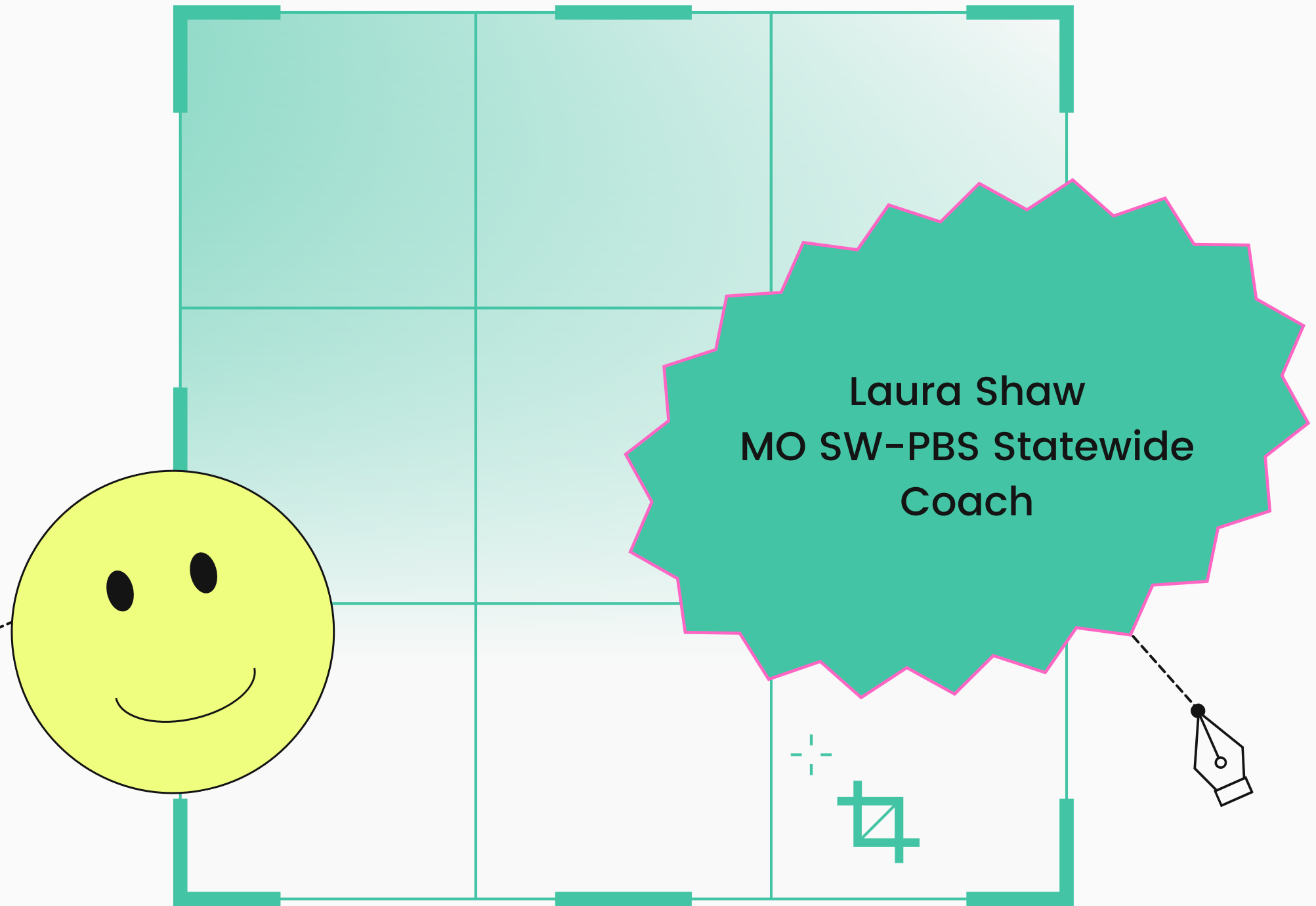
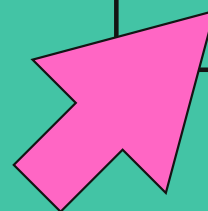


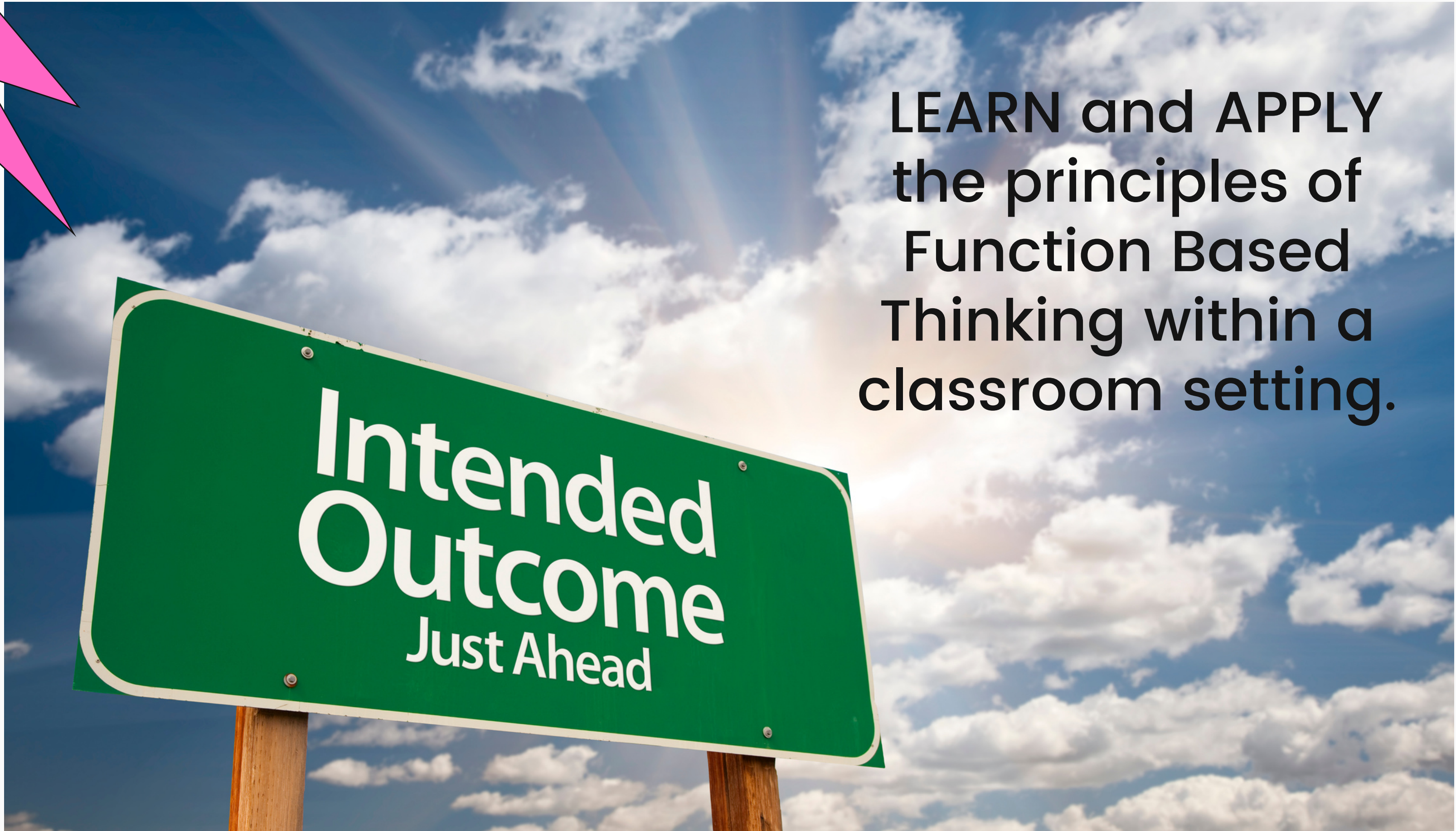
What's the Function?





