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 |
| 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 |
| 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) |
| 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 |