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

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Attention Signal

Give Me Five!
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

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions or circumstances that increase the probability of a behavior occurring.</td>
<td>An observable act. What the student does. The actions or reactions to the antecedents.</td>
<td>The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.</td>
</tr>
</tbody>
</table>
| - Teach and practice classroom expectations  
- Use clear procedures and routines  
- Active supervision  
- Opportunities to respond  
- Provide choices | - Student engagement  
- Task completion  
- Expected classroom behaviors | - High rates of specific positive feedback |
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

- Obtain/Get Something
- Avoid/Escape Something

- Stimulation/Sensory
- Social
- Tangible/Activity

- Adult
- Peer
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<td>Bill is directed to complete a math problem on the board.</td>
<td>Bill attempts the problem, but gets the wrong answer.</td>
<td>The teacher tells Bill to sit down and calls on another student.</td>
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<tr>
<td>Students are directed to independently complete 10 math problems.</td>
<td>Bill tries two problems, then puts his pencil down.</td>
<td>The teacher says, “Get busy, you don’t want to have homework.”</td>
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<tr>
<td>Students are directed to get out the math book and turn to p. 124.</td>
<td>Bill folds his arms and says, “No, I hate math!”</td>
<td>The teacher sends Bill to timeout in the back of the room.</td>
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<tr>
<td>Students are directed to get out math assignment.</td>
<td>Bill pushes his book to the floor and says, “I don’t have any (expletive) work!”</td>
<td>The teacher sends Bill to the office.</td>
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Bill folds his arms, says, “No!”, pushes his book and cusses.
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!”
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
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