**Statewide Coach
District Facilitator
Reading Interventionist
Elementary Teacher**



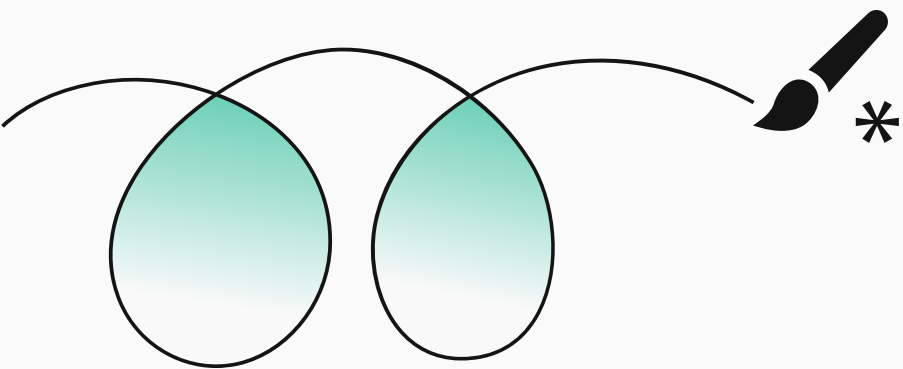


**LEARN and APPLY
the principles of
Function Based
Thinking within a
classroom setting.**

...

Reflective Question

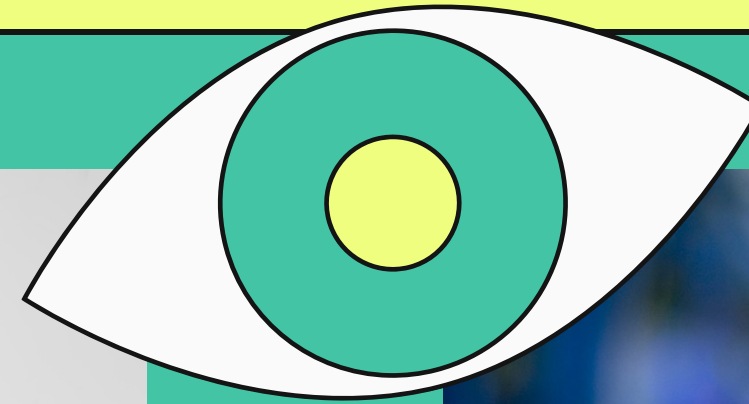
Do my
actions/reactions
positively or
negatively reinforce
student behaviors?



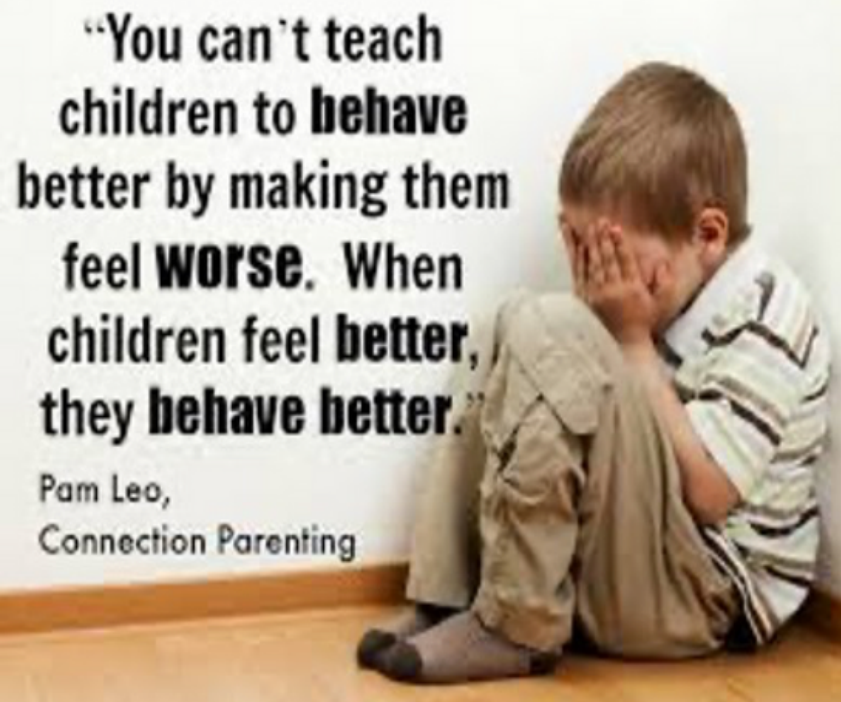
I've never
thought about
it like that
before!



