



# Identifying Function- Based Interventions

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# Activity 1: Function Based Interventions

- Complete Pre-Test (colored copy)
  - Copy answers on to white copy
- Turn in colored copy of PreTest
  - Keep sticker paper clipped to pre-test
  - Keep white copies
- Try to finish in first 10 minutes of the session; when we will begin presenting

# Behavior Support Planning

FBA → BSP

- The most important purpose of conducting FBA is to inform the development of comprehensive Behavior Support Plans that directly address the **FUNCTION** of student behavior
- [www.functionbasedthinking.com](http://www.functionbasedthinking.com)

# Why is the function of behavior important?

- Any intervention can potentially make problem behavior:
  - Better
  - Have no effect
  - Make it worse
- Using function to guide selection of interventions should help to more efficiently and effectively ID effective interventions & avoid interventions that can make things worse

# Steps in Behavior Support Planning

- Step 1: Develop Competing Behavior Pathway
- Step 2: Develop Behavior Support Plan
- Step 3: Implementation Plan
- Step 4: Evaluation Plan
- Step 5: Follow-up Meetings to Review Progress



# Function Based Interventions

# Function-Based Interventions

- Start with FBA results = Summary of Behavior
  
- Summary of Behavior should include a detailed and specific description of:
  - Targeted Routine
  - Antecedents triggering behavior
  - Problem Behavior
  - Consequence/Outcome of Problem Behavior
  - **Function** of Behavior

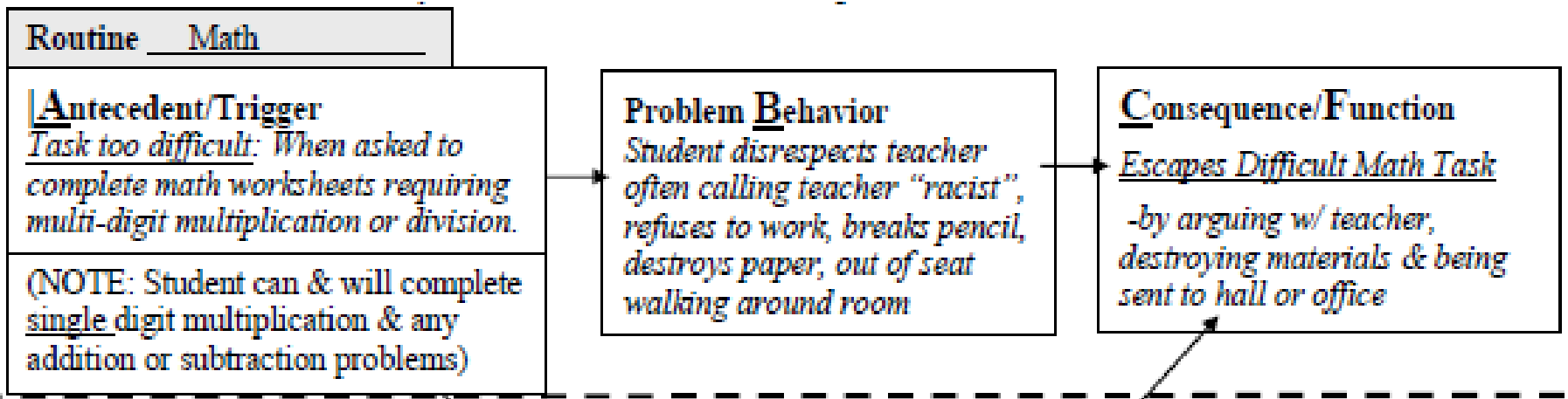
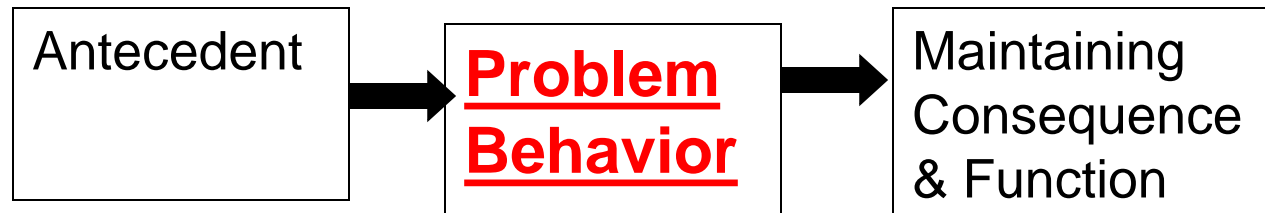
# Analyzing the Summary of Behavior

- Read over the Summary of Behavior, but pay special attention to the Function identified for the problem behavior
  - The Function of Behavior will be central to identifying effective interventions to address:
    - Antecedent
    - Behaviors to Teach &
    - Consequences



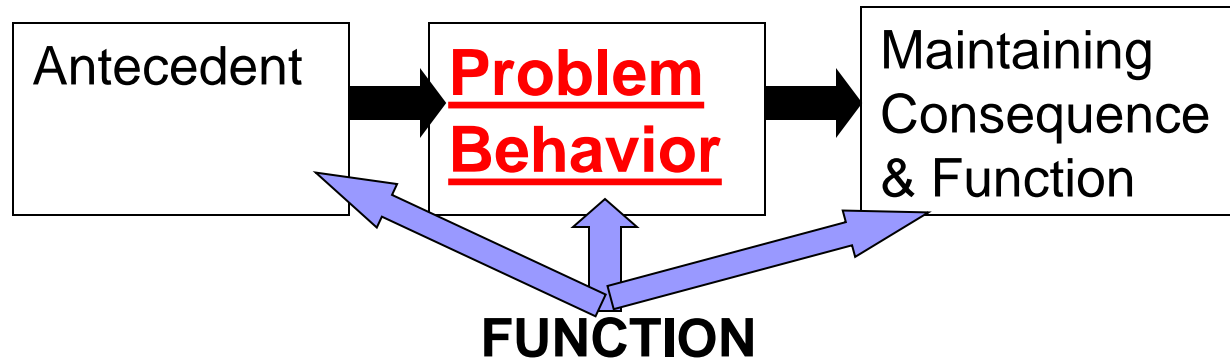
# Start w/ Summary of Behavior from FBA

## Targeted Routine



# FBA: Summary of Behavior

## Targeted Routine



**FUNCTION** is where student behavior intersects with the environment

**Function** = Learning

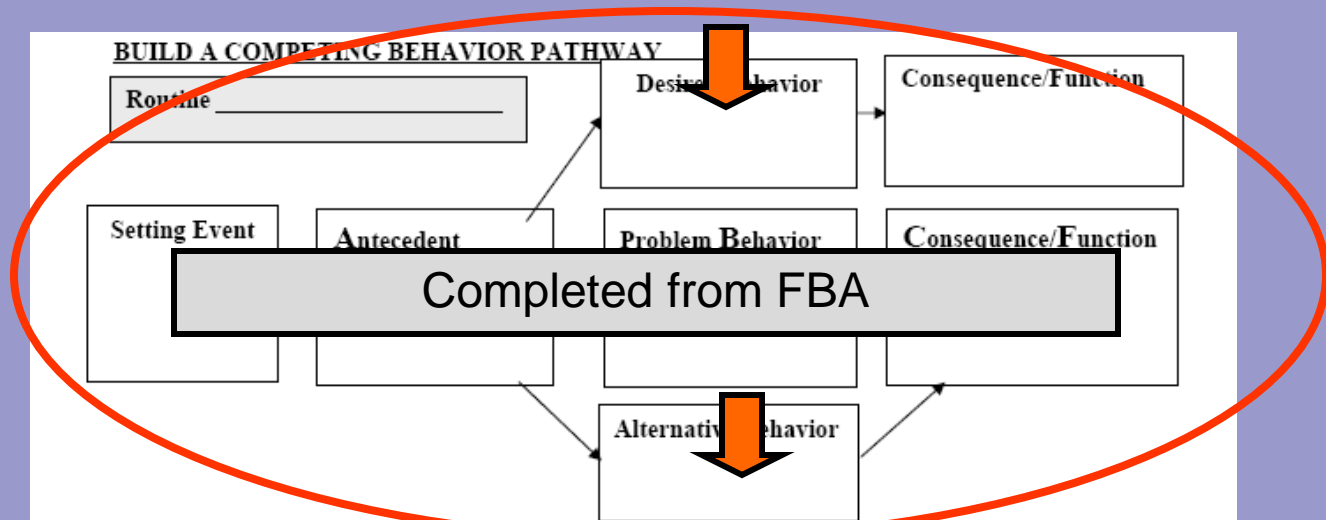
Student learns.... When (A), if I (B), then (C)...

