Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Series of 12 Modules on FBA

Module 1. An Introduction to Functional Behavioral Assessment; Using D.A.S.H. to Define, Ask, See & Hypothesize about Behavior; and DEFINING Behavior

Module 2. The ABCs of Understanding Behavior—Antecedents, Behavior, Consequence, Function & Setting Events

Module 3. D.A.S.H. ASKING about Behavior: Interviewing Staff, Student & Parent/ Caregiver (INDIRECT DATA)

Module 4. D.A.S.H. SEEING Behavior: Observing the Student (DIRECT DATA)

Series of 12 Webinars on FBA (cont.)

Module 5. D.A.S.H. HYPOTHESIS Verification: Comparing INDIRECT & DIRECT DATA

Module 6. Choosing Data Collection Tools and Completing the Hypothesis Statement with Baseline Data

Module 7. Introduction to Behavior Intervention Planning (BIP) and the Correcting Behavior Pathway; Looking at Replacement vs. Desired Behavior

Module 8. Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Series of 12 Webinars on FBA (cont.)

Module 9. Using the Behavior Intervention Plan to Implement and Evaluate (Who will do WHAT by WHEN and HOW?)
Module 10. Progress Monitoring—Checking for Success
Module 11. Aligning the Functional Behavioral Assessment and Behavior Intervention Plan with the Individual Education Program
Module 12. Continuum of Multi-Tiered Systems of Support—What does this look like for Tier 1, Tier 2 and Tier 3?

Webinar Downloads

- Module 8 PowerPoint
- Module 8 (Handouts and Optional Forms):
  - Handout: RAGEER
  - Article "Changing the Way We Think About Assessment and Intervention for Problem Behavior (Home & School)"
  - Form: Behavior Intervention Planning: Process Developed from a Functional Behavioral Assessment—Build a Competing Behavior Pathway (Brief and Case Study Anthology)
  - Handout: Possible Behavior Intervention Plan Strategies by Function
  - Handout: Antecedent Strategies by Function
  - Form: Teaching Behavior and Social Skills (Brief and Case Study Anthology)
  - Article: "Addressing Skill Deficits" and "Addressing Performance Deficits" (CECP)
- The THREE REQUIRED FORMS for FBA and BIPs
  1. Functional Behavioral Assessment (December 2013)
  2. Behavior Intervention Plans (December 2013)
  3. Considerations for Positive Behavior Support Form (December 2013)

can be downloaded with this webinar or accessed at
http://internet.nycbe.net/SpecialPopulations/SpecialEducationBehavior/default.htm

Module 8 Outcomes:

1. Describe the four different types of behavior intervention strategies that must be included as part of the BIP
2. Discriminate between function-based and non-function-based antecedent strategies
3. Identify teaching strategies for alternative/replacement and desired behavior
4. Differentiate social skills strategies for skill, performance and fluency deficits
5. Identify function-based strategies for rewarding replacement/desired behavior AND minimizing the payoff for problem behavior
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Test your Knowledge

1. What are the essential characteristics of replacement/alternative behavior?
   - Same function as the problem behavior
   - Easier to do than the problem behavior
   - Socially acceptable
   - All of the above

Test your Knowledge

2. The Competing Behavior Pathway is a framework that:
   - Provides a different function for the problem behavior
   - Provides “competition” for the student’s athletic abilities
   - Provides positive alternatives that “compete” with the problem behavior
   - Provides discipline measures for problem behavior

Test your Knowledge

3. The Competing Behavior Pathway:
   - Provides short-term and long-term solutions to the problem behavior
   - Regards the function of the behavior as significant to understanding the problem behavior and planning alternatives
   - Guides the behavior intervention plan
   - All of the above
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

**Test your Knowledge**

4. The Alternative/Replacement Behavior
   - Is an immediate, short-term goal that meets the same function as the problem behavior
   - Is an immediate, short-term goal that meets the opposite function as the problem behavior
   - Is a long-term goal
   - Is optional for a behavior intervention plan

5. The Desired Behavior:
   - Is a long-term goal
   - May require teaching and reteaching complex skills (e.g., academic skills, social/communication skills, organizational skills)
   - Results in the typical consequence/outcome that most students receive for similar behavior
   - All of the above