... What are common unexpected behaviors you see?

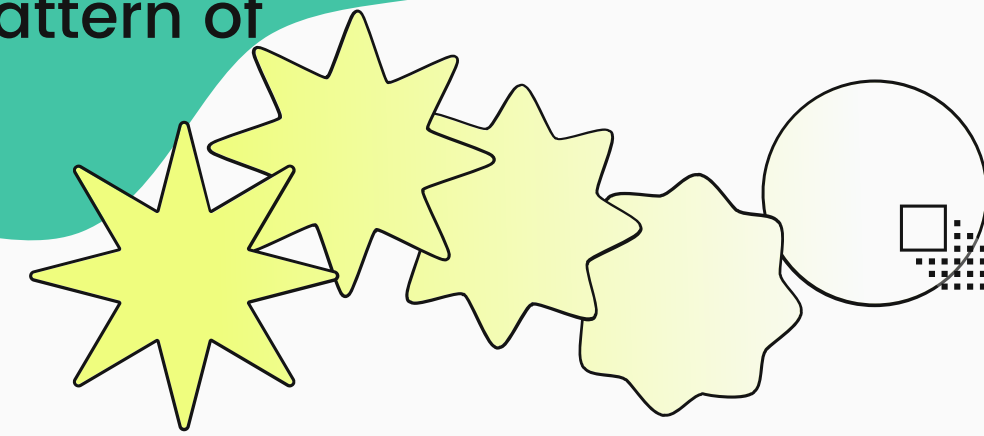


Behavior is Functional



- does not occur in a vacuum
- serves a purpose
- governed by consequences that follow them
- is learned
- is a form of communication

We can't make a person change, BUT we CAN shape the environment to increase the likelihood that a student will change from a pattern of unexpected behavior to one of expected behavior.



...

Behavior is Functional

Function of Behavior

PROBLEM BEHAVIOR

Positive Reinforcement

Obtain/Get Something

Escape/Avoid Something

Negative Reinforcement

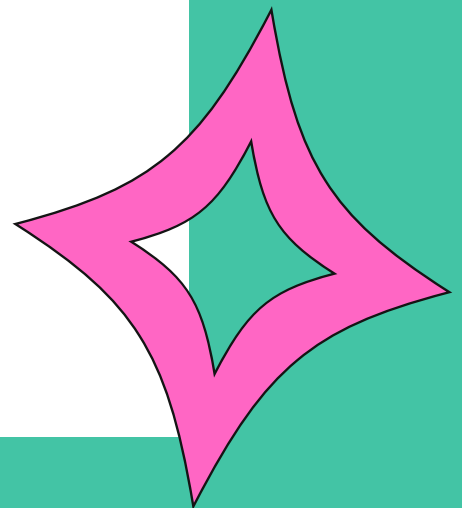
Stimulation/Sensory

Social

Tangible/Activity

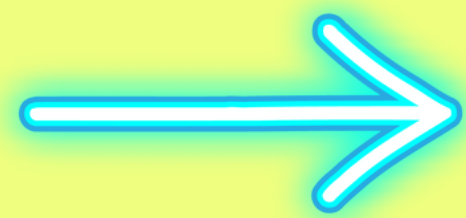
Adult

Peer

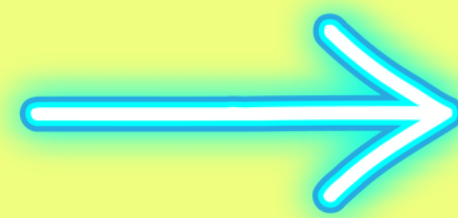


...

A



B



C



conditions or circumstances that increase the probability of a behavior occurring



an observable act, what the student does, the actions or reactions to the antecedents



the resulting event or outcome that occurs immediately following the behavior, impacts future occurrence of the behavior