**Function** = how I benefit so I keep doing B



# Competing Behavior Pathway

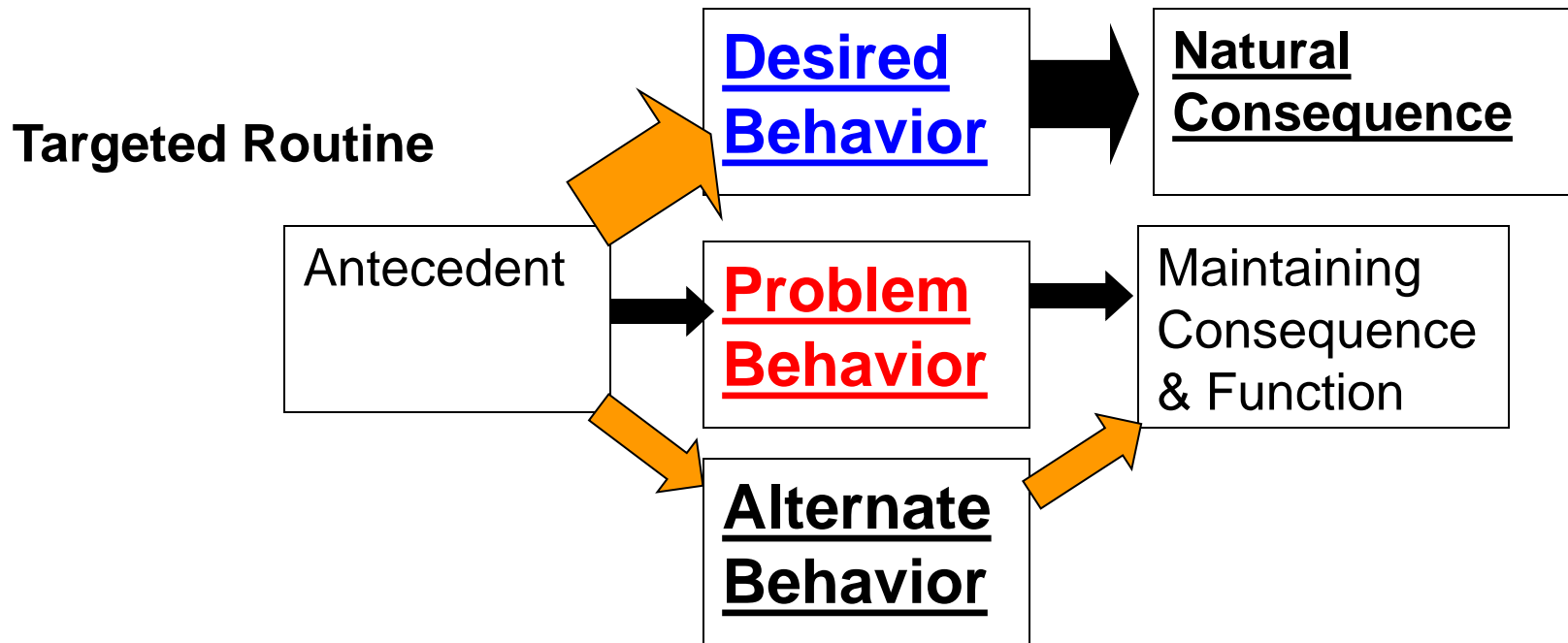
# Competing Behavior Pathway



## IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	<u>Manipulate Antecedent</u> to prevent problem & prompt alternate/desired behavior	<u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors	<u>Alter Consequences</u> to reinforce alternate & desired behavior & extinguish negative behavior
	<u>Prevent problem behavior</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Behavior</u>
	<u>Prompt Alternate/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

# So this is what we want....

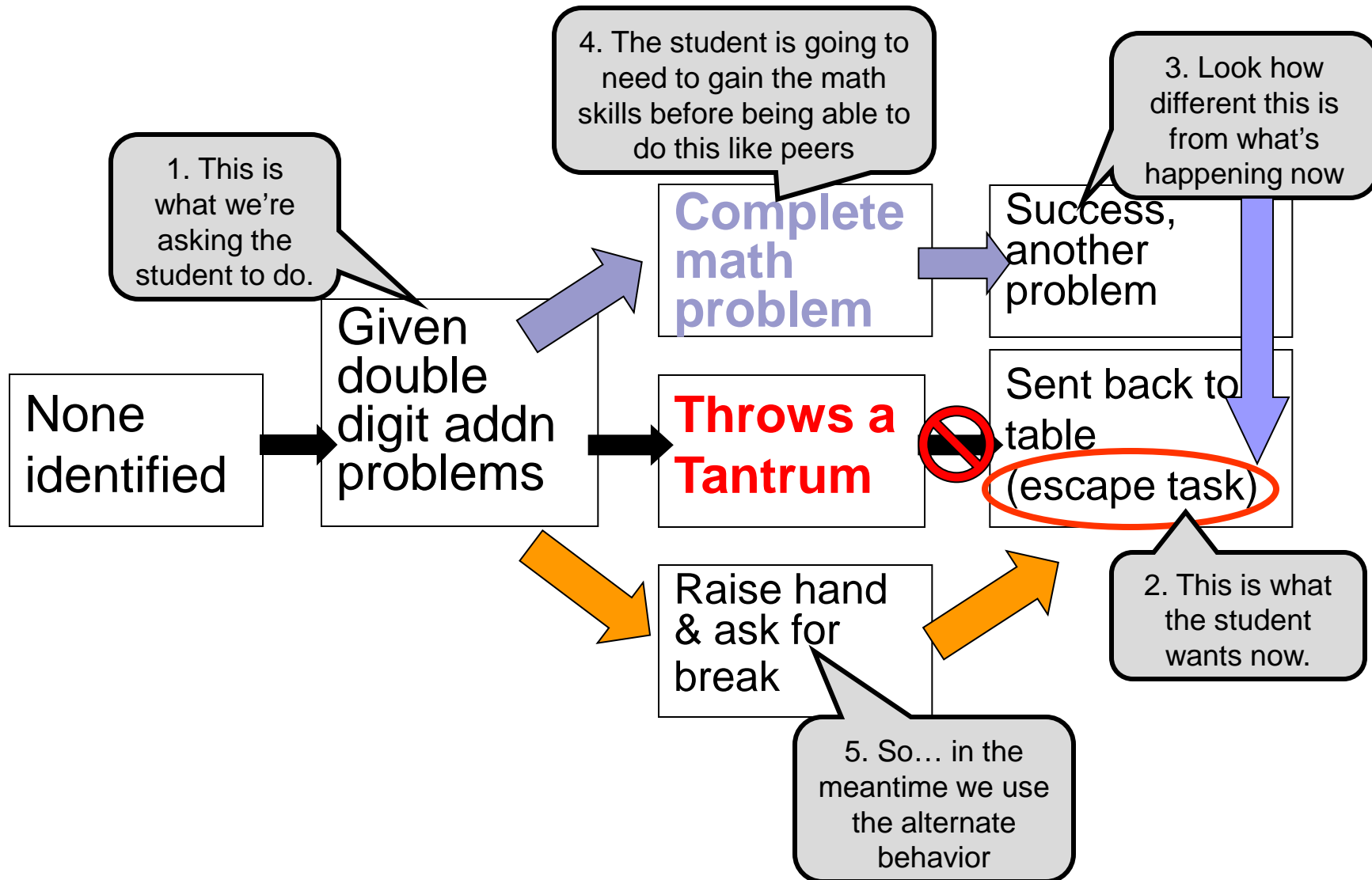


But... start with the Alternate Behavior?

Why can't we go right to the Desired Behavior?

