

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Edward

(Grade-Kindergarten)

Date: 2/12/03

Set Up	Set Off	Target Behavior	Reinforcer
<ul style="list-style-type: none"> • Difficulty in transitions • Likes things to go his way • Empowered to refuse • Does not like to wait • Fear or anxiety • Does not like to change tasks when he is engaged • Sensitive to noise and light (?) 	<ul style="list-style-type: none"> • Adult requests • Schedule changes • Having to wait • Being “unfaired against” 	<ul style="list-style-type: none"> • Refusal & oppositional behavior 	<ul style="list-style-type: none"> • Attention from adults • Gets his way • Sense of control • Emotional release
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Involve parents • Choice points when appropriate and possible • Problem solving • Reinforce when responding appropriately • Social Skills 	<ul style="list-style-type: none"> • Pre-correct • Respond to safety and shame issues • 5-minute advance notice • Frustration choice points • Reflective listening • Respond to early signals 	<ul style="list-style-type: none"> • Engage appropriately in tasks and responding to staff direction 	<ul style="list-style-type: none"> • Limit adult reaction and number of adults responding • Avoid forced compliance • Ignore w/possible and appropriately

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Daniel

(Grade 5)

Date: 2/12/03

Set Up	Set Off	Target Behavior	Reinforcer
<ul style="list-style-type: none"> • Unresolved trauma • Grief (loss issue) • Academic needs 	<ul style="list-style-type: none"> • Being asked to perform • Being held accountable (right that minute) • Anxiety rises • Peer interaction 	<ul style="list-style-type: none"> • Oppositional and defiant behavior that disrupts the academic process for others 	<ul style="list-style-type: none"> • Goes home to see grandmother • Avoids academics • Engages other and negative attention • Sense of some control
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Social skills intervention • Pre-correction • Establishing options • Reading assessment and support plan • Examine academics schedule • Increase consistency • Plan for Success 	<ul style="list-style-type: none"> • Respond early when signs occur that it's not working. • Training classmates to ignore disruptive 	<ul style="list-style-type: none"> • Cooperative and engaged working toward independent academic performance • Choice Points • Claming himself 	<ul style="list-style-type: none"> • Keep him in school • Home visit • Provide hands-on reinforcement • Catching him being good (4-B's) • Consequences for choices connected to logical consequences • Cause/effect and Choice Points training • Get Ron to support consequences • In-school suspension

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Kyle

(Grade 7)

Date: 12/04/03

Set Up	Set Off	Target Behavior	Reinforcer
<ul style="list-style-type: none"> • Schedule • Being in hall • Reactive ADHD • Academic levels • Parent reports that Dad roughhouses with boys • Child reports problems at home 	<ul style="list-style-type: none"> • Transitions • Peers • R.C. performance 	<ul style="list-style-type: none"> • Noisy, obtrusive transitions 	<ul style="list-style-type: none"> • Negative attention • Relief from emotional distress • Sense of control • Sense of recognition • Avoidance of restrictions
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Medications? • Parent interview • 2-Parent interview • Pre-correction 	<ul style="list-style-type: none"> • Peer training to ignore behavior • Alternative choices • Transition before bell • Restrict movements until skills acquired • Group contingency 	<ul style="list-style-type: none"> • Transition in an orderly way 	<ul style="list-style-type: none"> • Redirect • Group training • Choice Points • Problem solving • Stress management

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Joe

(Grade 11)

Date: 11/25/03

Set Up	Set Off	Target Behavior	Reinforcer
<ul style="list-style-type: none"> • Learns different • Feels unimportant • Externalizes his responsibility • Takes on being a victim • Has been victimized • Long history of school difficulty • Has negative anticipation fo day • Wants to be accepted by the “in” students • Feels disregarded • Is lonely • Less engaged in school than the 6th grade • Parent reports adjustment issues at home • History of trying to control other students • Normal developmental transition to becoming an adult • High maintenance 	<ul style="list-style-type: none"> • Compliance expectations • Calling his bluff (depending on the day and how he is approached) • Black cloud or “pigpen” effect <p>The following is a proposal and needs to be reviewed by the SFS team for accuracy</p> <ul style="list-style-type: none"> • Peer interactions such as in academic processes. Joe may react to learning geared for all students. 	<ul style="list-style-type: none"> • Bored and engaging irresponsible behavior which becomes disruptive to the instructional process 	<ul style="list-style-type: none"> • Attention • Negative attention • Dysfunctional release of frustration • Provides meaning for his behavior • Provides a place to direct his frustration and other emotions • Confirms his being a victim
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Review Joe’s education program 	<ul style="list-style-type: none"> • Engage Joe personally prior to making requests • Increase his contact with male staff 	<p>The following is a proposal and needs to be reviewed by the SFS team for accuracy</p> <ul style="list-style-type: none"> • Engage in self-directed learning which is more focused and meaningful 	<ul style="list-style-type: none"> • Find positive reinforcers Joe will work for such as computer access or OSU classes