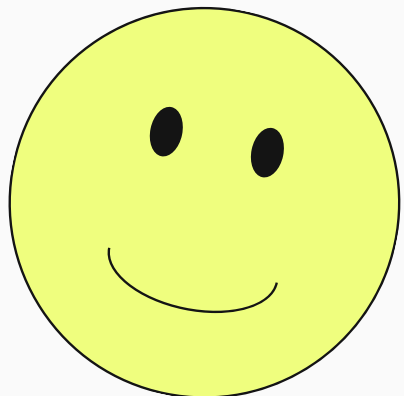
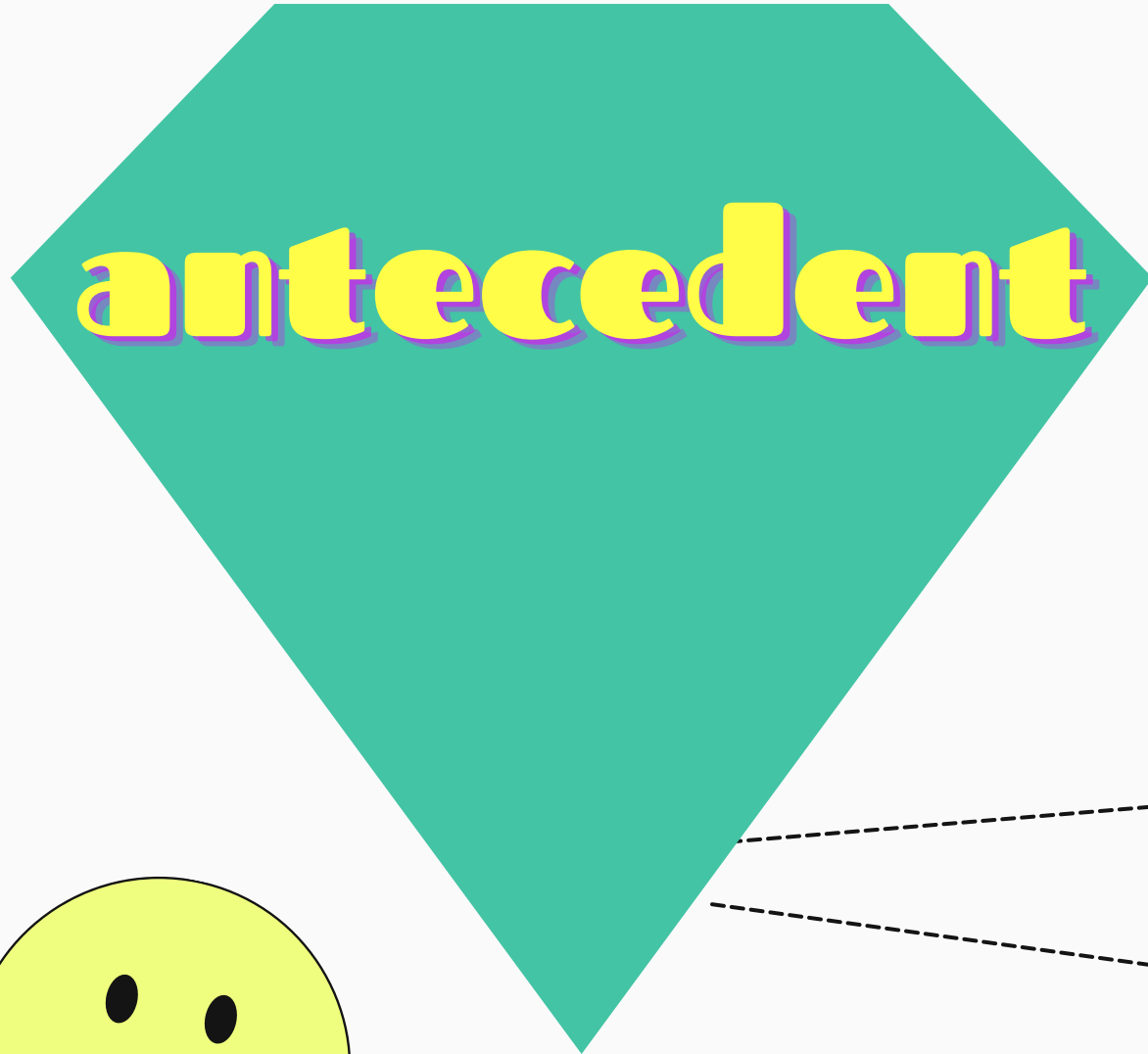
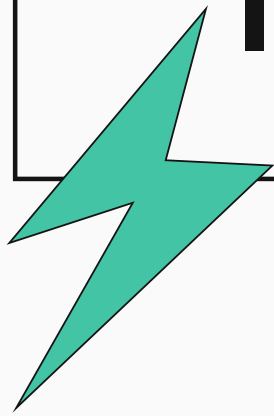


behavior

Define the Problem Behavior (B)

- Define the problem behavior specifically. It should be observable and measurable
- Example: student call others names, hits, pinches, or kicks
 - Non-example - inappropriate to peers

Identify Specific Antecedent (A)



- difficult task
- peer/adult attention / interaction
- transitions
- lack of access/availability of specific item or activity/task
- lack of peer/adult attention/interaction
- avoidance of specific activity/task



Identify the Consequence (C)

Was the student removed from the task/activity?

What did peers do? – look, laugh, talk, walk away

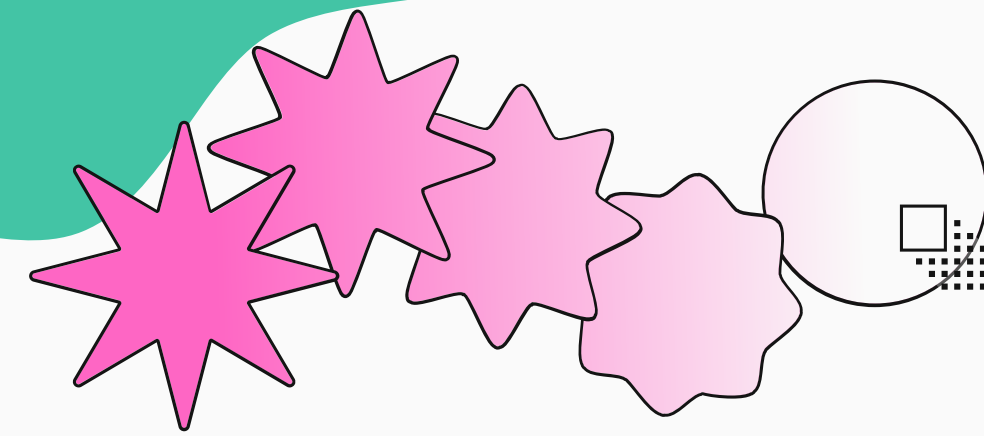
What did the teacher do?

- redirect the student,
- ignore the student,
- tell the student to go to another area in the room,
- tell the student to go to another area in the school

WHAT DID THE STUDENT GET OUT OF THE BEHAVIOR?

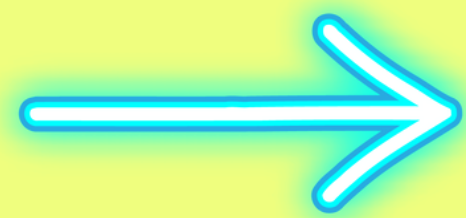
Bill often says he hates math. One morning he refused to open his math book or get out his notebook and just sat there. The teacher reminded him to get started. He said he hated math and folded his arms.

The teacher approached him and said that he needed to get ready for math or he would have to do it during the break. He then pushed the math book on the floor and said he was not going to do any ... (expletive) math. The teacher sent him to the office for noncompliance and disrespect.

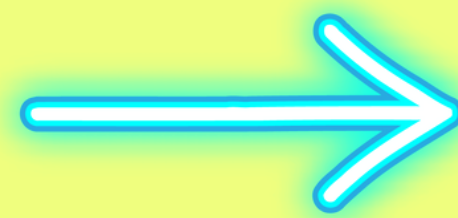


...