# Why the Alternate Behavior?

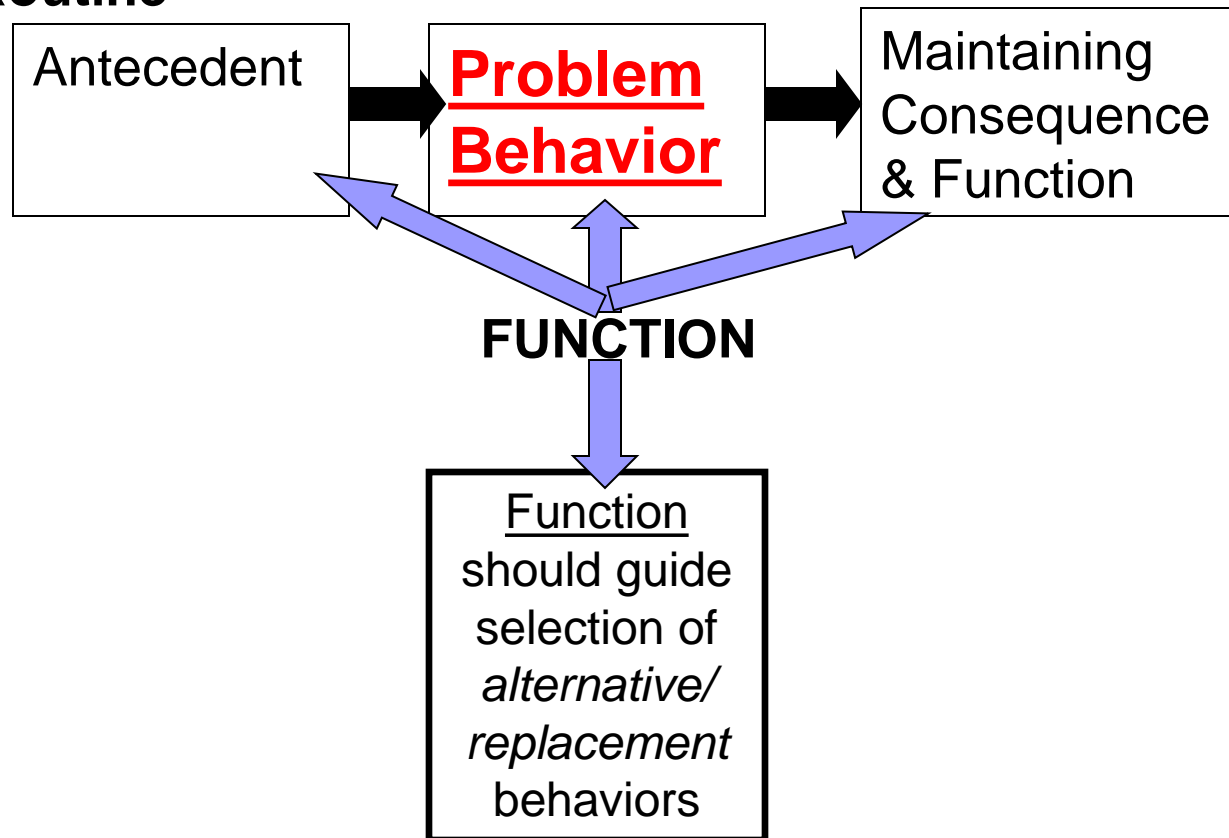
## Why can't we go right to the Desired Behavior?



# Function Based Interventions

When generating interventions we use Function to develop ideas to change A, B & C

## Targeted Routine



# Understanding Alternate/ Replacement Behaviors

## ■ Alternate Behaviors are:

- an immediate attempt to reduce disruption & potentially dangerous behavior in the classroom
  - Take some of the pressure off the teacher
  
- designed to actively begin breaking the student's habit of using problem behavior to meet their needs, by replacing it with a more acceptable alternate behavior



# Essential Characteristics of a Replacement / Alternate Behavior

- An appropriate Replacement Behavior:
  - Serves the same function as the problem behavior
  - Is easier to do and more efficient than the problem behavior
    - Alternate Behaviors require less physical effort & provide quicker, more reliable access to desired outcome/response than problem behavior
  - Is socially acceptable

# Which of the Following are Appropriate Replacement Behaviors?

- Leslie is 12, has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by adult attention during work periods.

Start w/ the Function

## ■ Which is the best Replacement Behavior

- ~~hide under her desk and be ignored~~
- ~~sign for "more" to another student~~
- ~~take completed work up to show the teacher~~
- ~~move to sit by another student~~



Use picture communication system to request teacher help

1. Serve same Function?  
Does it provide adult attn?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

# Which of the Following are Appropriate Replacement Behaviors?

- Jason is nine and cries when asked to do difficult tasks. The crying is maintained by avoiding or escaping difficult tasks

Start w/ the Function

## ■ Possible Replacement Behaviors:

- ~~More rewards for doing tasks~~
- Asking for an easier task/ worksheet
- ~~Asking to play w/ his Gameboy~~
- ~~Requesting adult attention~~
- ~~Asking to have soda after tasks are done~~

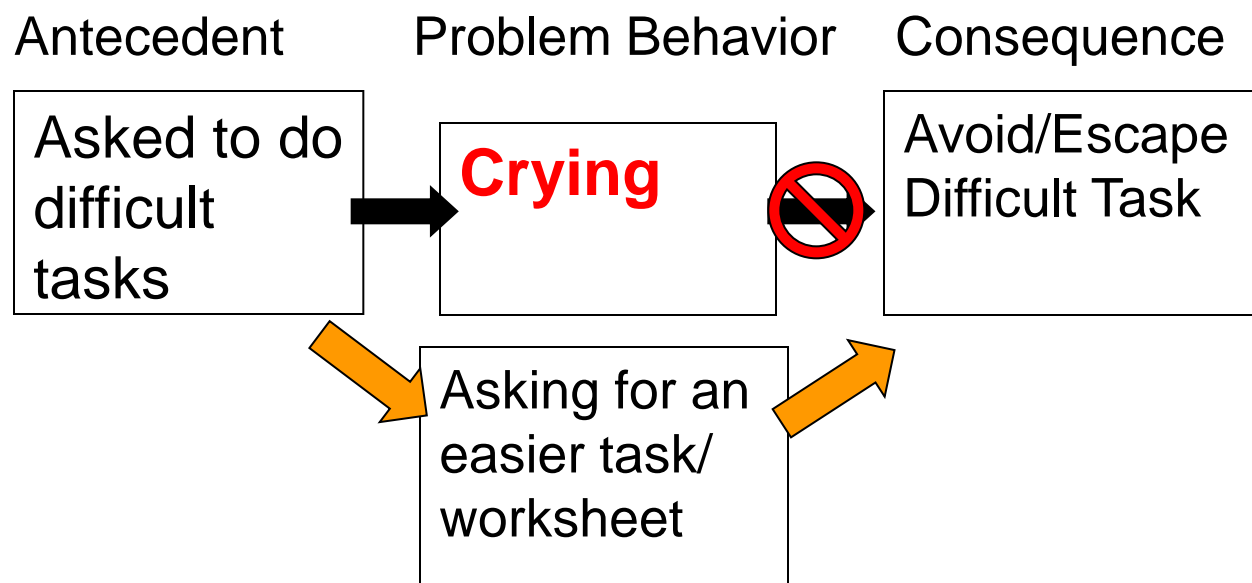
1. Serve same Function?  
Does it provide adult attn?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

# Competing Behavior Pathway: Alternative Behavior

- Example: Jason (from previous example)



# Identifying the Alternate Behavior

Student Dexter Grade 5<sup>th</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

Routine <u>Math</u>		
<p><b><u>A</u>ntecedent/Trigger</b>  <i>Task too difficult: When asked to complete math worksheets requiring multi-digit multiplication or division.</i></p> <p>(NOTE: Student can &amp; will complete <u>single</u> digit multiplication &amp; any addition or subtraction problems)</p>	<p><b><u>P</u>roblem Behavior</b>  <i>Student disrespects teacher often calling teacher "racist", refuses to work, breaks pencil, destroys paper, out of seat walking around room</i></p>	<p><b><u>C</u>onsequence/Function</b>  <i>Escapes Difficult Math Task</i>  <i>-by arguing w/ teacher, destroying materials &amp; being sent to hall or office</i></p>

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**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

<p><b><u>C</u>HECK 1</b></p> <p>→ <input type="checkbox"/> <del>Complete the worksheet without problem behavior</del></p> <p>→ <input type="checkbox"/> <del>Finish the multi-digit worksheet then take a break</del></p> <p>→ <input type="checkbox"/> Ask teacher for a break from work</p> <p>→ <input type="checkbox"/> <del>Ask a peer to check his work after each problem</del></p> <p>→ <input type="checkbox"/> <del>Student earns extra recess for completing worksheet</del></p>	<p style="text-align: center;"><b>Alternative Behavior</b></p> <div style="border: 2px solid red; padding: 10px; text-align: center; color: red; font-weight: bold;"> <p>Yes or No?</p> <p>Why?</p> </div>
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**What are the critical features of an Alternate Behavior?**

