Choosing and Implementing Function-Based Behavior Interventions

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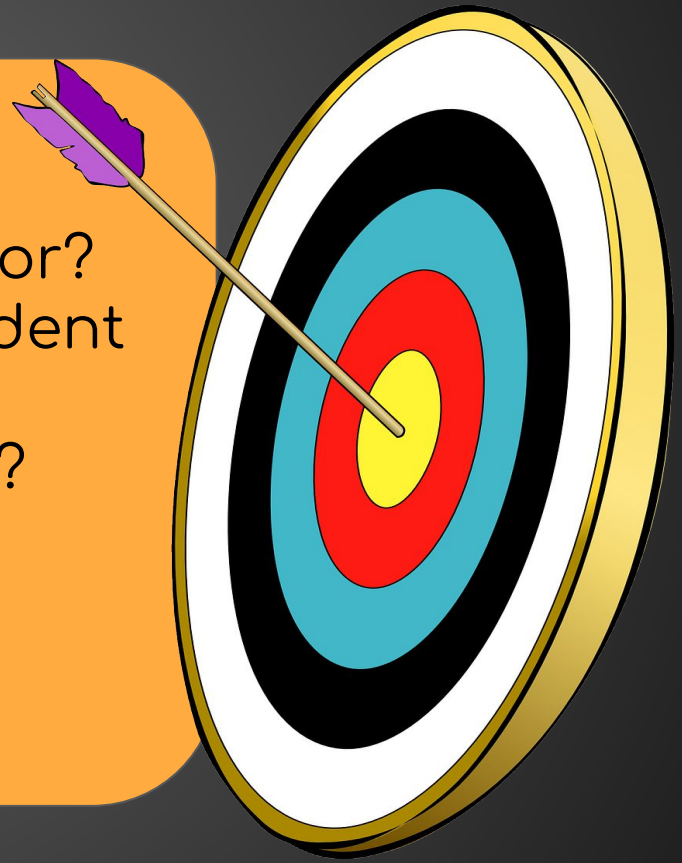
Objectives

- What is behavior?
- What are the functions of behavior?
- What are function-based antecedent and consequence strategies?
- What are replacement behaviors?
- How do we teach replacement behaviors?
- FAQs



What is Behavior?

Behavior is a form of communication

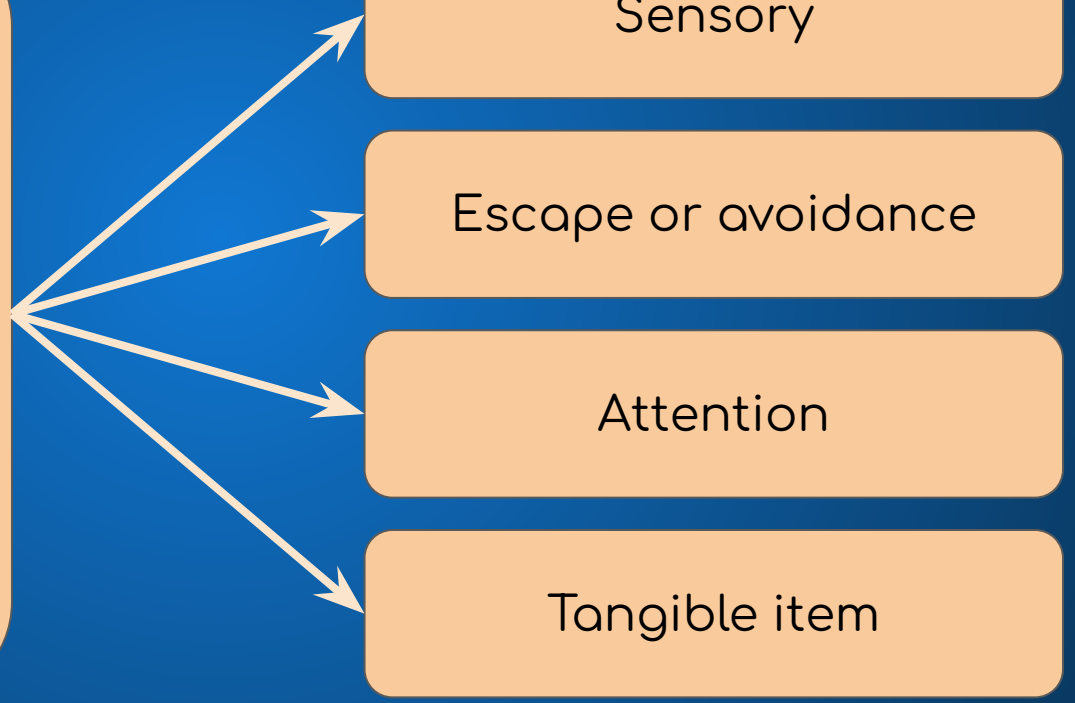
When a baby cries, they are communicating they are hungry, tired, or need a diaper changed

What is Behavior?