6. The SUMMARY STATEMENT/HYPOTHESIS is provided. Develop the Competing Behavior Pathway by adding the following: Replacement/Alternative Behavior, Typical Consequence, Desired Behavior

Division of Specialized Instruction and Student Support
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Critical Components of Behavior Intervention Plans

1. Competing Behavior Pathway
2. Function-Based Behavior Intervention Strategies
3. Implementation Plan
4. Evaluation Plan

Behavior Intervention Planning

Division of Specialized Instruction and Student Support
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Linking FBA to BIP

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Behavior</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Strategies</td>
<td>Strategies</td>
<td>Strategies</td>
</tr>
</tbody>
</table>

Why Do We Consider Function?

Function-Based Strategies
- directly address the function or purpose of the problem behavior and are expected to improve behavior.

Neutral Strategies
- unrelated to function of the problem behavior; might be a good behavior management strategy, but may or may not be effective in improving a specific behavior (It depends on the function!)

Contraindicated Strategies
- provides access to maintaining consequence following problem behavior and are likely to make the problem worse.

Function-Based Intervention Strategies

Function-Based strategies...

DIRECTLY address the function of the problem behavior by:

1. Providing a way to access the maintaining reinforcer by engaging in appropriate behavior
   or...
   2. Preventing access to the reinforcer following problem behavior
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Identifying Behavior Intervention Strategies

<table>
<thead>
<tr>
<th>Setting/Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct or Indirect (Social/Emotional)</td>
<td>Direct/Indirect Social/Emotional</td>
<td>Direct/Indirect Social/Emotional</td>
<td>Direct/Indirect Social/Emotional</td>
</tr>
<tr>
<td>Increase the probative, functional, and social behavior</td>
<td>Task Analysis</td>
<td>Reinforcement Analysis</td>
<td>Structured Instruction</td>
</tr>
<tr>
<td>Increase/Decrease problem behaviors</td>
<td>Task Analysis</td>
<td>Reinforcement Analysis</td>
<td>Structured Instruction</td>
</tr>
<tr>
<td>We consider the <strong>FUNCTION</strong> of the problem behavior when selecting these strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal of the Behavioral Intervention Plan

Increase Desired Behavior

Decrease Problem Behavior

Prevent and Decrease Problem Behavior

Prevention Strategies

Setting Events & Antecedents
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

R.A.C.E.R
Replace problem behavior with a socially acceptable, efficient behavior that allows student to obtain the pay-off function.

Antecedent strategies are developed to directly address triggers to prevent problems & promote replacement behaviors based on the function of behavior. We also use setting event strategies to neutralize or eliminate the setting event.

Correct behaviors by quickly & effectively redirecting student to replacement behavior

Distinguish behaviors by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)

Reinforce replacement & desired behaviors based on function/pay off for the student

Setting Events vs. Antecedents

Setting Events indirectly set-up the problem behavior by making the likelihood of the behavior increase. They act as “slow triggers.” Think of setting events as risk factors.

Antecedents occur immediately before and act as “fast triggers” for problem behavior.

Setting Event Strategies

These strategies are designed to:
- Eliminate identified setting events
  - Or
- Build in a neutralizing routine to defuse the effects of a setting event

Division of Specialized Instruction and Student Support
Example: Eliminating Setting Events

When asked to transition to a new activity, Charlotte sometimes has tantrums (crying, screaming, flopping) that result in adult attention. This is most likely to occur when Charlotte has not interacted with an adult for several minutes.

Charlotte's team members have decided that she will:

a) Be given a "job" which will require her to interact with staff frequently
b) Receive frequent, intermittent teacher attention for appropriate and neutral behavior

Neutralizing Effects of Setting Events

Setting Events ➔ Antecedents ➔ Behavior ➔ Consequence

• Neutralizing Routines:
  • Diminish the effects of setting events that have already occurred
  • Act as "separating events" that occur between the setting event and the triggering antecedent

Example: Neutralizing Strategies

When asked to complete academic tasks, Ramona is more likely to engage in problem behavior to gain adult attention (function) on days when she has had a CONFLICT AT HOME before school.

