# *Why* to *What*

Instructions: Look at the data pattern in the first column, and the inference in the second, to brainstorm a strategy or set of strategies to differentiate academic and/or behavior instruction for these students. The diagram below the table may help.

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| Data Pattern | Possible Inference(s)  (Function of Behavior) | Possible strategy or strategies |
| There is no relationship between students engaged in unexpected behaviors and their scores on the academic assessment. | * Student behavior is not caused by academic deficiency * Students do not know the expected behavior * Students are not fluent in the expected behavior * Students are seeking adult or peer attention * Students are avoiding adult or peer attention |  |
| Students who engage in unexpected behaviors also score low on the academic assessment. However, there does not appear to be a relationship between the demands of the academic assessment, the demands of the activities when unexpected behaviors occur, or the consequences that follow the unexpected behaviors. | Behavior does not appear to be escape motivated, but may be interfering with learning |  |
| There is a relationship between student scores on the academic assessment and the students who engage in unexpected behaviors; there is a relationship between academic demands of the academic assessment, academic demands of the activity during which unexpected behaviors occur; behaviors result in disruption of instruction and/or removal from instruction. | Lack of academic skills are resulting in avoidance motivated behaviors. |  |
| Students who engage in unexpected behavior score high on the academic assessment. | Students are not challenged or are bored. |  |