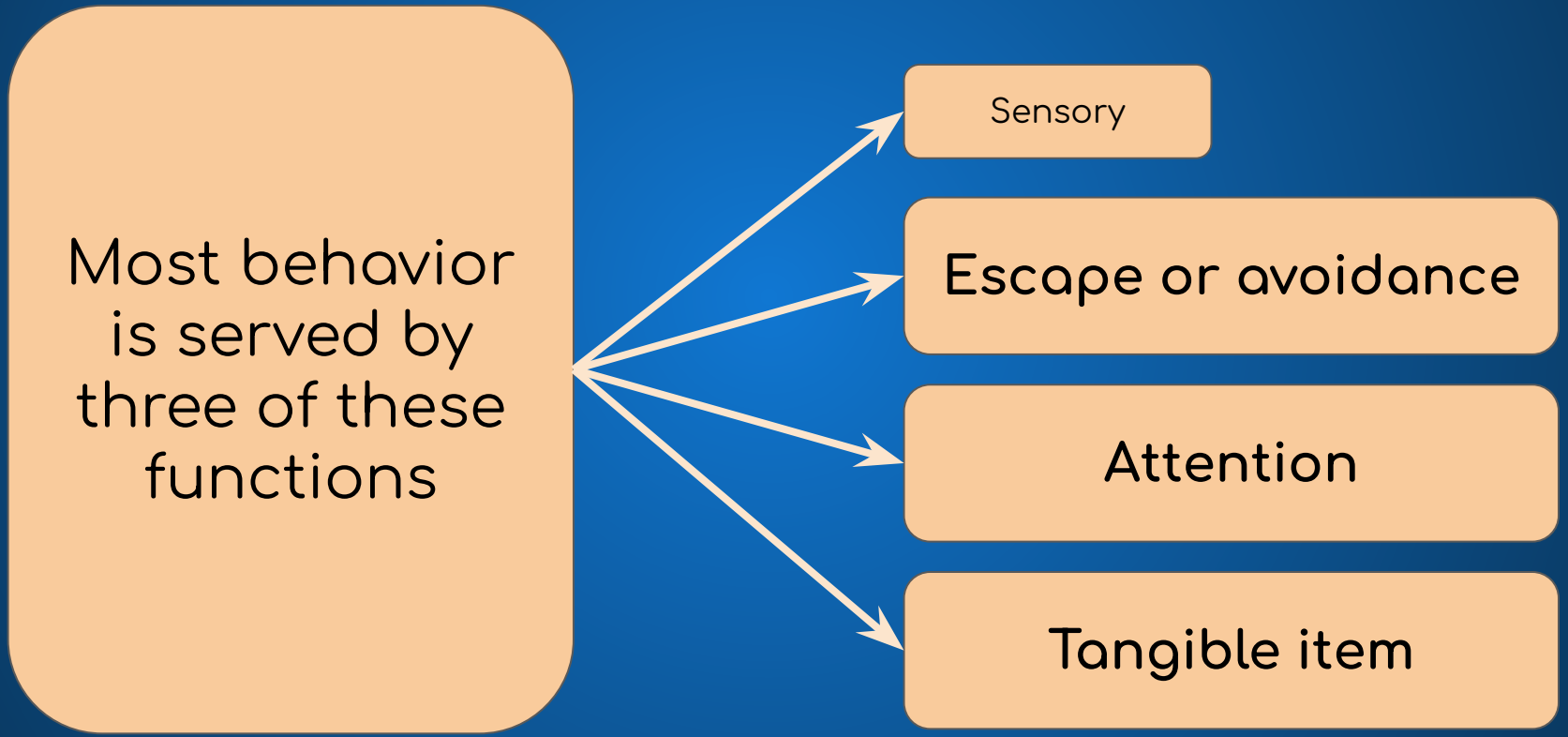
When our students engage in behavior they are also communicating something to us.

What are the Functions of Behavior?

As teachers, we need to figure out what students are trying to communicate.



What are the Functions of Behavior?



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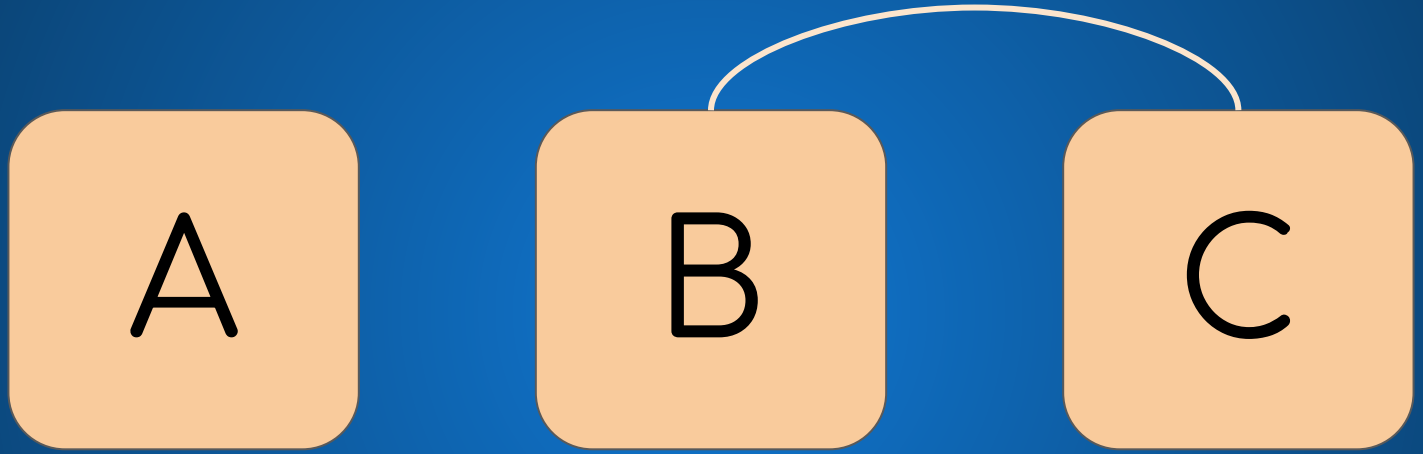


The consequence of the behavior, or what happens after the behavior, will help us determine the possible function of the behavior.

What are the Functions of Behavior?

A

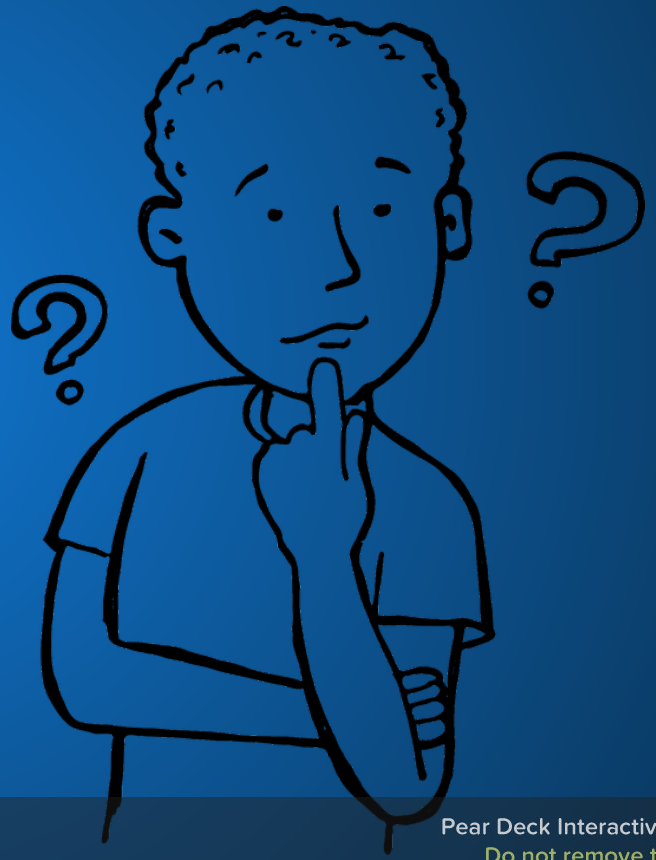
B

C

What are the Functions of Behavior?