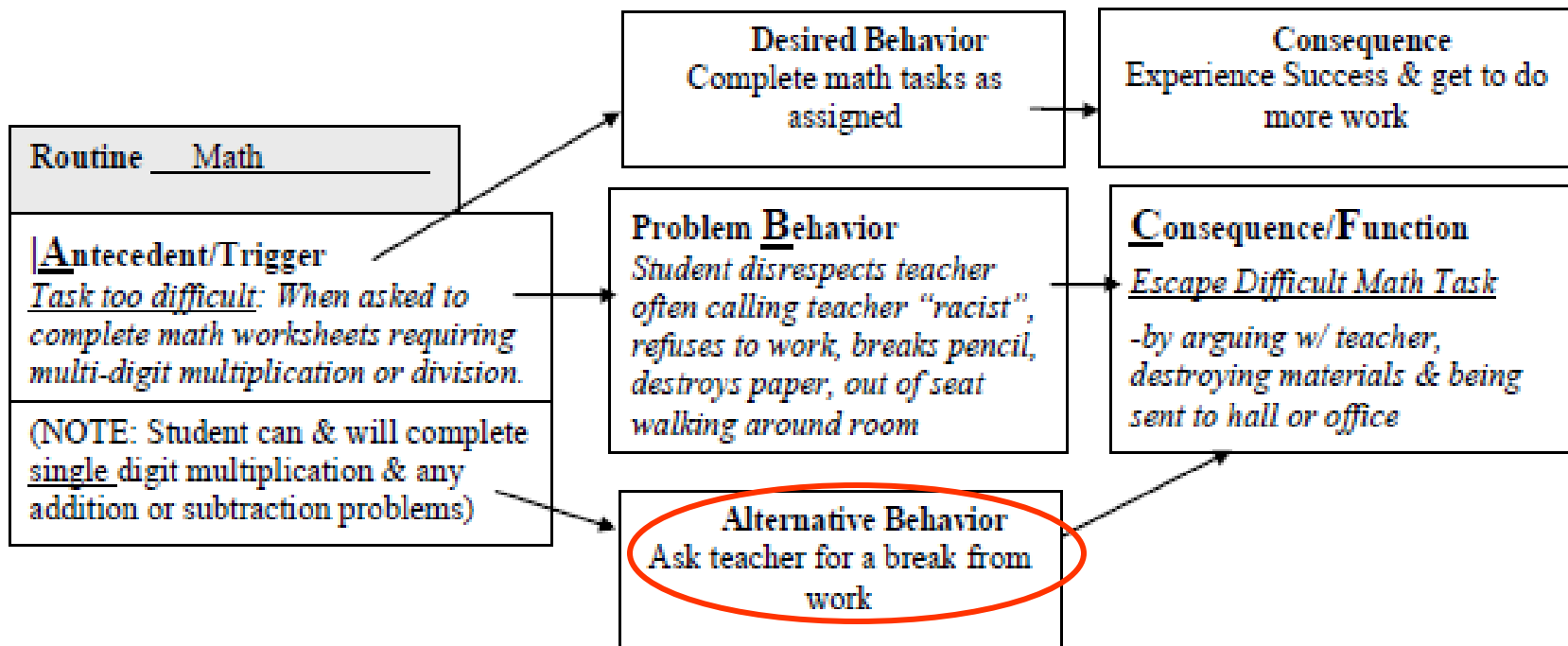
1. Serve same Function?  
Does it provide escape from task?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

# Competing Behavior Pathway

Student Dexter Grade 5<sup>th</sup> Date Today



# Activity 2

- With a partner go through each of the Competing Behavior Pathway options in Pre-Test #2 → Yes or No & Why

Student Quinn Grade 3<sup>rd</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

<b>Routine</b> <u>Reading</u>		
<b><u>A</u>ntecedent/Trigger</b> <i>Independent work</i> During reading stations when student is supposed to do independent reading or work independently on a worksheet  (NOTE: Student reads above grade level & completes worksheet w/ success)	→	<b><u>P</u>roblem <u>B</u>ehavior</b> <i>Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"</i>
		→
		<b><u>C</u>onsequence/Function</b> <i>Get peer attention</i> -peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day

**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

**Alternative Behavior**

- Ask to read or work with a peer
- Ask for a work break
- Earn extra recess w/ peer for finishing work quietly
- Read quietly and finish worksheet independently
- Ask to talk to the teacher



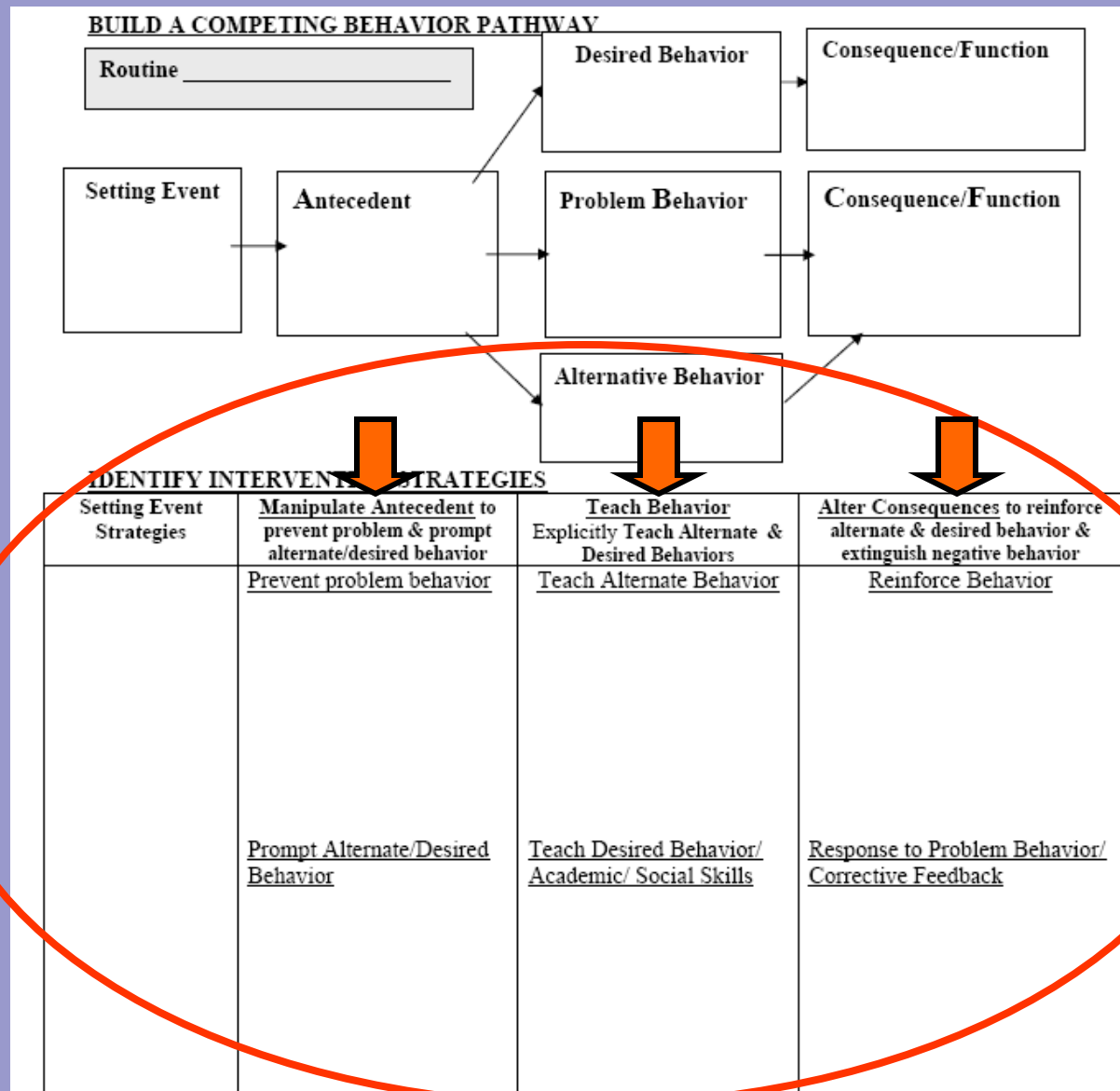
# Developing Function-Based Interventions



# Behavior Support Planning

Identify a range of interventions that address prevention (A), teaching (B) & consequences (C)

You may not use them all, but it is good to identify multiple interventions options across A, B & C





# Teaching Behavior Interventions

# Teaching Behavior

## Teaching

- 1) Identify skill(s) to teach
  - Dual focus when teaching behavior
    - Alternate Behavior
    - Desired Behavior

**ALWAYS START** with the Alternative Behavior

-FIRST - Teach the alternate behavior you identified in **Competing Behavior Pathway**

-Teaching = Review & practice regularly

-THEN – teach the Desired Behavior

-this may be something to focus on immediately, or only after the student is fluent with the alternative behavior

