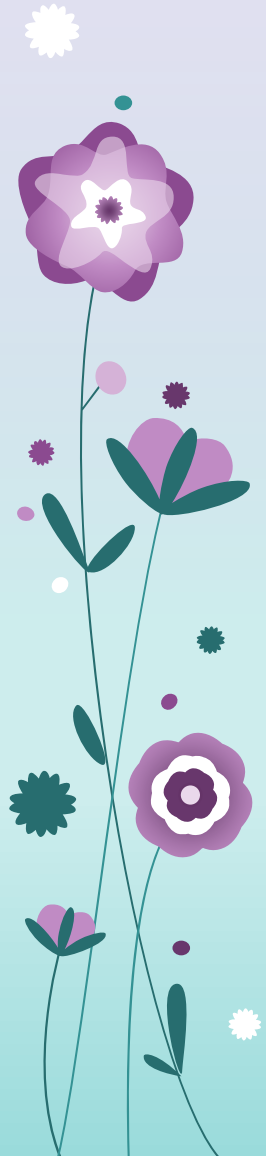
### **Consequences**

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

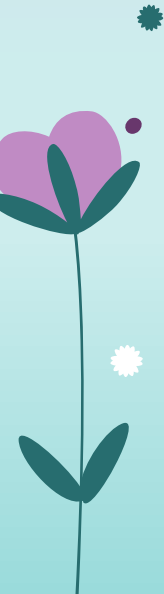
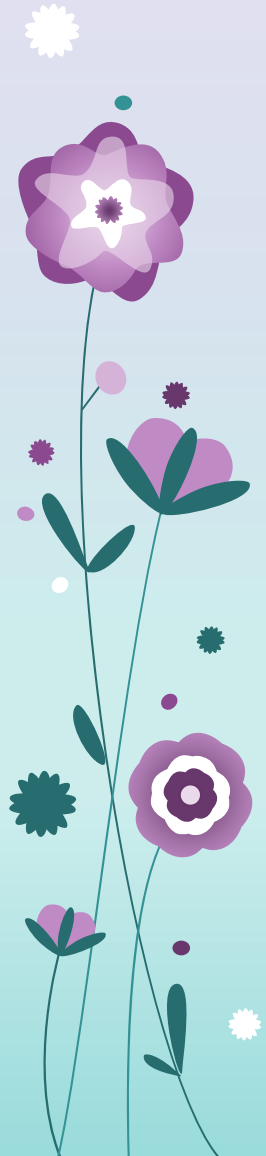
**Three of the four students say, "Luke, get outta' here."**