What is the possible function?

A: Kyle sees his friend with legos
B: Kyle hits his friend
C: His friend gives him the legos



Students choose an option

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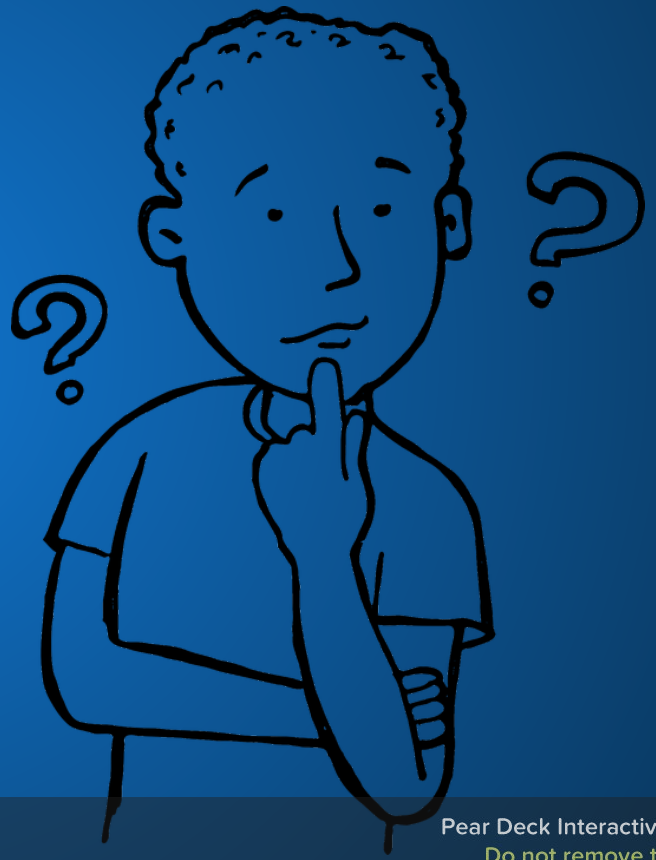
What are the Functions of Behavior?

What is the possible function?

A: Mariah is working with a partner
B: Mariah hits her partner
C: Mariah is sent out of the room



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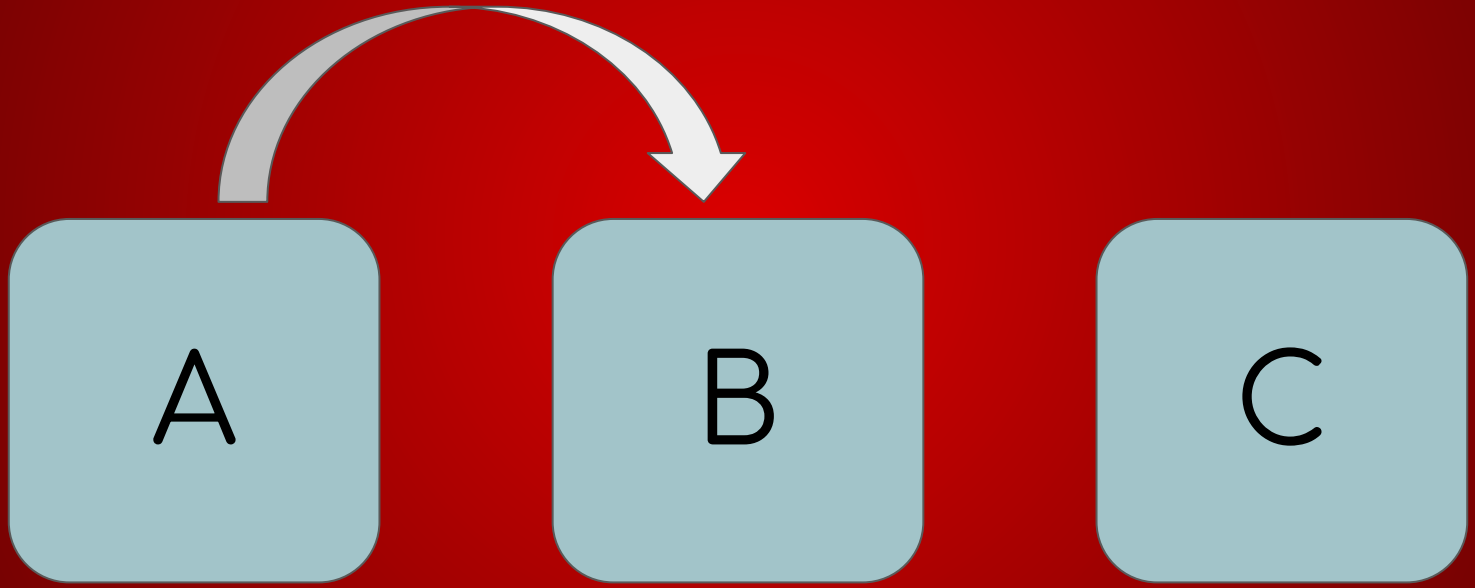
What are Function-Based Antecedent Strategies?