# Teaching Behavior

Don't assume student already has Alternate Behavior in their skill set

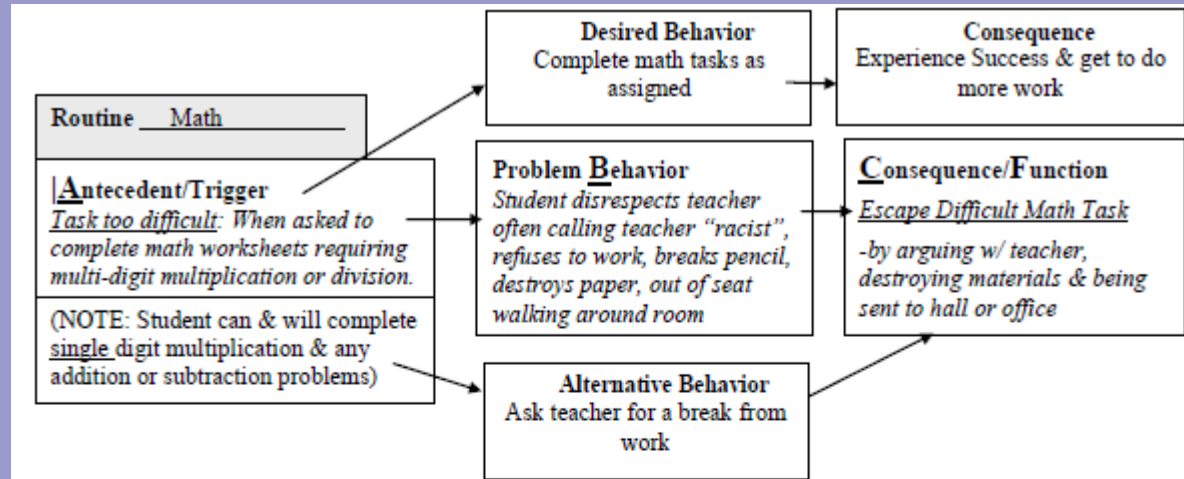
- 2) Develop an observable definition of behavior
  - Identify examples & non-examples
- 3) Model/ Lead/ Test
- 4) **Schedule Review & Practice** of Skill/  
Behavior **Regularly**

# Teaching Behavior - Dexter

What are the critical features of Teaching Interventions?

1. First teach the Alternate Behavior

- Does Alt. Beh.:
- a) Serve same Function?
  - b) Is it Easier?
  - c) Socially acceptable?

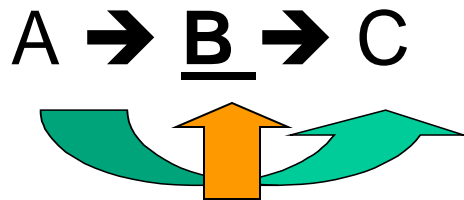


#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate Desired Behavior	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior	
		Positive	Negative
<u>Prevent Problem Behavior</u>	<u>CHECK 1</u>	<u>Reinforce Alternate Behavior</u>	<u>Problem Behavior on Extinction</u>
	→ <del>Teach student to ask peer</del> to check his work after completing 3 problems		
	→ Teach student to ask teacher for a break from work		
	→ <del>Have student write what</del> they did wrong & what they should do next time		
<u>Prompt Alternate/Desired Behavior</u>	→ Teach student to complete the multi-digit multiplication worksheet & then ask for a break		
	→ <del>Teach empathy; have</del> student write how it feels when he's called racist or called names		

Yes or No?  
Why?

# Example: Teaching Behavior



Teach Dexter to raise his hand & ask for a break, instead of engaging in negative behavior.

\*By teaching Dexter an easier alternate behavior to get what he wants, we're making the problem behavior **Inefficient.**

Dexter will need frequent practice, precorrections, and prompts to help him get in the habit of using the alternate behavior

# Activity 3 -Quinn

With a partner go through each of the Teaching Behavior options in Pre-Test #2 → Yes or No & Why

Student Quinn Grade 3<sup>rd</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

<b>Routine</b> <u>Reading</u>		
<b><u>A</u>ntecedent/Trigger</b> <i>Independent work</i> During reading stations when student is supposed to do independent reading or work independently on a worksheet  (NOTE: Student reads above grade level & completes worksheet w/ success)	<b><u>P</u>roblem Behavior</b> <i>Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"</i>	<b><u>C</u>onsequence/Function</b> <i>Get peer attention</i> <i>-peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day</i>

**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

<b>Alternative Behavior</b>
<input checked="" type="checkbox"/> Ask to read or work with a peer
<input type="checkbox"/> Ask for a work break
<input type="checkbox"/> Earn extra recess w/ peer for finishing work quietly
<input type="checkbox"/> Read quietly and finish worksheet independently
<input type="checkbox"/> Ask to talk to the teacher

<b>Teach Behavior</b> <b>Explicitly Teach Alternate &amp; Desired Behaviors</b>
<b><u>CHECK 1</u></b>
<input type="checkbox"/> Teach student to finish worksheet, then read independently
<input type="checkbox"/> Teach student to ask teacher for a break
<input type="checkbox"/> Teach student to ask for an alternate assignment
<input checked="" type="checkbox"/> Teach student to ask to work with a peer
<input type="checkbox"/> Teach student to respectfully ask teacher for help



# Antecedent Interventions

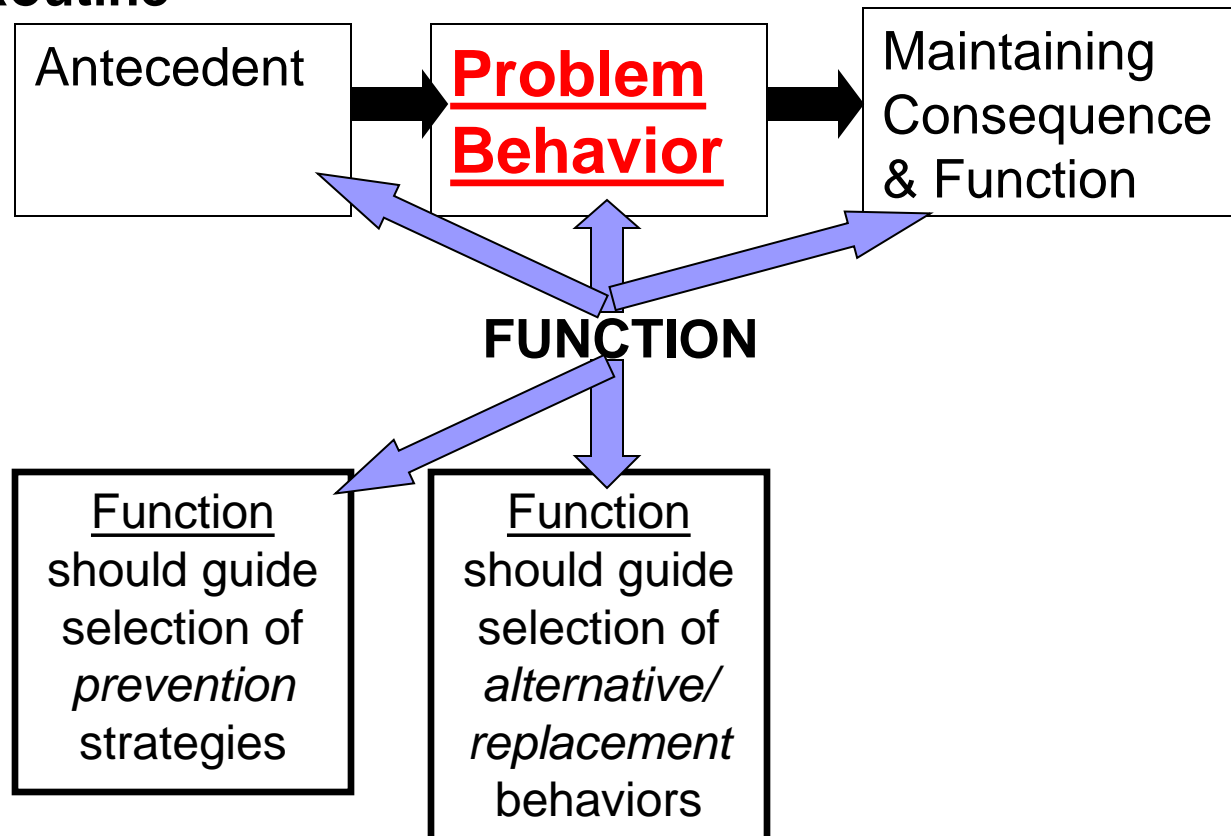
**Prevent & Prompt**



# Function Based Interventions

When generating interventions we use Function to develop ideas to change A, B & C

## Targeted Routine



# Antecedent Interventions

## Preventing Problem Behavior

**Prevention**- Change the trigger that sets off the problem behavior

- (A) Examine the Antecedent & Function of the Problem Behavior
- (B) Change the antecedent so student will no longer need to use problem behavior (make the problem behavior **Irrelevant**)
  - The best choices for Antecedent changes:
    1. **Directly** address the identified antecedent
    2. **must address the function** the problem behavior is serving

# Antecedent Interventions Directly address the identified antecedent

- **Antecedent = Asked to read aloud in class**
  - Potential options that more directly address the antecedent
    - Do not ask student to read aloud in class
    - Give student passage in advance to practice pre-reading
    - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text
  - **Non-examples** (do not directly address antecedent)
    - Move student closer to the teacher
    - Attend a counseling group about anger management
    - Check-in with teacher before reading group
  