Ramona's team has decided to:

• Build in a morning "check-in" daily, during which time Ramona spends 5-10 minutes talking with a preferred adult before going to class. If Ramona talks about conflict at home, then discuss issues further in order to resolve them.

The purpose of this strategy is to help neutralize the effects of having the conflict at home.
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Antecedent Strategies

These strategies are designed to prevent problem behavior by:

1. Eliminating/Reducing antecedents that “trigger” the behavior

AND

2. Increase success of new behavior by Prompting it

Antecedent Strategies: Prompting

After the replacement behavior has been taught, Prompts and Pre-corrections are used to support and help remind the student to use replacement/desired behavior.

Consider using:

- Visual prompts
  - Pictures, symbols, highlighted text, color-coded materials
- Verbal prompts
  - Remind the student to use the replacement response before entering the situation(s) where problem behavior is likely
- Gestural or model prompts
  - Provide gestural cues to remind student to use the replacement behavior or model the correct behavior before problem behavior occurs

Antecedent Strategies: Prompting Example

During circle time, when there is a lack of adult attention, Micah gets out of his spot, lays on floor, and sometimes grabs the teacher’s materials to obtain adult attention.

As part of his plan, Micah’s team has decided to:

1. Put an outline around each student’s spot on the carpet (so Micah isn’t singled out) and tape a “raise hand” picture on the floor in front of his spot (visual prompts)
2. Model how to “raise hand to get teacher’s attention” on the way to the carpet (model prompt to pre-correct)
   Teach how to “sit like a pretzel.”
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

**Antecedent Strategies: Preventing Triggers**

When identifying preventive antecedent strategies:
1. Eliminate or alter the antecedent so student will no longer need to use problem behavior.

The **BEST ANTECEDENT STRATEGIES** directly address:

1. The identified ANTECEDENT
2. The FUNCTION of the problem behavior

---

**Activity: Identifying Antecedent Strategies**

During independent reading time in language arts, when several minutes have passed without teacher attention, Audrey makes noises, talks out, and walks around the room. This behavior is maintained by adult attention.

Which is the best antecedent reducing strategy to prevent problem behavior?
1. Have peer remind the student to stay in her seat.
2. Give student more time to finish her reading assignment.
3. Teacher will provide frequent praise for reading quietly and staying in her seat.
4. At the beginning of independent reading, explain to the class why it is important to sit quietly.
5. Provide student with readings on preferred topics.

---

**Activity: Identifying Antecedent Strategies**

When Pam is **asked to work on long-division problems** in math class, she argues, refuses to work, and uses profanity to **avoid/escape difficult tasks**.

Which is the best antecedent reducing strategy to prevent problem behavior?
1. Have student check in with teacher at beginning of class.
2. Give student more time to complete the difficult tasks.
3. Scaffold the assignment so that she can be successful.
4. Warn student she will be sent to office for using profanity.
5. Allow student to practice long-division on the computer.
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Examine the Handout

R.A.C.E.R
Replace problem behavior with a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Antecedent strategies are developed to directly address triggers to prevent problems & prompt replacement behaviors based on the function of behavior. We also use setting event strategies to neutralize or eliminate the setting event.

Correct behaviors by quickly & effectively redirecting student to replacement behavior.

Extirpate behaviors by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)

Reinforce replacement & desired behaviors based on function/pay off for the student

Teaching Strategies
Replacement & Desired Behaviors
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Social Skills Deficits
- Skill
- Performance
- Fluency

Skill, Performance & Fluency Deficits

Skills Deficits
"Can't do"
- Doesn't know how to perform the skill
- Doesn't know how to discriminate which skills to use in what situations

Performance Deficits
"Won't do"
- Knows how to perform the skill
- Can discriminate which skills to use in what situations
- Fails to use skills for many reasons

Fluency Deficits
- Unpolished
- Knows how to perform the skill
- Performs skill at acceptable levels
- Awkward, robotic, overly formal
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Social Skills Deficits and Instructional Approaches