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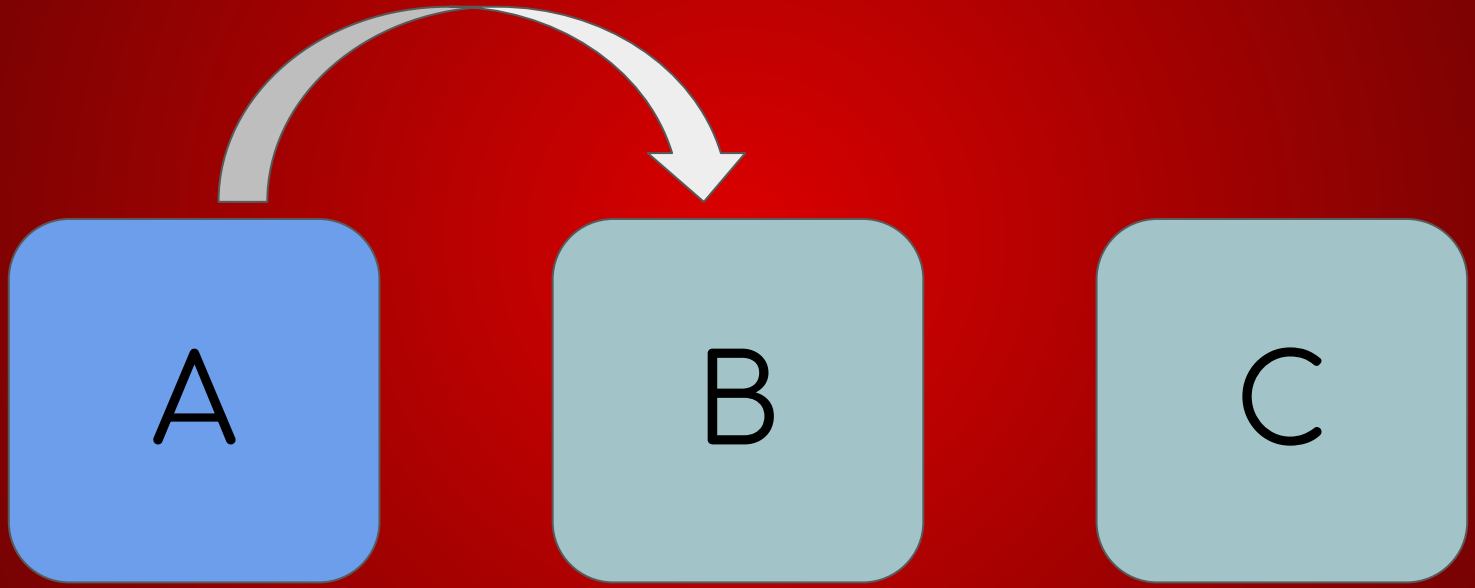

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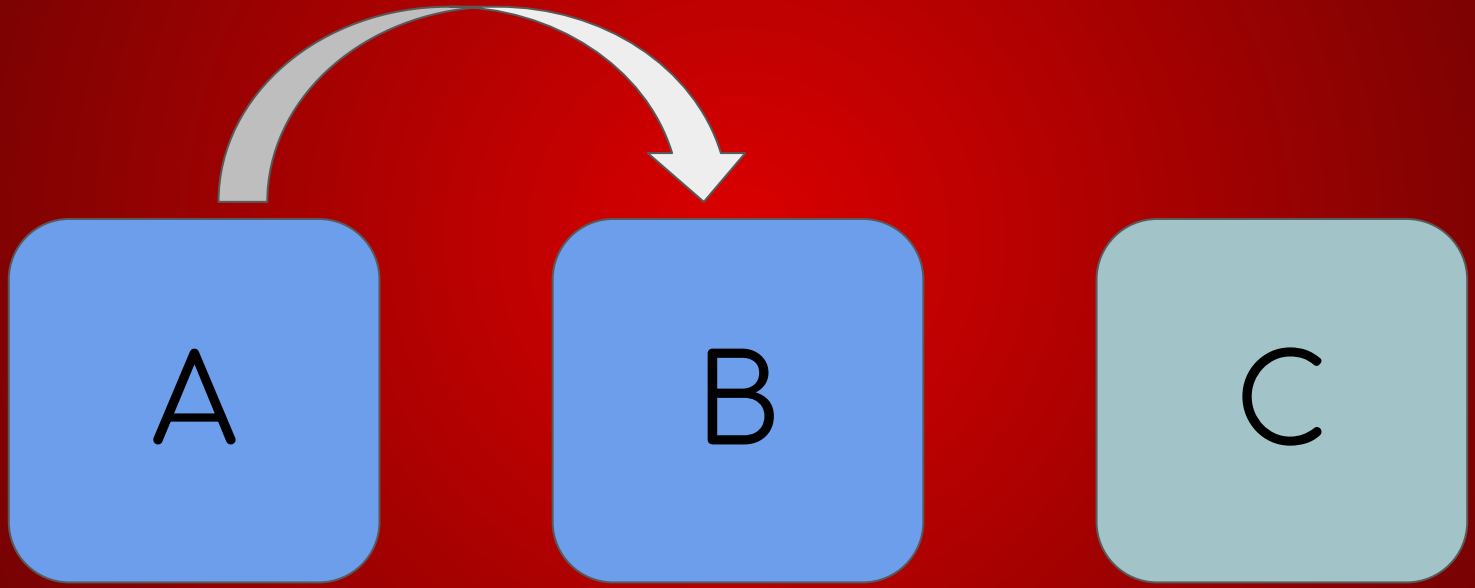


What are Function-Based Antecedent Strategies?

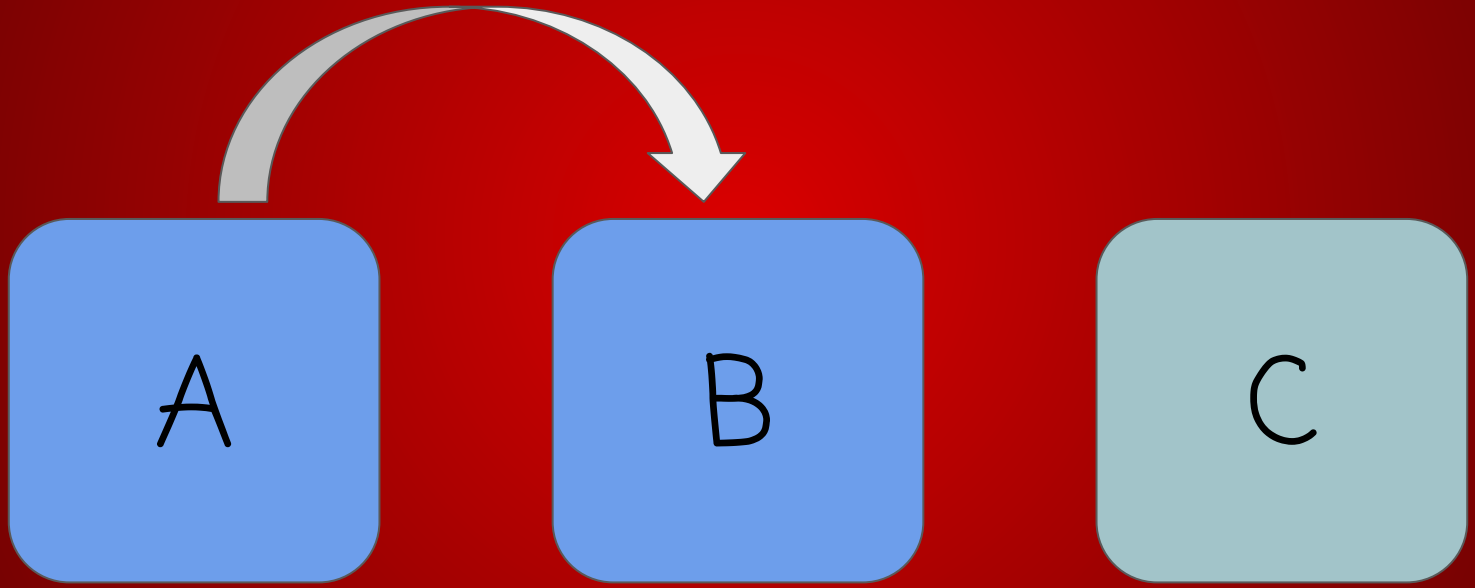
Modify the Content

Alter the Environment

Change What is Presented

Eliminate the Antecedent

What are Function-Based Antecedent Strategies?