- **Now, why is Function important?**

# Antecedent interventions must the problem behavior serves address the function

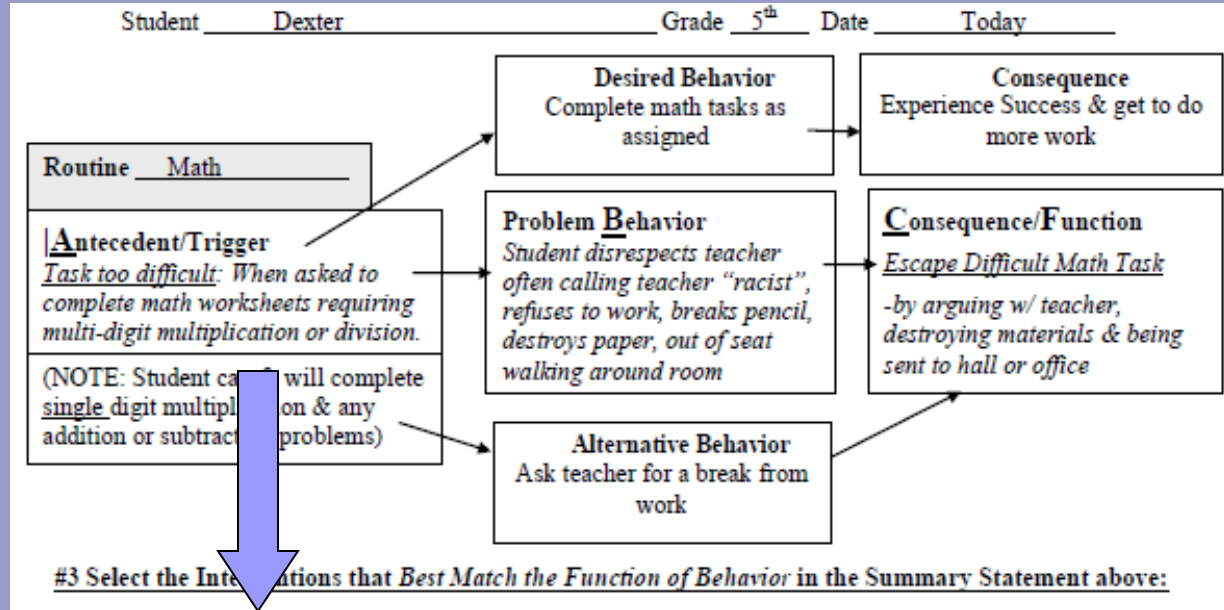
- Antecedent = Asked to read aloud in class +
- Function = Avoid any public presentation (not about reading difficulty; more related to social anxiety)

## ■ Does the Intervention address the Function of Behavior

Does the intervention address the function of behavior?

- Do not ask student to read aloud in class (or respond publicly)
- ~~Give student passage in advance to practice pre-reading~~
- ~~Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text~~

# Antecedent Interventions

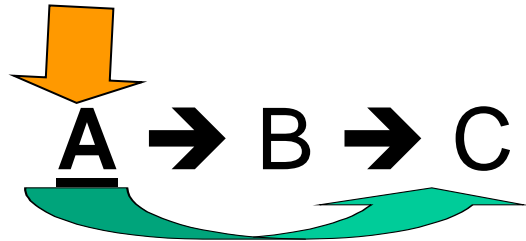


**Critical features of Antecedent Interventions to prevent the Problem Behavior?**

Does the intervention **directly** address:  
 a) the antecedent?  
 b) the Function of the problem behavior?

Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior	
		Positive	Negative
<p><b>CHECK 1</b></p> <p><del>Move student's seat closer to the teacher's desk</del></p> <p><del>Have student complete co problem and check with a peer</del></p> <p><del>Have student complete 3 multi-digit multiplication problems then check with peer</del></p> <p>Give student worksheets with more single digit &amp; few multi-digit mult/div problems</p> <p><del>Use a computer game to have student practice multi-digit multiplication</del></p>	<p>Teach Alternate Behavior</p> <p><b>Yes or No?</b></p> <p><b>Why?</b></p> <p>Teach Desired Behavior: Academic/ Social Skills</p> <p>Provide extra instruction on multi-digit multiplication &amp; division problems</p>	<p>Reinforce Alternate Behavior</p> <p>Reinforce Desired Behavior</p>	<p>Problem Behavior on Extinction</p> <p>Prompt Alternate Behavior</p>

# Antecedent Interventions



Instead of giving Dexter the class math assignment of multi-digit multiplication & division problems, let's give him an assignment he can be more successful with (e.g. 4 single digit mult/div problems for every 1 multi-digit problem)

\*By changing A, we can **PREVENT** Dexter's need to engage in negative behavior, making it **Irrelevant**

# Activity 4 - Quinn

With a partner go through each of the Antecedent Interventions options in Pre-Test #2 → Yes or No & Why

Manipulate Antecedent to prevent problem & prompt alternate/desired behavior
<b>CHECK 1</b>
___ Give student worksheet with fewer problems & easier (2 <sup>nd</sup> grade ) reading passages
___ Move student's seat closer to the teacher
___ <u>Modify reading assignments &amp; independent work to work with a peer</u>
___ Remind the student of school rules and not to say disrespectful comments
___ Have the student wear headphones to reduce distractions

Student <u>Quinn</u> Grade <u>3<sup>rd</sup></u> Date <u>Today</u>		
<b>#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.</b>		
<u>Routine</u> <u>Reading</u>		
<b>A</b> ntecedent/Trigger <i>Independent work</i> During reading stations when student is supposed to do independent reading or work independently on a worksheet  (NOTE: Student reads above grade level & completes worksheet w/ success)	<b>P</b> roblem <b>B</b> ehavior <i>Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"</i>	<b>C</b> onsequence/Function <i>Get peer attention</i> <i>-peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day</i>
-----		
<b>#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above</b>		
<b>CHECK 1</b>	<b>Alternative Behavior</b>	
	<input type="checkbox"/> Ask to read or work with a peer	
	<input type="checkbox"/> Ask for a work break	
	<input type="checkbox"/> Earn extra recess w/ peer for finishing work quietly	
	<input type="checkbox"/> Read quietly and finish worksheet independently	
	<input type="checkbox"/> Ask to talk to the teacher	



# Consequence Interventions

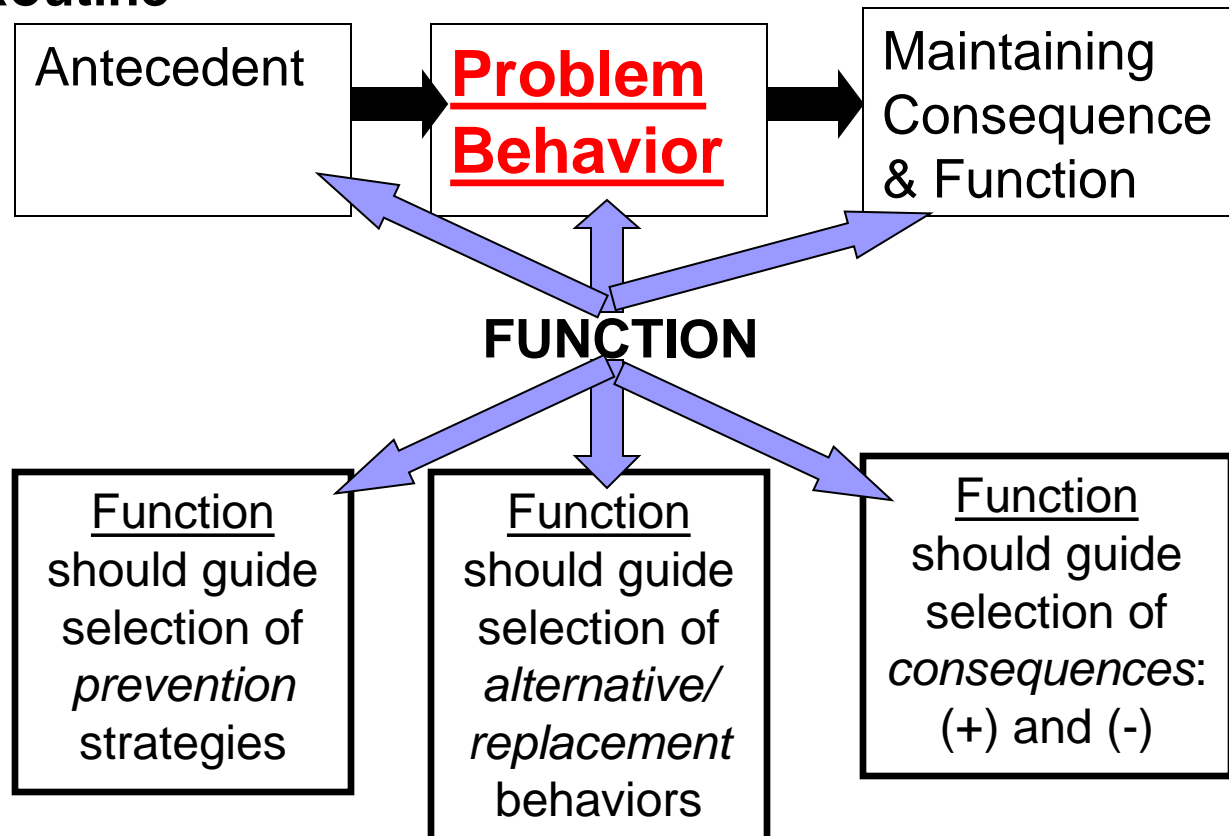
Reinforcing Behavior



# Function Based Interventions

When generating interventions we use Function to develop ideas to change A, B & C