<table>
<thead>
<tr>
<th>Type of Deficit</th>
<th>Instructional Approach</th>
</tr>
</thead>
</table>
| Skill          | • Large group, small group, or individual  
                 • Break the skill into steps, and directly teach and practice each step (See "Teaching behavior and Social Skills Lesson Plan") |
| Performance    | • Individualized  
                 • Decrease the "Payoff" for the problem behavior  
                 • Increase the "Payoff" for the replacement behavior  
                 • Increase motivation through support and reinforcement |
| Fluency Unpolished | • Immersse in appropriate models  
                      • Provide plenty of opportunities to practice  
                      • Give high levels of reinforcement  
                      • Involve peers |

Source: www.education.com  Types of Social Skills Deficits

Always Start with the Replacement Behavior

Desired Behavior → Natural Consequence

Setting Event → Antecedent → Problem Behavior → Maintaining Consequence

You have already selected a function-based alternative behavior!!!

Teaching Behavior

Teaching

1) Identify skill(s) to teach
   • Dual focus when teaching behavior  
     • Replacement Behavior  
     • Desired Behavior

ALWAYS START with the Replacement Behavior (Short-Term Goal)

- FIRST – Teach the Replacement Behavior you identified in Competing Behavior Pathway  
  - Teaching = Review & practice the skill regularly

- THEN – Teach the Desired Behavior (Long-Term goal)
  - this may be something to focus on immediately, or only after the student is fluent with the Replacement Behavior

Division of Specialized Instruction and Student Support
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Teaching Behavior
Don't assume student already has Replacement Behavior in their skill set
1) Develop an observable definition of behavior
   - identify examples & non-examples
2) Model / Practice / Give Feedback
3) Schedule Review & Practice of Skill / Behavior Regularly

Teaching Behavior & Social Skills Lesson Plan
Step 1: Identify the Expected Behavior and Describe it in Observable Terms.
Step 2: Rationale for Teaching the Behavior
Step 3: Identify a Range of Examples
   Positive Examples of the Expected Behavior
   (this is what the expected behavior looks like)
   Negative Teaching Examples
   (non-examples, what not to do)
Step 4: Practice/Role Playing Activities
   Model Expected Behavior -> Student Practices Behavior -> Give Feedback
Step 5: Responding to Behavior in Classroom & Role Play
   Reinforcement for Expected Behavior
   Corrective Feedback for Misbehavior
Step 6: Prompt/Remind/Re-teach Expected Behavior in Classroom

Let's Examine the Form
(Blank & Case Study Anthony)

Division of Specialized Instruction and Student Support
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Teaching Strategies: Desired Behavior

Common Skill Deficits That Can Lead to Problem Behavior:

- **Academic Deficits**
  - Avoiding difficult tasks

- **Social Skills Deficits**
  - Attention seeking
  - Avoiding peer attention
  - Avoiding adult attention

- **Organizational Skills Deficits**
  - Escape from academic task demands

Teaching Strategies: Desired Behavior (cont’d)

To teach desired skills we may need to consider:

- Additional assessment to identify specific skill deficits
- Instructional support targeted for a skill deficit
- Accommodations to meet the student’s needs
- Appropriate instructional grouping
- Additional support and practice at home
Teaching Desired Behavior: Successive Approximations

It is typically necessary to teach approximations of the desired behavior to move from the Replacement Behavior to the Desired Behavior.

Dexter

Antecedent: Task too difficult
Asked to do multi-digit multiplication or division math worksheets

Desired Behavior: Complete multi-digit math problems independently

Natural Consequence: Success on problems, more math tasks

Function: Escape difficult Math Tasks

Approximation Step #2: Ask for break using 1 break token per period & Teacher praises progress and scaffolds new skill set and checks for understanding.

Approximation Step #1: Ask for break using only 3 break tokens per period & Teacher praises progress, teaches scaffolding skill and checks for understanding.

Replacement Behavior: Ask for Break from Difficult Divide Digit Tasks & Teacher assesses skill level and teaches needed skills.

R.A.C.E.R

Replace problem behavior with a socially acceptable, efficient behavior that allows student to obtain the pay-off function.

Antecedent strategies are developed to directly address triggers to prevent problems & prompt replacement behaviors based on the function of behavior. We also use setting event strategies to neutralize or eliminate the setting event.