What are Function-Based Antecedent Strategies?

A: Bella is given a math worksheet to do in class

B: Bella rips the math worksheet in half and says "I hate math!"

C: The teacher sends Bella to the principal's office

Function: Escape

Modify the Content

Antecedent Strategy: Offer a choice

"Bella, do you want to do your math worksheet on paper or on a computer?"

What are Function-Based Antecedent Strategies?

A: Maliki is told it is time to clean up from centers

B: Maliki cries and throws his centers items at his teacher

C: His teacher allows him to continue playing in centers for 2 more minutes

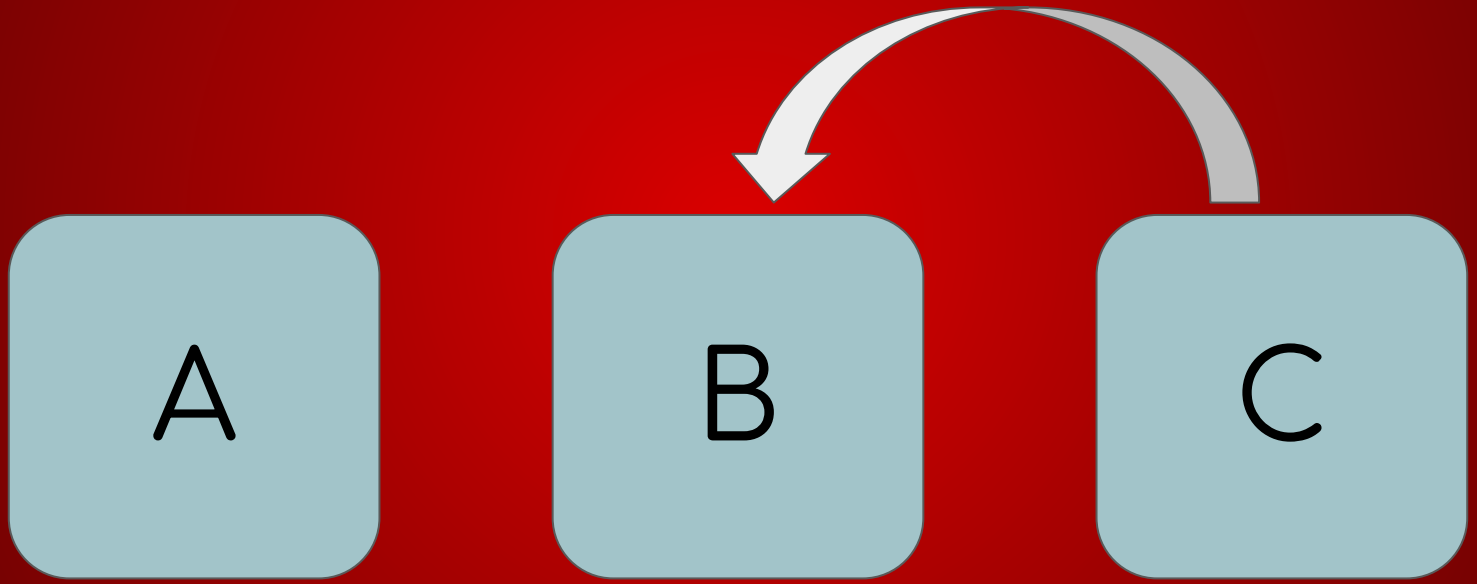
Function: Tangible

Eliminate the Antecedent

Antecedent Strategy: Provide a warning

"Maliki, it will be time to clean up from centers in 2 minutes"

What are Function-Based Consequence Strategies?



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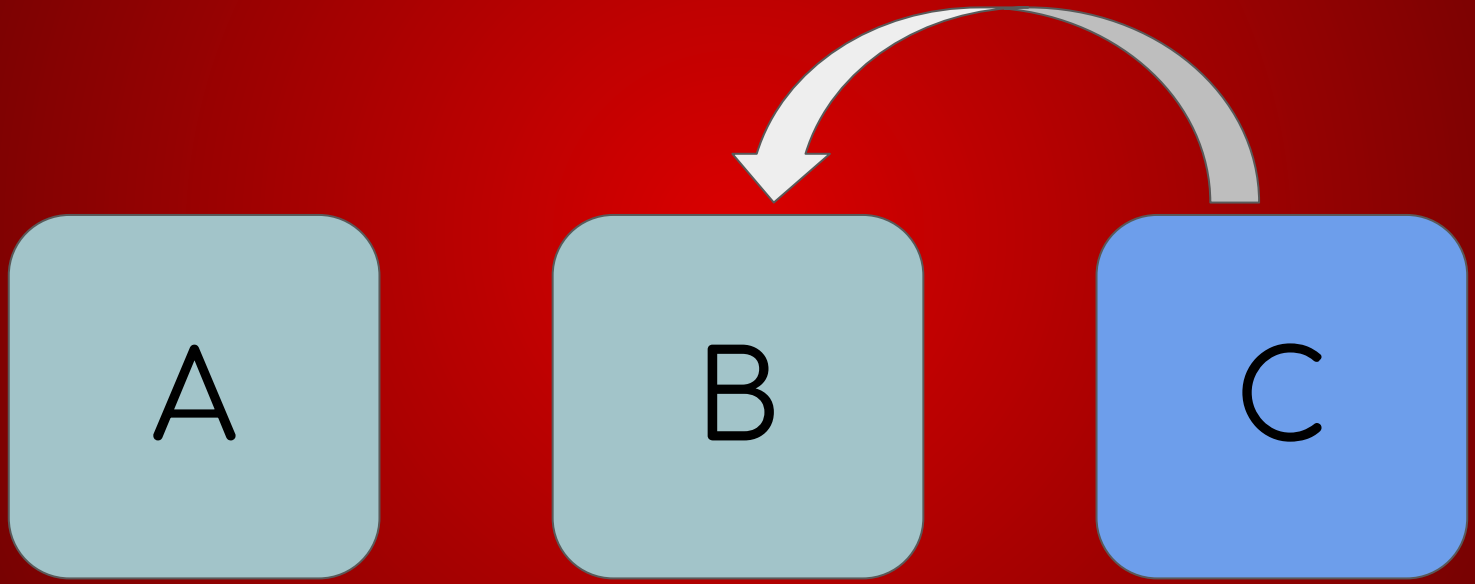