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

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

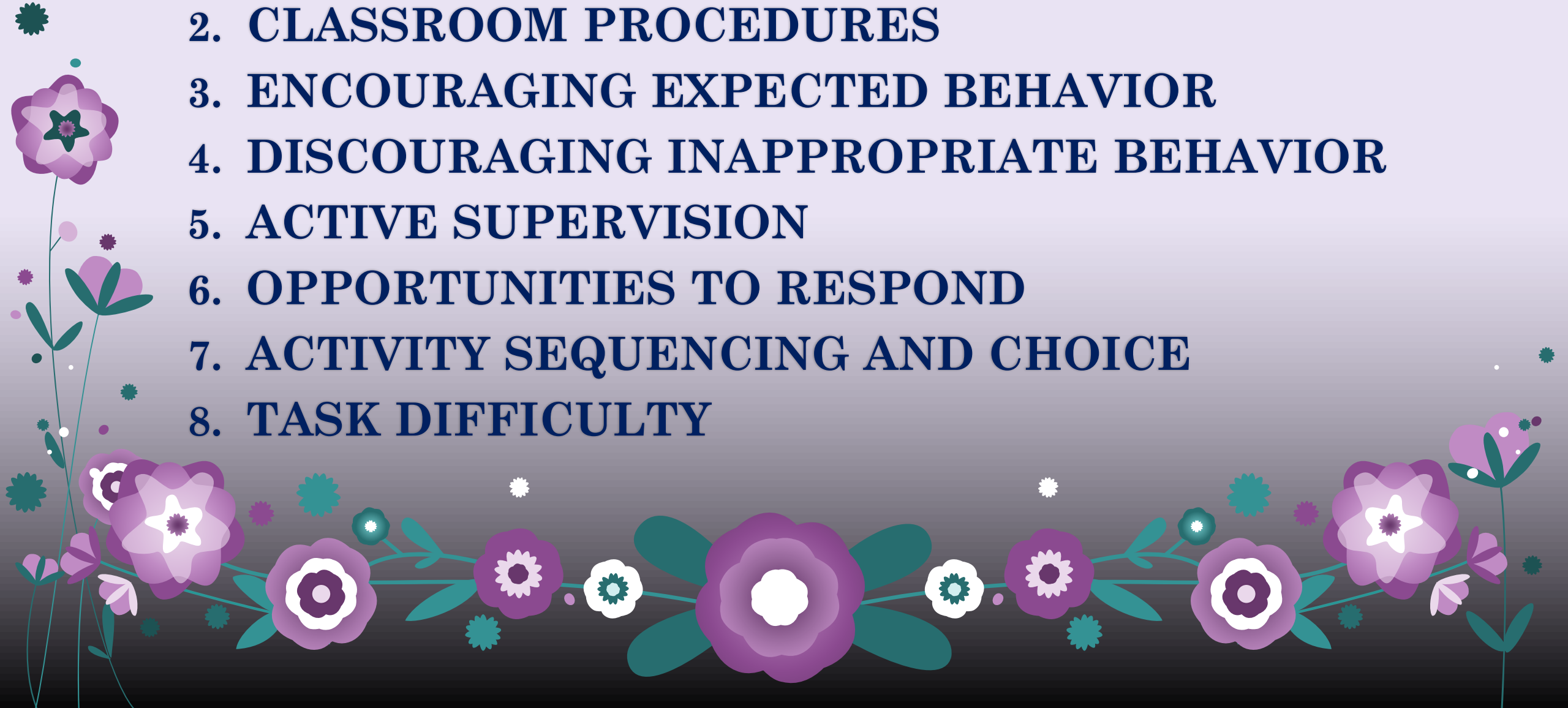


Let's take a look at the  
most frequent functions  
of behavior.



# 8 Effective Classroom Practices

1. **CLASSROOM EXPECTATIONS**
2. **CLASSROOM PROCEDURES**
3. **ENCOURAGING EXPECTED BEHAVIOR**
4. **DISCOURAGING INAPPROPRIATE BEHAVIOR**
5. **ACTIVE SUPERVISION**
6. **OPPORTUNITIES TO RESPOND**
7. **ACTIVITY SEQUENCING AND CHOICE**
8. **TASK DIFFICULTY**

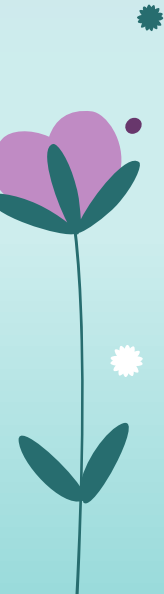
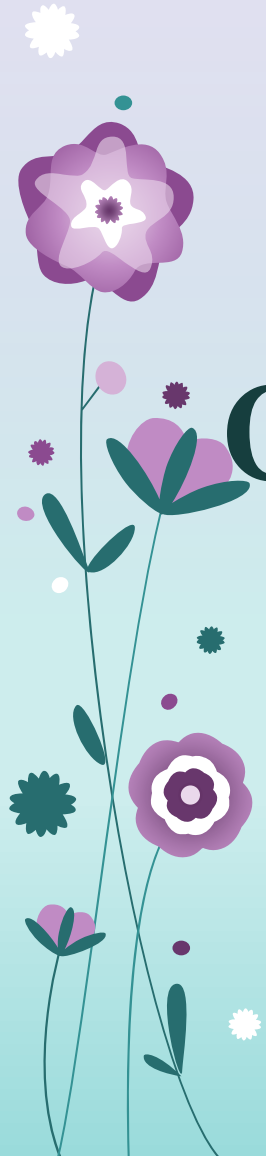


**BEHAVIOR IS  
COMMUNICATION.**

**BEHAVIOR IS LEARNED.**

**BEHAVIOR ERRORS CAN BE  
CORRECTED LIKE ACADEMIC  
ERRORS.**

**BEHAVIOR SERVES A  
PURPOSE.(ITS PURPOSE IS  
ITS FUNCTION.)**



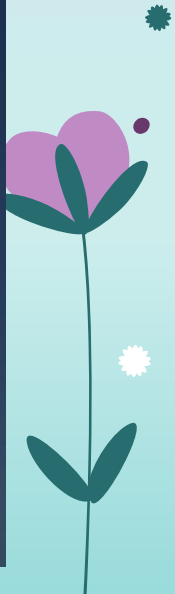
• We CANNOT make kids behave!

• We CAN...

• Create environments to increase the likelihood they will behave according to our expectations.



Intention





# CONTACT INFORMATION

- JEANIE CAREY

[CAREYJE@MST.EDU](mailto:CAREYJE@MST.EDU)

- REBECCA ROBERTS

[ROBERTSRA@MST.EDU](mailto:ROBERTSRA@MST.EDU)