A



B



C



student was asked to begin his math work

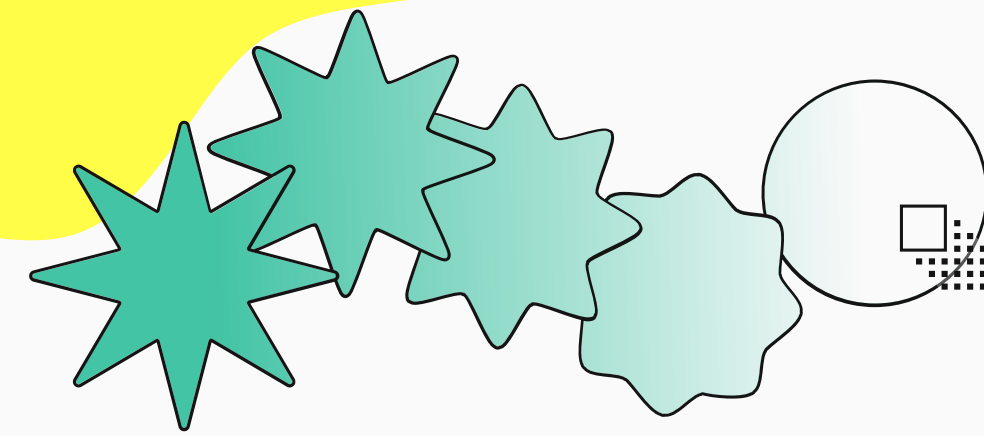


student refused to work, pushed his book on the floor, used inappropriate language



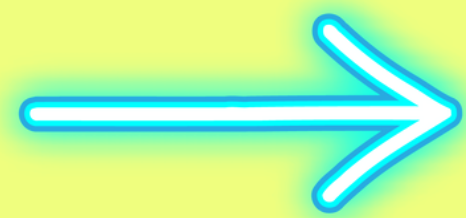
student was removed from the classroom and sent to the office

Ann was having a bad day. Before school, three girls had ignored Ann's attempts to join in a conversation. In the first period, she did not get out her materials and mumbled that she never got any help. The teacher came over to help her get ready to work. The teacher talked with her and asked her to get out her science book. Ann got out the book while the teacher was by her. As soon as the teacher walked away, Ann slammed the book shut and shoved it back under her desk. The teacher went back to her and Ann got out her book.

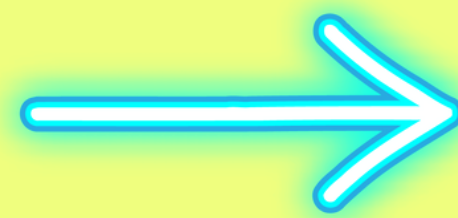


...

A



B



C



student was left out of a conversation with peers



student slammed book shut and shoved the book under the desk



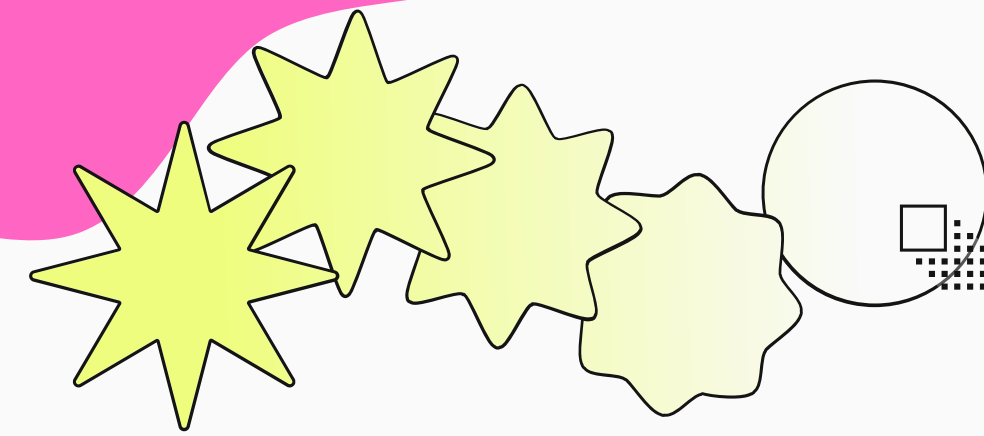
teacher went over to student



You do...

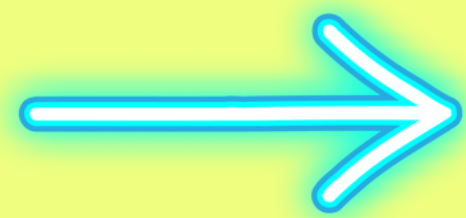
After teaching the math lesson, the teacher has sent students to work independently on their math practice.

Joe sees the page full of double-digit math problems. He gets frustrated, throws his pencil and rips his paper. The teacher sends him to the office.

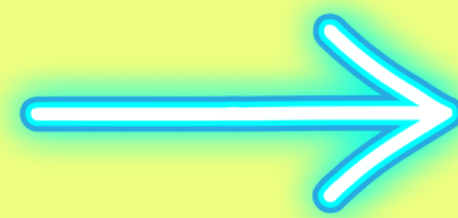


...

A



B



C



student was asked to solve math problems independently



student throws his pencil and rips his paper



student is sent to the office

Understanding WHY allows us to manipulate situations to get different results

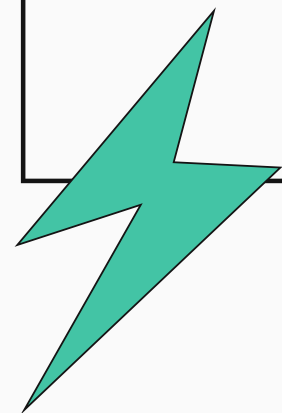


It's all fun and games until someone figures out the function of your behavior.