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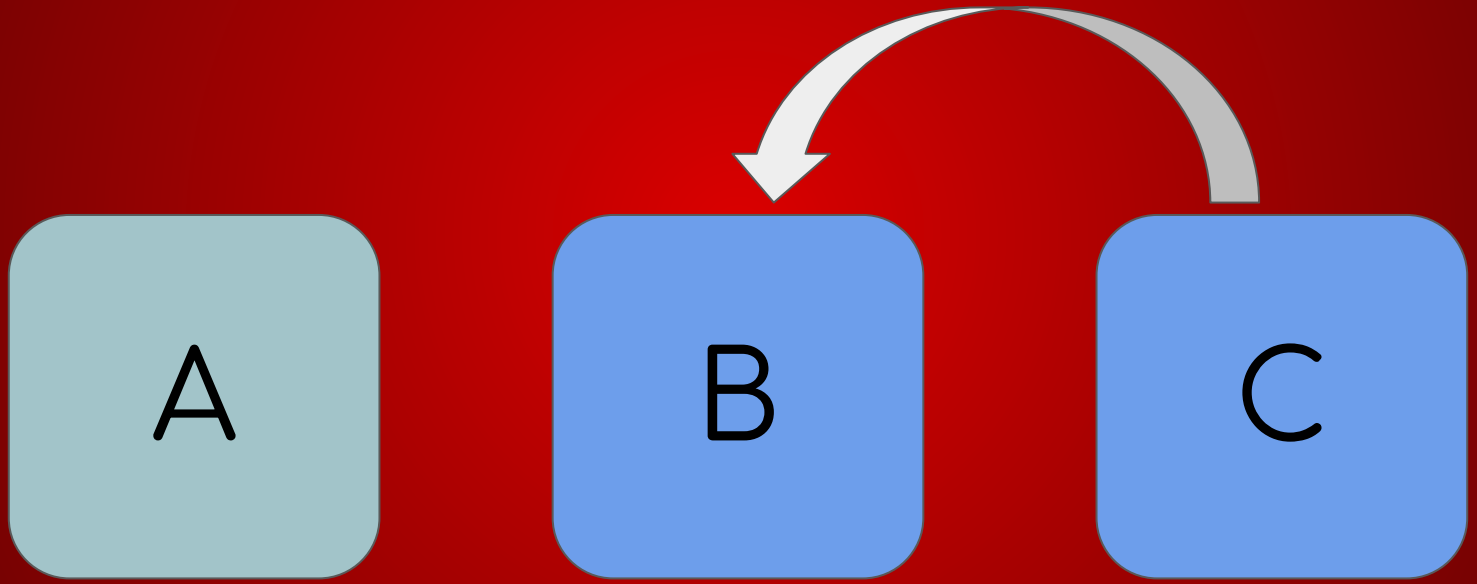

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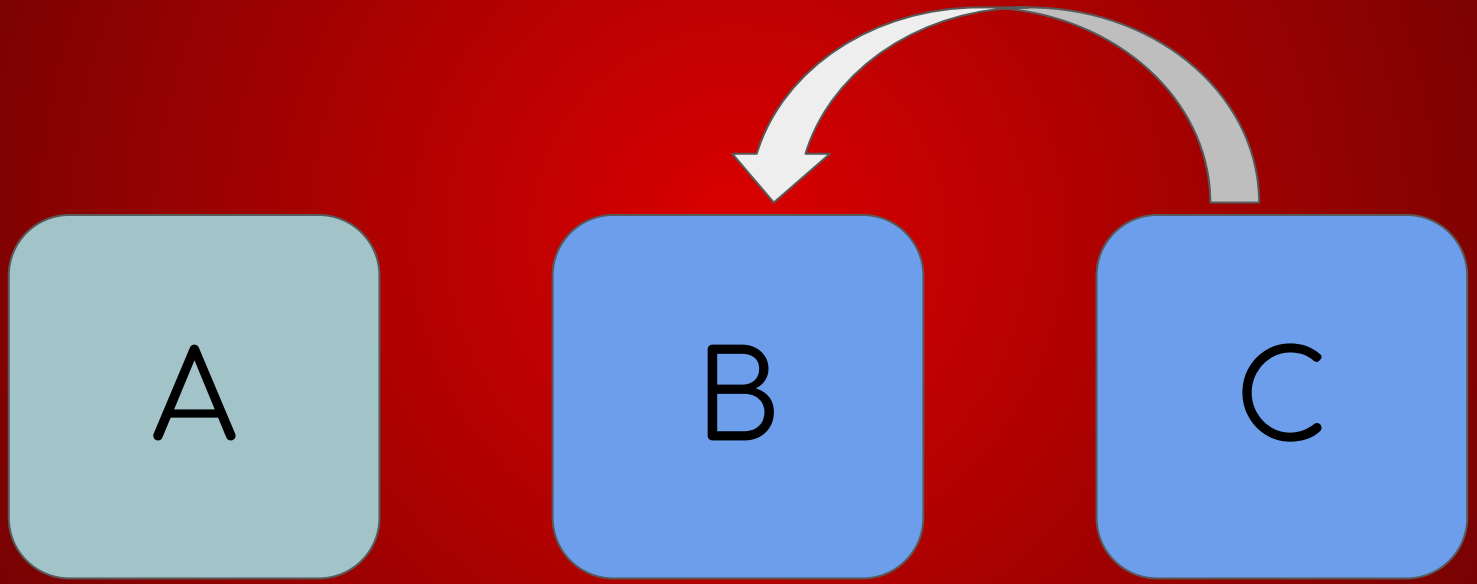

What are Function-Based Consequence Strategies?

A: Mr. Michaels is giving Markel attention

B: Laura leaves her seat without permission

C: Mr. Michaels tells Laura to sit down

Function: Attention

Consequence Strategy: Provide Laura attention when she engages in an appropriate behavior and ignore her when she leaves her seat without permission

What are Function-Based Consequence Strategies?