Correct behaviors by quickly & effectively redirecting student to replacement behavior.

Extinguish behaviors by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)

Reinforce replacement & desired behaviors based on function/pay off for the student.
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Consequence Strategies

These strategies help make problem behavior infrequent by:

1. Maximizing Reinforcement for Replacement & Desired behaviors

AND...

2. Minimizing reinforcement for Problem Behavior

Consequences:
Reinforcing the Replacement Behavior

When the student engages in the Replacement Behavior, provide the student with an outcome that matches the FUNCTION of the problem behavior.

Example:
If student raises hand and requests a break from a difficult task → quickly respond, by allowing the student to take a break.
Consequences: Reinforcing the Replacement Behavior

It is extremely important that the Replacement Behavior is reinforced:
> Immediately
> Consistently
and...
> Regularly (MULTIPLE opportunities to practice)

This is necessary for the Replacement Behavior to successfully compete with the problem behavior.

Consequences: Reinforcing Desired Behavior

The goal is to ultimately have the student move from the Replacement Behavior to the Desired behavior.

Start with reinforcing REASONABLE approximations of the desired behavior
• Considerations:
  • What is the student currently doing?
  • How does this compare to what we want?
  • Will rewards be delivered often enough to strengthen and maintain behavior?
  • Do we have a powerful reinforcer? Consider FUNCTION!

What are REASONABLE Expectations?

If the student is currently out of seat and off task for the most of the class period and is not turning in any completed assignments.
> Probably NOT reasonable to expect:
  • To earn reinforcer, student will be on task for entire class period, and complete all assignments for one week.
> More reasonable INITIAL goal:
  • Student will: a) be in seat and on task for at least 20 minutes of the class period, and b) turn in assignments that are at least 30% completed for 2 consecutive days.
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

When possible... use consequences for desired behavior that match the FUNCTION of the problem behavior.

If the function of behavior is to Gain Peer Attention, for being in her seat and working quietly for 30 minutes the reinforcer might be:

- 15 minutes to work with a peer buddy

If the function of behavior is to Avoid Difficult Tasks, for staying on task and completing over 50% of an assignment the reinforcer could be:

- a "Free Homework Pass"

Activity: Reinforcing Replacement/Desired Behavior

When Pam is asked to work on long-division problems in math class, she argues, refuses to work, and uses profanity in order to avoid/escape the difficult task. (Alternative Behavior: Ask for a break.)

Which are the best reinforcement strategies (2)?

1. Student earns teacher praise for staying on task
2. Student is immediately given a break when she asks appropriately
3. Student can earn one "free homework pass" after completing all math assignments for three weeks
4. Student is given a pre-selected preferred alternate task
5. Student earns 5 extra recess minutes for completing all worksheet items

Activity: Reinforcing Replacement/Desired Behavior

During independent seatwork, Ronnie makes inappropriate noises and makes faces at peers. The function of Ronnie's behavior is to obtain peer attention. (alternative Behavior: Ask to work with peer.)

Which are the best reinforcement strategies (2)?

1. Student is allowed to sit by a preferred peer for 15 minutes, if he is quiet and on task during seatwork every day for a week
2. Student will receive a "free homework pass" if he has no problem behavior during independent seatwork
3. When student is on task with no problem behavior for 15 minutes, he will be allowed to sit at back table and read with a peer
4. Student is allowed to work with a peer when he makes noises and faces
5. Student is allowed to work with a peer when asks appropriately

Division of Specialized Instruction and Student Support  20
Consequences: Responding to Problem Behavior

Responses to Problem Behavior should focus on two areas:

1. Redirecting to the Replacement Behavior

2. Extinction of the Problem Behavior

Responding to Problem Behavior: Redirection

At the earliest signs of problem behavior, quickly redirect to the alternative behavior.

Example:
During independent work, Annie often talks out to get teacher attention. If ignored, Annie will begin yelling and throwing materials.
- When Annie first starts talking out, her teacher will immediately remind her how to appropriately get adult attention and will praise Annie’s use of the alternative behavior.