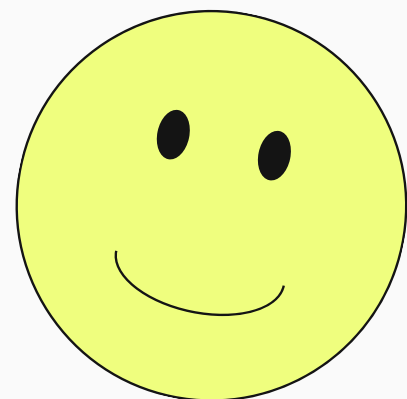


som^{ee}cards
user card

Feed the Function



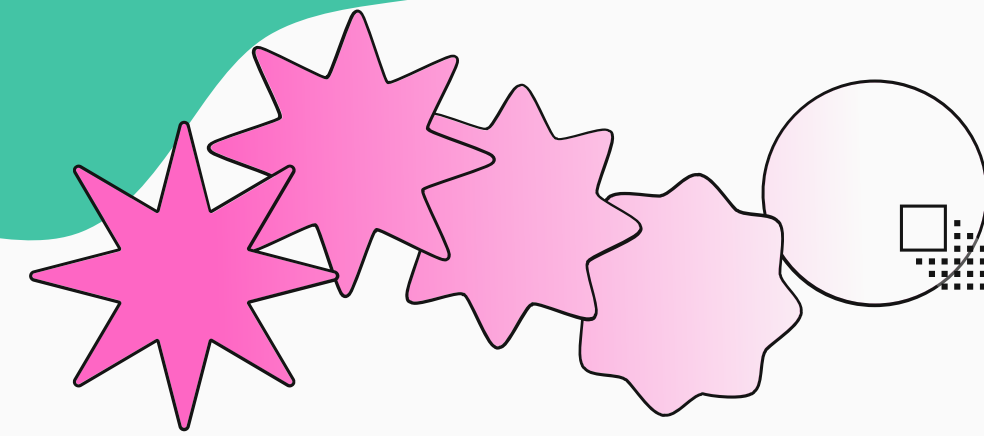
Use the
function
to:



- prevent the problem behavior from occurring
- teach or pre-correct for the desired behavior
- determine consequence strategies

... Antecedent Strategies - Attention Seeking

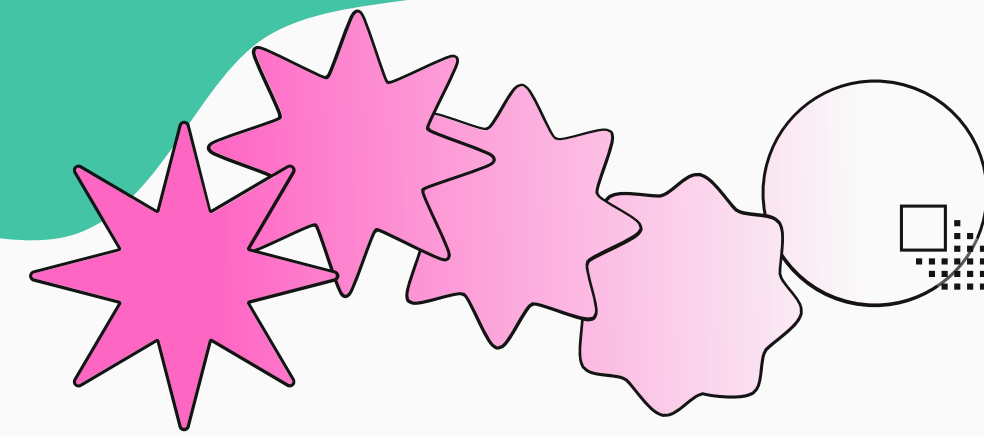
- increase positive recognition
- give student leadership responsibility or a class "job" that requires interaction with staff
- increase positive home/school communication
- increase opportunities to respond
- increase active supervision
- increase opportunities for peer interaction



...

Antecedent Strategies - Avoid Task

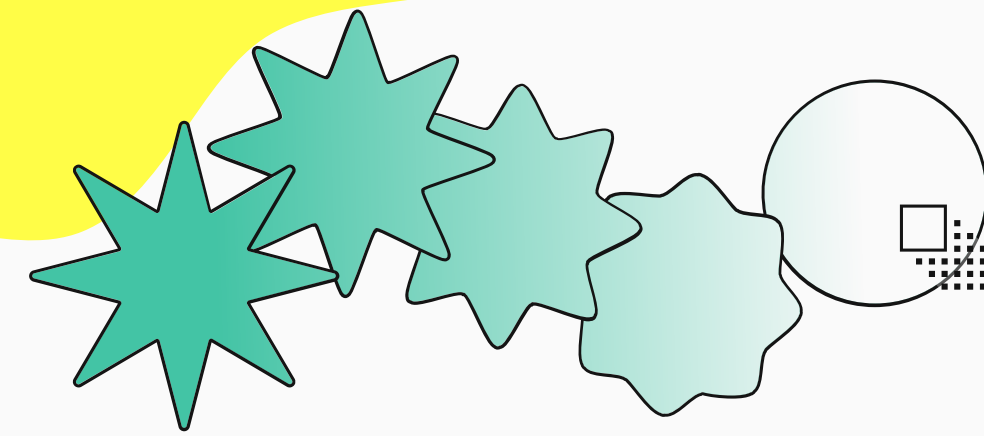
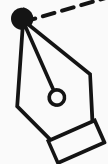
- teach procedures for asking for help
- individualize procedure for use of resources
- check to see if student has needed materials and if not, provide them before they are needed
- address task difficulty - design assignments to meet student instructional/skill level
- pre-teach content
- modify amount or type of activity
- provide extra help/checks for understanding
- provide choice
- sequence tasks
- use behavioral momentum/task dispersion



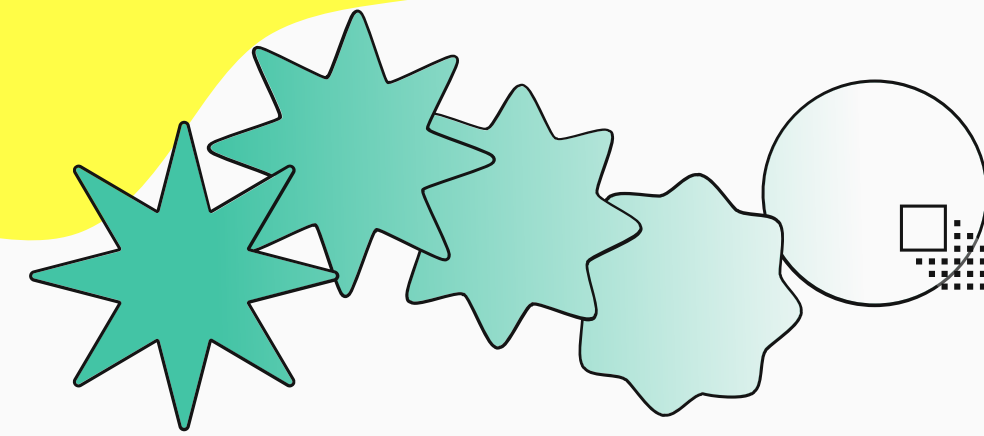
...