A: Mrs. Elliot tells class to read silently to self

B: Graham scrolls through social media on his phone

C: Mrs. Elliot ignores Graham's behavior

Function: Escape

Consequence Strategy: Allow Graham to earn breaks on his phone for every 3 minutes he reads to himself during class

What are Function-Based Strategies?

You have a 6th grader with autism and limited verbal ability. Every time the bell rings to change classes for specials he runs out of the room, accidentally knocking down other students in the process. You have figured out the function is **access to a tangible**, because he is able to get first choice of materials and a preferred choice in specials.

What function-based antecedent or consequence strategy would you recommend?

Students, write your response!

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What are Function-Based Strategies?

You have a high school student with no diagnosed disability but is often impulsive. When you provide her with homework each night she says, "I'm not doing this, this is dumb!" She sometimes includes some inappropriate language with this statement. You have figured out the function is **attention**, because when she says this her friends often laugh at her.

What function-based antecedent or consequence strategy would you recommend?

Students, write your response!

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What are Replacement Behaviors?

A

B

C

A replacement behavior is a new behavior that is intentionally taught to students to take the place of a challenging behavior.

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B

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What are Replacement Behaviors?

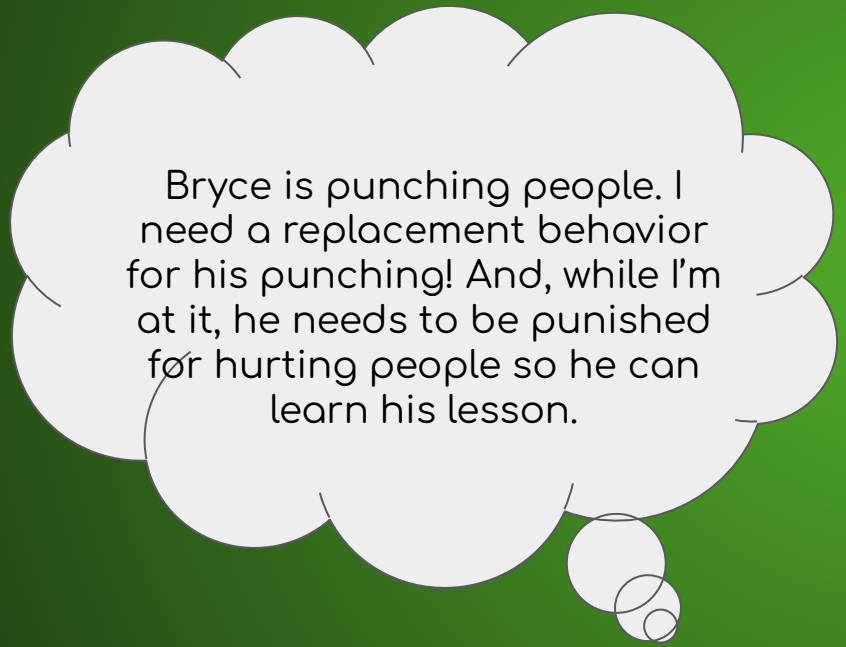
Target Behavior

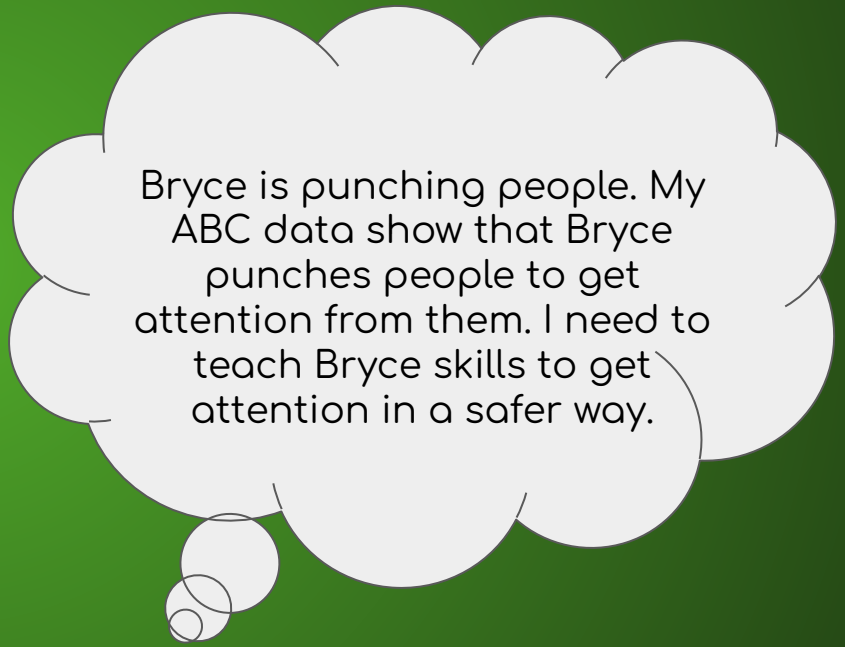
- Specific behavior "targeted" for change
- Operationally defined
- Function identified through data collection

Replacement Behavior

- New behavior that will replace the target behavior
- Stated in terms of what you want student to do
- Sometime the student can do or can learn to do
- Serves the same function as the target behavior

What are Replacement Behaviors?





How Do I Teach Replacement Behaviors?

1. Identify the challenging behavior	2. Identify the function of the behavior by collecting ABC data	3. Identify a socially acceptable replacement behavior	4. Teach the student how to use the replacement behavior	5. Always reward the replacement behavior and ignore the challenging behavior

How Do I Teach Replacement Behaviors?

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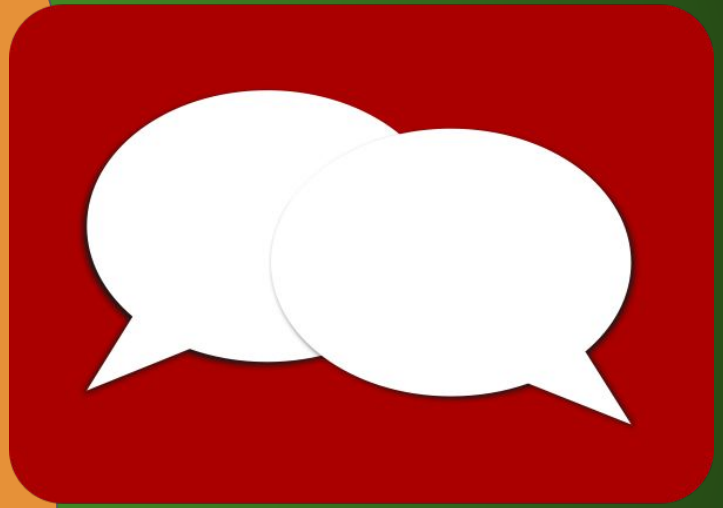
Elsa pushes students on the playground.	Elsa engages in this behavior to gain attention from peers.	Elsa will ask 2 friends if they want to play with her.	The teacher will model how to ask friends to play, and then will help Elsa do this with her peers.	When Elsa asks 2 friends to play with her on the playground she will earn 2 extra minutes of recess with her classmates.

