Making Decisions from Academic and Behavior Data

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| Pattern | Possible Inference(s)(Function of Behavior) | ETLP(s) for Differentiation |
| 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
 | * Teach Expectations and Rules
* Practice Expectations and Rules
* Teach Procedures and Routines
* Practice Procedures and Routines
* Reinforce behavioral expectations
* Discourage unexpected behaviors
* Increase opportunities to respond
* Increase active supervision
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| 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
 | * Address academic knowledge or skill deficits
* Reteach and practice behavior expectations
* Reteach and practice procedures and routines
* Reinforce expected behavior
* Discourage unexpected behavior
* Increase active supervision
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| 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
 | * Task sequencing and choice
* Adjust task difficulty (i.e. modality of instruction; modality of expression)
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| Students who engage in unexpected behavior score high on the academic assessment  | * Students who are proficient may need extended learning opportunities
 | * Provide opportunities to extend learning
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