Behavior Strategies - Attention Seeking

- teach specific ways to ask for attention
- differentiate if strategy changes across conditions or settings
- teach self-management skills:
 - observing & recording own behavior
 - goal setting
 - evaluating behavior
 - strategy instruction

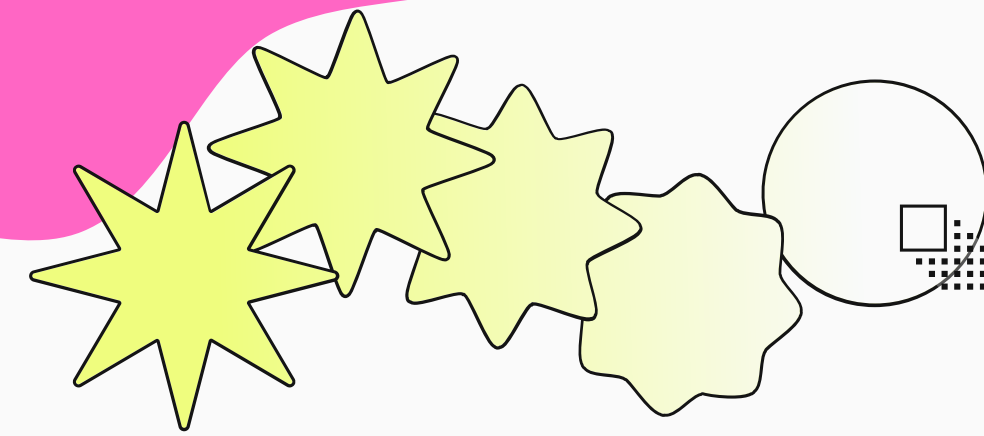


- teach how to ask for a break
- teach how to ask for an alternative activity/assignment
- teach student how to use resources
- teach specific academic skills

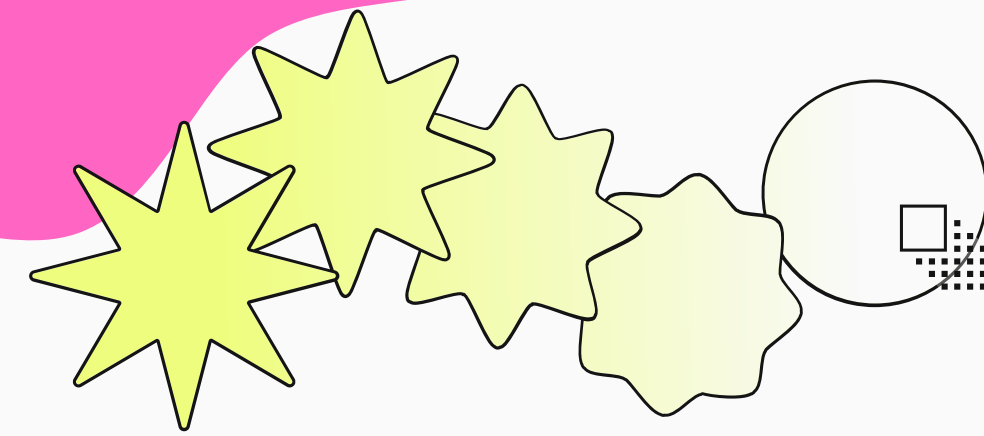


... Consequence Strategies - Attention Seeking

- respond quickly when student asks for attention appropriately
- give frequent attention for any appropriate behavior
- allow student to pick activity for group or class
- provide opportunity for peer interaction

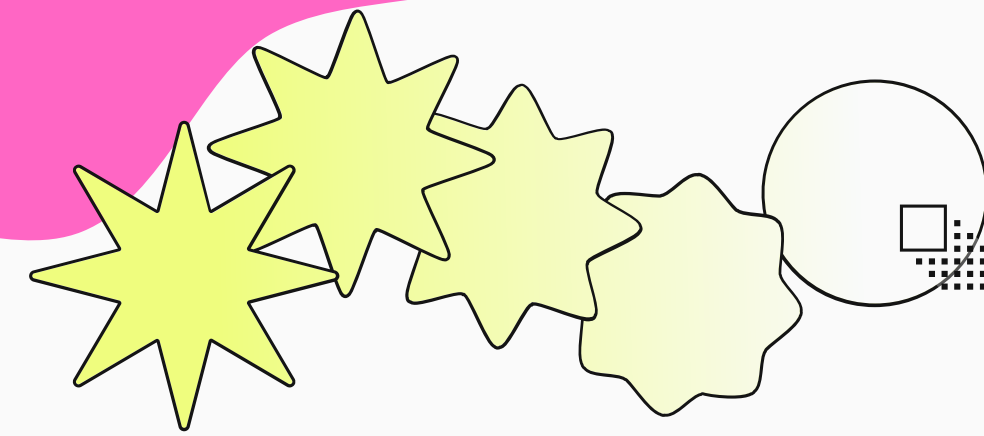


- provide opportunity to earn breaks after specified number of completed tasks
- provide opportunity to earn time doing self-selected activity
- reward student for attempting tasks and staying focused on the task