## Targeted Routine



# Consequence Interventions

## Reinforcing Behavior

- Reinforcement should focus on 2 different sets of behaviors → Alternative Behavior & Desired Behavior
  1. Reinforcing the Alternative Behavior
    - When the student engages in the alternative behavior, quickly provide the student with an outcome that matches the outcome/ function of the problem behavior
    - E.g. if student raises hand to request an easier, substitute assignment; in order to escape difficult tasks → then quickly provide the student with the easier assignment

# Consequence Interventions

## Reinforcing Behavior

2. Reinforcing the Desired Behavior(s), or approximations of the desired behavior
  - The ultimate plan is to have the student move beyond the alternative behavior to using the desired behavior
  - Reinforcing this progression should start from the beginning of the intervention

# Consequence Interventions

## Reinforcing Behavior

### ■ Considerations for Reinforcing Desired Behavior

- The goals & expectations for desired behavior must be reasonable
  - Reasonable expectations of student behavior
    - EXAMPLE: on a daily basis the student is out of seat & off task the entire period & has not turned in any work the entire term
    - Probably NOT a Reasonable Expectation = student to be in seat the whole class period and turn in completed worksheets
    - More Reasonable approximations (**Start Small & Build on Success**):
      - Turns in assignments 50% completed
      - On task and trying to complete work for 15 minutes each period

# Consequence Interventions

## Reinforcing Behavior

### ■ Considerations for Reinforcing **Desired Behavior**

- The timeframe for goals & expectations for **desired behavior** must be reasonable
  
- **In the Beginning try to Reinforce Every occurrence or approximation**
  
- Reasonable timeframes for Reinforcement
  - Probably **NOT** Reasonable Timeframes for reinforcement
    - If student turns in all worksheets for week 1, he will earn 15 min. in skate park on Friday
    - If student is in seat and on-task for the entire period, he will earn a candy bar
  
  - More Reasonable Timeframes for reinforcement
    - If student completes 5 problems, he can choose 3 problems to cross off the worksheet
    - If student is on task for 10 min., he will earn 4 min. of computer time

# Consequence Interventions

## Reinforcing Behavior

- Considerations for Reinforcing Desired Behavior
  - The reinforcer must be valued by the student
    - The function of behavior is a good place to start when identifying valued reinforcers
    - e.g. If the function of behavior is to Gain Peer Attention, the reinforcer should *give access to Peer Attention*
    - e.g. if the function of behavior is to Avoid Difficult Task the reinforcer could be a “Free Homework Pass”

# Consequence Intervention: Reinforcing Positive Behavior

## Steps in Identifying Reinforcers?

## Critical features of Reinforcers?

1. Identify an intervention to Reinforce the **Alternate Behavior**

- a) Is reinforcer valued? (start w/ function of behavior)
- b) Are expectations & timeframes reasonable for the student?

2. Identify an intervention to Reinforce the **Desired Behavior**

Student Dexter Grade 5<sup>th</sup> Date Today

Routine <u>Math</u>	<b>Desired Behavior</b> Complete math tasks as assigned	<b>Consequence</b> Experience Success & get to do more work
<b>Antecedent/Trigger</b> <i>Task too difficult: When asked to complete math worksheets requiring multi-digit multiplication or division.</i>	<b>Problem Behavior</b> <i>Student disrespects teacher often calling teacher "racist", refuses to work, breaks pencil, destroys paper, out of seat walking around room</i>	<b>Consequence/Function</b> <u>Escape Difficult Math Task</u> <i>-by arguing w/ teacher, destroying materials &amp; being sent to hall or office</i>
(NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems)	<b>Alternative Behavior</b> Ask teacher for a break from work	

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Antecedent consequences to reinforce alternate & desired behavior & extinguish negative behavior	
		Positive	Negative
<u>Prevent Problem Behavior</u> Give student worksheets with more single digit & fewer multi-digit mult/div problems	<u>Teach Alternate Behavior</u> Teach student to ask teacher for a break	<b>CHECK 2</b> ← Student earns a "Skip 5 problems" card if on-task for 10 min. or completing 5 problems	<u>Problem Behavior on Extinction</u>
<u>Prompt Alternate/Desired Behavior</u> Regularly remind student to ask teacher for a break if he needs one	<u>Teach Desired Behavior: Academic/ Social Skills</u> Provide extra instruction on multi-digit multiplication & division problems	Student earns 5 min in skatepark after finishing multi-digit multiplication worksheets Student gets to do multiplication on computer if on task for 5 min. Student gets to take a break when asking appropriately Student gets extra recess time for finishing worksheets all week	

Yes or No?  
Why?

# Activity 5

With a partner go through each of the Positive Consequence Interventions options in Pre-Test #2 → Yes or No & Why

Student Quinn Grade 3<sup>rd</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

Routine Reading

<p><b><u>A</u>ntecedent/Trigger</b>  <i>Independent work</i>  <i>During reading stations when student is supposed to do independent reading or work independently on a worksheet</i></p> <p>(NOTE: Student reads above grade level &amp; completes worksheet w/ success)</p>	<p><b><u>P</u>roblem Behavior</b>  <i>Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"</i></p>	<p><b><u>C</u>onsequence/Function</b>  <i>Get peer attention</i>  <i>-peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day</i></p>
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**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

**Alternative Behavior**

- Ask to read or work with a peer
- Ask for a work break
- Earn extra recess w/ peer for finishing work quietly
- Read quietly and finish worksheet independently
- Ask to talk to the teacher

**Positive CHECK 2**

- Student gets to play game with teacher for completing work w/ no negative comments in reading
- Student earns 5 min. of free time with peer for being on task with no negative comments in reading
- Send a note home to the student's parents when Quinn works hard in class
- Let student work with peer if respectfully asks
- Let student work with teacher if respectfully asks





# Consequence Interventions

Responding to Problem  
Behavior

# Consequence Interventions

## Responding to Problem Behavior

- Responding to Problem Behavior should focus on 2 things:
  1. **Redirect** to the Alternative Behavior
  2. **Breaking Habits**: Try to *eliminate* or *significantly limit* the pay-off the student has been receiving for the problem behavior

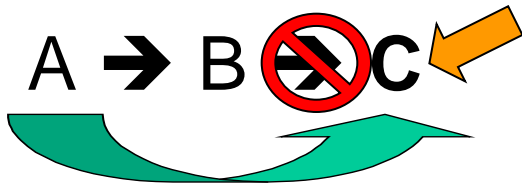
\*\*\*If the problem behavior remains Functional, or continues to pay off, the individual is not likely to quit using it (break the habit)

# 1. Redirecting to the Alternative Behavior

- At the earliest signs of problem behavior, **prompt** the student to use the Alternative Behavior
- When the student engages in the alternative behavior, quickly provide the student with an outcome that matches the function of the problem behavior
  - This should also help to prevent escalation

## 2. Breaking the Habit of the Problem Behavior

- Make sure the problem behavior no longer continues to pay-off for the student...



- If using a consequence as a response to negative behavior, make sure the consequence is not providing the desired function for the student
- Worst case scenario = continuing to provide a response to problem behavior that reinforces or pays-off the problem behavior

# Breaking Habits

## Function = Seeking Attention

- Try to ***eliminate*** or ***significantly limit*** the payoff the student has been receiving for the problem behavior
  - Student is making negative comments & throwing paper and small objects to *get attention from adults*
    - Limit attention – walk over to student desk, verbally praising & focusing on other students who are on-task, make a quick “stop” sign w/ shake of the head (no words)
    - NON-EXAMPLE = walk over, pull student aside and lecture student on why behavior is not ok for 3 min.