Bonus Question:
What type of reminder might Annie’s teacher use?

Extinction

Extinction is the gradual decrease of problem behavior because it is NO LONGER BEING REINFORCED. Depending on the function, it simply requires:

- the withholding of reinforcement by ignoring a behavior
- denying access to tangible items or activities
- not allowing the learner to escape or avoid a non-preferred task or situation
- and/or preventing reinforcing sensory feedback.

You may see an EXTINCTION BURST, where the student will increase the problem behavior temporarily. Consider it “trying harder” to get what he or she wants, with habits of misbehavior that used to work. If you stay the course, it will eventually diminish.
Responding to Problem Behavior: Extinction

Do NOT allow the problem behavior to "work" or "pay off" for the student.

Escape/Avoid
Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior.
- But, make sure the student is capable of doing work or provide support/instruction so student can complete the work.

Attention (Adult/Peer)
Eliminate/minimize the amount of attention for engaging in problem behavior.
- Limit verbal interactions/explanations.
- Create a signal to cue the student to use the alternative behavior instead.
- Teach peers to ignore problem behavior/walk away.

---

Responding to Problem Behavior: Extinction

Important to note that extinction should always be combined with high rates of reinforcement for appropriate behavior.

Example:
Darcy engages in problem behavior that results in peer attention:
> Darcy's peers will receive "points" for ignoring her inappropriate behavior.

Darcy will also be learning how to interact with peers appropriately and will earn time with peers for alternative/desired behavior.

---

Activity: Identifying Consequence Strategies—Responding to Problem Behavior

During independent seatwork, Ronnie makes inappropriate noises and makes faces at peers. The function of Ronnie's behavior is to obtain peer attention.

Redirection?
Extinction?

Which are the best strategies for responding to problem behavior (2)?
1. The teacher speaks to the student in the hall and reminds him of the classroom rules.
2. Peers explain to the student that he is being disrespectful.
3. The student is reminded that his parents will be called if he continues to behave inappropriately.
4. Peers are taught to ignore the inappropriate behavior.
5. When the student begins to engage in the problem behavior, he is immediately prompted to appropriately ask to work with a peer.
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Activity: Identifying Consequence Strategies—Responding to Problem Behavior

During independent reading time in language arts, Audrey makes noises, talks out, and walks around the room. The FBA has shown that this behavior is maintained by adult attention. (Alternative Behavior: Ask for help from teacher.)

Which are the best strategies for responding to problem behavior (2)?

1. When student begins to engage in problem behavior, she receives a brief visual prompt to ask for teacher help/attention.
2. Peers require "points" for ignoring problem behavior.
3. Student goes to school psychologist's office to discuss her behavior.
4. Teacher minimizes attention for problem behavior.

Summary Statement/ Hypothesis

Case Study Anthony

Setting Event

Antecedent

Behavior

Consequence/Function

Anthony is corrected earlier in the day

Teacher directive to begin work in Science/Social Studies

Anthony gets out of his seat

Leaves Class/ goes to AP's Office

Avoids task/ Gains Adult Attention

Examining the Actual Form (Blank & Case Study Anthony)
Anthony Case Study

**BEHAVIOR INTERVENTION PLANNING**

<table>
<thead>
<tr>
<th>Setting Events Strategies</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check in before entering class</td>
<td>Privately prompt Anthony to begin work</td>
<td>Use hand signal to ask for help, new task</td>
<td>Points earned for extra reading time/lunch with AP</td>
</tr>
<tr>
<td>Self-regulation exercises</td>
<td>Remind him he can request a break</td>
<td>Ask for time to self-regulate</td>
<td>Positive note home weekly</td>
</tr>
</tbody>
</table>

---

Check for Understanding

What are the four types of intervention strategies that should be included as part of any behavior intervention plan?

1. 
2. 
3. 
4. 

---

To be continued...

Looking forward to seeing you on June 6, 2014 for Module 9:
Using the Behavior Intervention Plan to Implement and Evaluate
(Who will do what by when and how?)
Module 8: Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Acknowledgements

We would like to acknowledge the resources and materials from the National Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports www.pbis.org, from which many of the activities and materials are adapted.

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.