... Consequence Strategies - Minimize Payoff

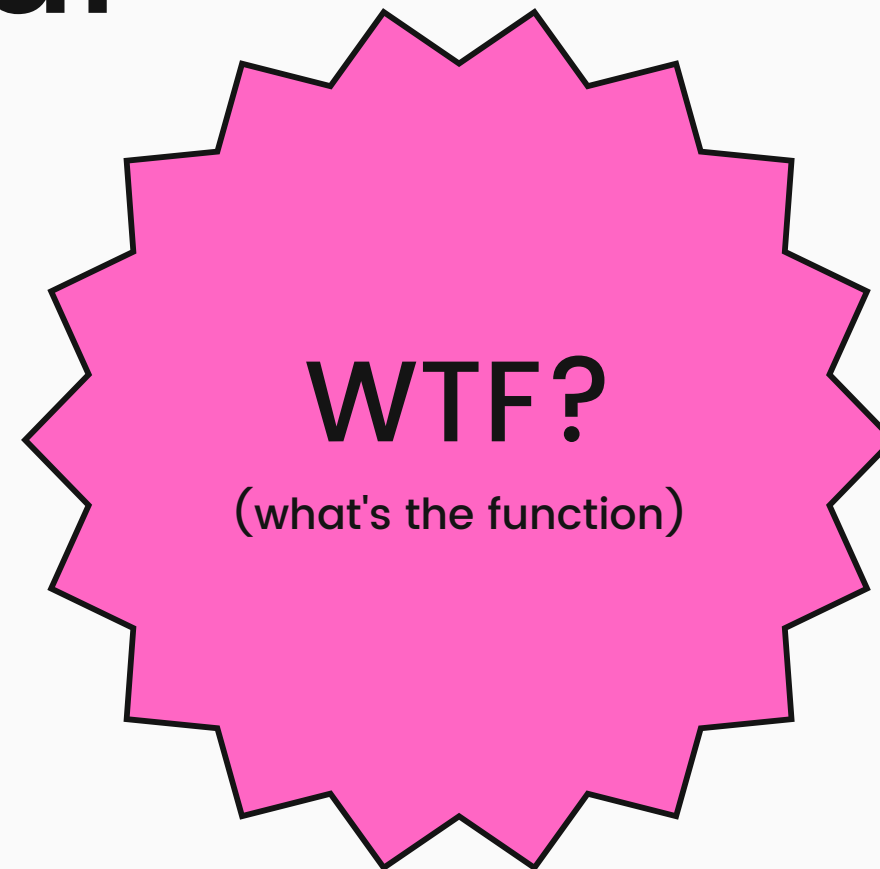
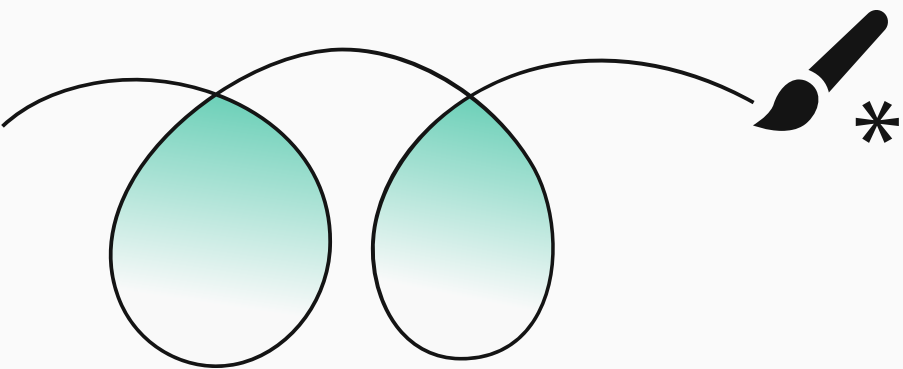
- provide consistent and calm response
- limit verbal interaction for problem behavior...create signal
- prompt peers to ignore problem behavior
- offer brief assistance with task or activity
- schedule standard times to complete unfinished work

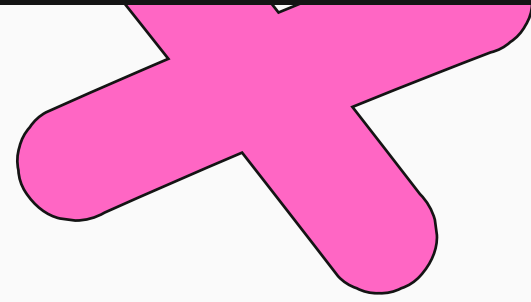
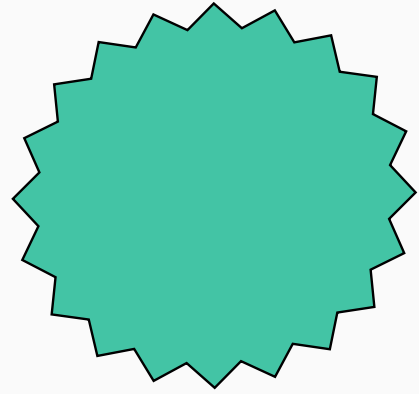


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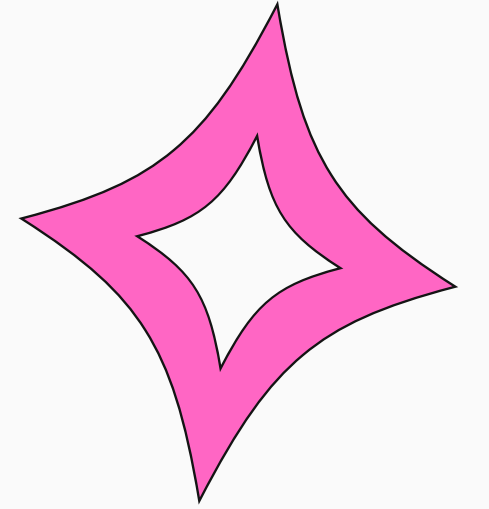
Reflective Question

When thinking about Tier 1, how might function based thinking apply to your setting?

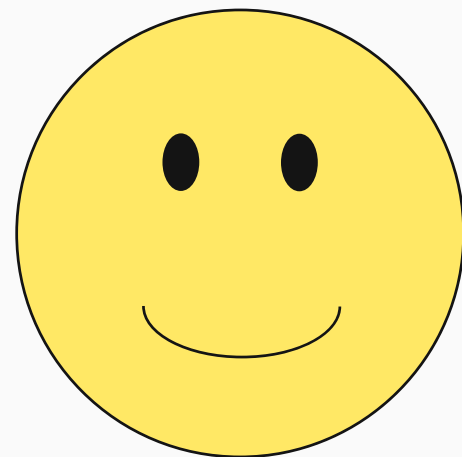
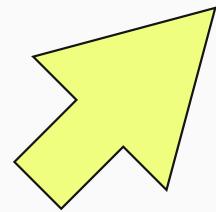




Thank you!



What questions do you
have before we go?



Laura Shaw
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