How Do I Teach Replacement Behaviors?

You have an 11th grader who has a 504 plan and a BIP. In geometry, whenever she is presented with a novel task she says "This is bullsh**" and walks out of the classroom. You have figured out that the function is escape from tasks that she thinks might be too difficult and from peer laughter that sometimes occurs when she doesn't know an answer.

What replacement behaviors could you teach?



Students, write your response!

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Frequently Asked Questions

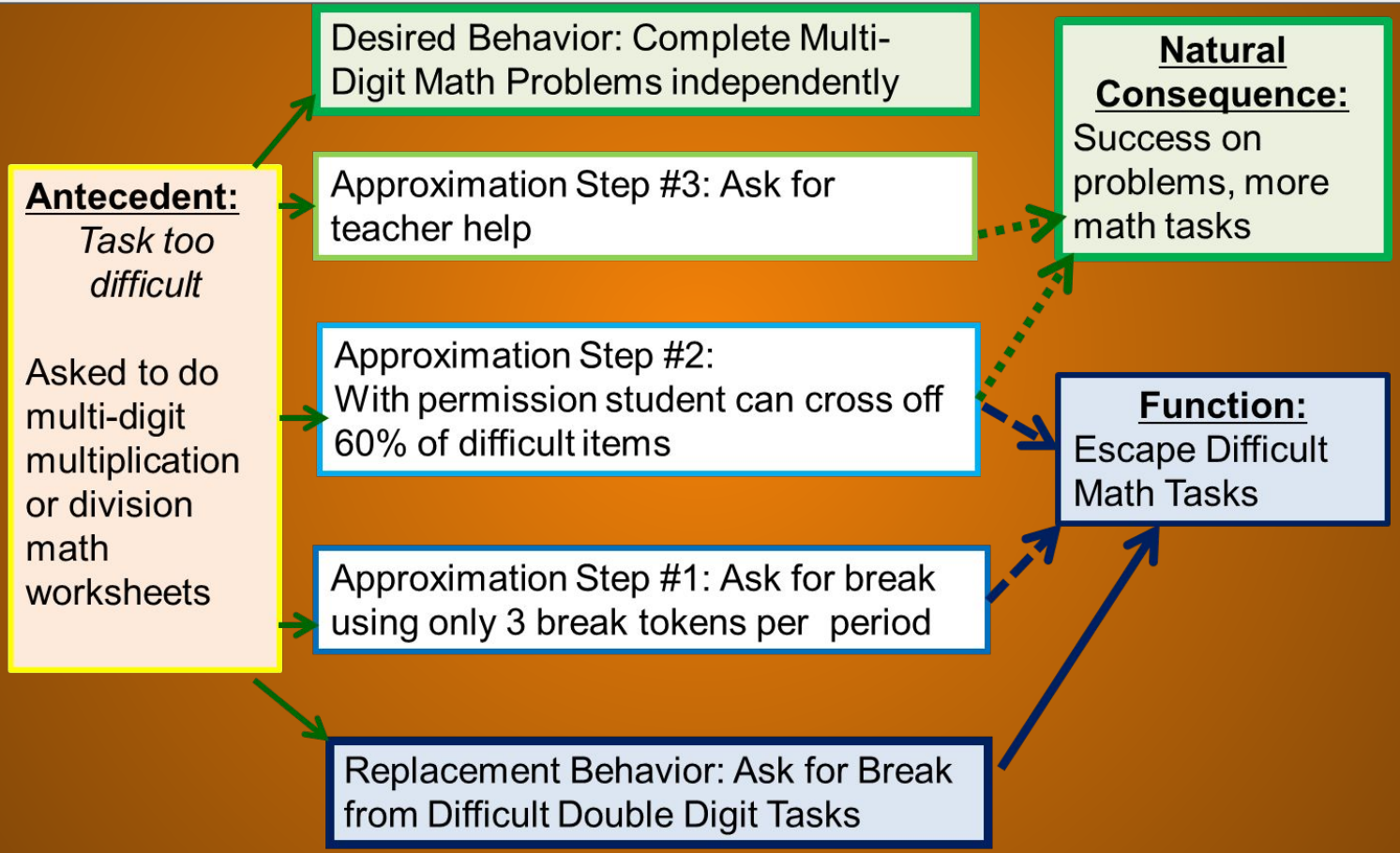
Okay, so… I'll be giving my student a break all day every day for the rest of the year?! When will they get their work done?

So glad you asked! This is where we get into **shaping.** But first, here are some things to think about:

1. How much work are they currently getting done?
2. How much time are you spending *trying* to get them to do work or *trying* to manage the behavior?

We need to work in baby steps to undo a long learning history of problem behavior before they can be academically successful.

Frequently Asked Questions



Frequently Asked Questions

- If the student is engaging in self-injurious behavior be sure to seek the guidance of a social worker, counselor, or outside therapist to ensure appropriate support is in place for the student
- Collect ABC data to identify the antecedent
- Use antecedent strategies to *prevent* safety concerns from occurring
- Use consequence strategies to reinforce alternative or replacement behaviors

Frequently Asked Questions

- Use data to make sure the function is truly sensory and not something else
- Use differential reinforcement of incompatible behavior: teach and then reinforce a behavior that is incompatible with the behavior the student is engaging in (e.g., instead of picking at their cuticles have them sit in their hands)
- Teach a replacement behavior that meets the same sensory need (e.g., instead of pulling hair pull fuzzies off a Velcro board)

Frequently Asked Questions

- Meet as a group (e.g., general education teachers, special education teachers, specials teachers) to come up with strategies that will work across settings
- Use data to make decisions, not opinions
- Write the plan down!
- Have a quick cheat sheet people can reference when needed

Resources

ABC Data Collection Form

Replacement Behaviors by Function

Editable Shaping Flowchart

PDF of Slides

Contact Information

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