# Active Extinction

## Function = Escape Task

- Try to ***eliminate*** or ***significantly limit*** the payoff the student has been receiving for the problem behavior
  - Student is crumpling up work sheet, out of seat and loudly refusing to escape an undesired task
    - Limit escape – walk over to student and offer to help, stating you can do work now, or stay after school to complete work with me; you will have to do the worksheet (it's important this is paired w/ task manipulations & teaching)
    - NON-EXAMPLE = walk over, pull student aside and lecture student on why behavior is not ok for 3 min. (provides escape); send student to the hall or office without work

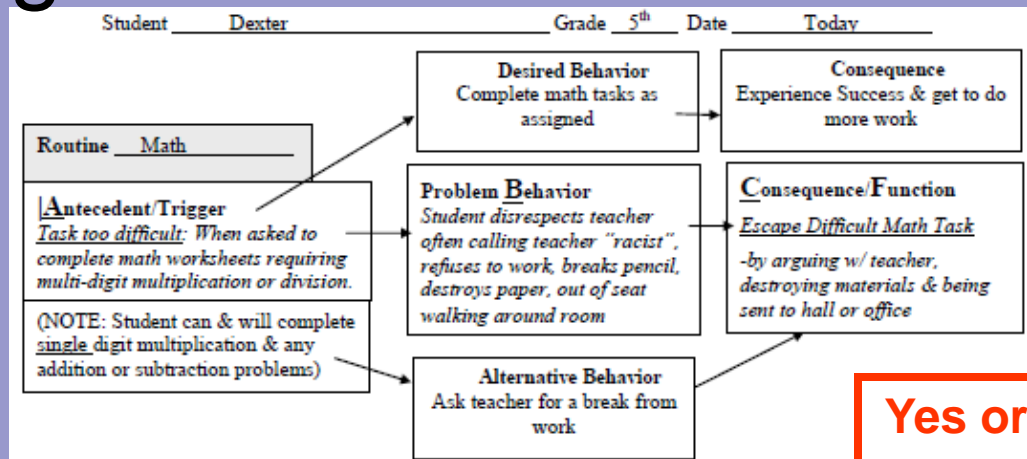
# Consequence Intervention

## Responding to Problem Behavior

### Steps in Identifying Responses to Problem Behavior?

1. Prompt the **Alternate Behavior** at earliest signs of problem behavior

2. Identify a response to problem behavior that does not reinforce the Problem Behavior

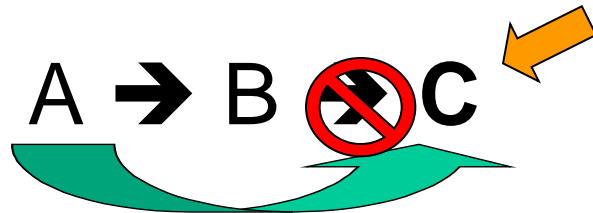


#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement

Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce a behavior & extinguish negative behavior	
		Positive	Negative
<u>Prevent Problem Behavior</u>  Give student worksheets with more single digit & fewer multi-digit mult/div problems	<u>Teach Alternate Behavior</u>  Teach student to ask teacher for a break	<u>Reinforce Alternate Behavior</u>  Give student a break when asking appropriately	<u>CHECK 2</u> ←  Have student write an apology immediately for calling teacher "racist"
<u>Prompt Alternate/Desired Behavior</u>  Regularly remind student to ask teacher for a break if he needs one	<u>Teach Desired Behavior: Academic/ Social Skills</u>  Provide extra instruction on multi-digit multiplication & division problems	<u>Reinforce Desired Behavior</u>  Student earns a "Skip 5 problems" card if on-task for 10 min. or completing 5 problems	Have student stay in during recess to finish worksheet w/ teacher help  When student is disrespectful give him an easier assignment  Prompt student to ask for a break when problem behavior begins  When the student to get to work or he will be sent to Time-out

Yes or No?  
Why?

# Example: Consequence Interventions



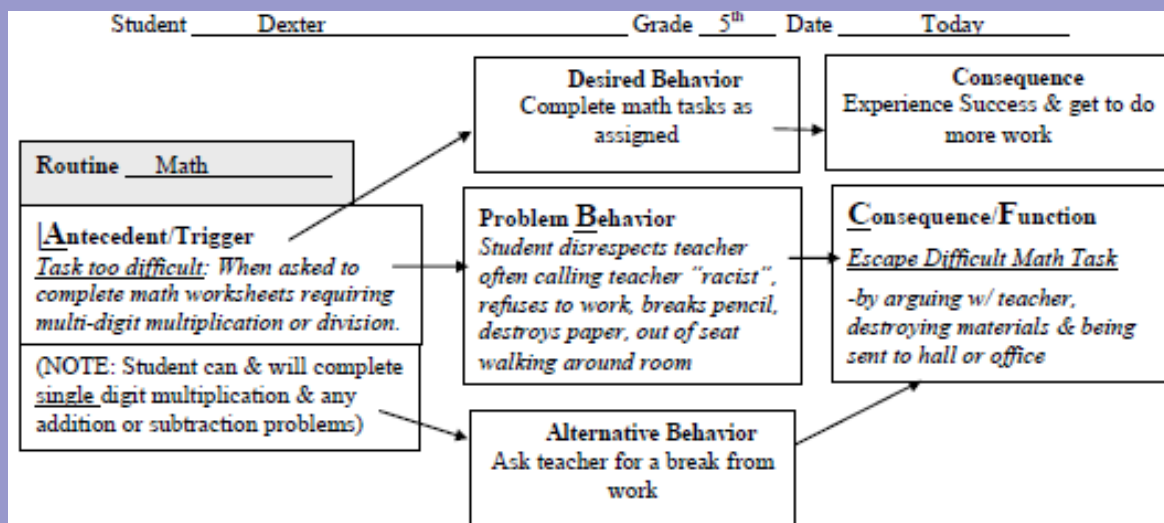
We must refuse to (C) let Dexter avoid difficult math tasks by (B) engaging in disrespectful behavior & Instead prompt him to raise his hand and (C) reward him for (B) raising his hand & asking for a break (Alternate Behavior)

\*By not providing Dexter w/ what he wants when he engages in disrespectful behavior we are making the problem behavior Ineffective.

It is important that we work hard to Reinforce Dexter for engaging in the alternate behavior, or he is likely to go back to & escalate the problem behavior



# Dexter's Function-Based Intervention



**#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:**

<u>Manipulate Antecedent</u> to prevent problem & prompt alternate/desired behavior	<u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors	<u>Alter Consequences</u> to reinforce alternate & desired behavior & extinguish negative behavior	
		<u>Positive</u>	<u>Negative</u>
<u>Prevent Problem Behavior</u>  Give student worksheets with more single digit & fewer multi-digit multi/div problems	<u>Teach Alternate Behavior</u>  Teach student to ask teacher for a break	<u>Reinforce Alternate Behavior</u>  Give student a break when asking appropriately	<u>Problem Behavior on Extinction</u>  Have student stay in during recess to finish work w/ teacher help
<u>Prompt Alternate/Desired Behavior</u>  Regularly remind student to ask teacher for a break if he needs one	<u>Teach Desired Behavior: Academic/ Social Skills</u>  Provide extra instruction on multi-digit multiplication & division problems	<u>Reinforce Desired Behavior</u>  Student earns a "Skip 5 problems" card if on-task for 10 min. or completing 5 problems	<u>Prompt Alternate Behavior</u>  Prompt student to ask for a break when problem behavior begins

# Activity 6

With a partner go through each of the Negative Consequence Interventions options in Pre-Test #2 → Yes or No & Why

Student Quinn Grade 3<sup>rd</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

Routine Reading

<b><u>A</u>ntecedent/Trigger</b> <i>Independent work</i> During reading stations when student is supposed to do independent reading or work independently on a worksheet  (NOTE: Student reads above grade level & completes worksheet w/ success)	<b><u>P</u>roblem <u>B</u>ehavior</b> <i>Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"</i>	<b><u>C</u>onsequence/Function</b> <i>Get peer attention</i> <i>-peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day</i>
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**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

**Alternative Behavior**

- Ask to read or work with a peer
- Ask for a work break
- Earn extra recess w/ peer for finishing work quietly
- Read quietly and finish worksheet independently
- Ask to talk to the teacher

**Negative CHECK 2**

- Peers earn "Wow Cards" for ignoring Quinn's negative comments
- Have peers tell Quinn to "be respectful" when she makes negative comments
- When student gets upset provide an alternate assignment or reading passage
- When student starts w/ problem behavior direct the student to ask to work w/ peer
- Have student write what they did wrong & what they should do next time



# Activity 7

- Put the sticker you were given with the Pre-Test on to your Post-test
- Complete Post-test
- Turn in the Post-test before exiting the session
- On-line version of this training is available at [www.functionbasedthinking.com](http://www.functionbasedthinking.com)