**PRINCIPLES OF BEHAVIOR – ABC Activity**

**Antecedents (What happened before the behavior?)**

Teacher handed Jon a math worksheet

**Behavior (Define the problem behavior)**

Defiance = Refusing to complete assigned work by or tearing up the worksheet.

**Consequence (Immediately follows the problem behavior)**

Verbal reprimand by teacher, referral written, student sent to office, received detention

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**Identifying the function of the behavior**

- **GET**
  - ATTENTION
  - TANGIBLE (objects & activities)
  - SENSORY
  - GET AWAY

**Suspected function of the behavior? (Reason for the behavior)**

To escape the task

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**Environmental Changes (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)**

Teacher informs Jon ahead of time that he will have a math assignment and reminds him that he will be working with a peer on the assignment

**Teach expectations/replacement skills (Appropriate skills that have the same function)**

Teach Jon to use a break card
Teach appropriate ways to ask for help
Jon is taught how to access and work with a peer buddy
Jon is taught how to complete fewer problems at a time and not get so overwhelmed
Review the rules, use tearing up worksheets as a non-example and check for comprehension of appropriate behaviors.

**Encourage appropriate behavior/use of the replacement skill**

Reward Jon for using a replacement skill
Reward students for completing the first section of the assignment

**Discourage problem behavior**

Jon stays to complete the worksheet during recess or after school.

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Florida’s PBS Project
**PRINCIPLES OF BEHAVIOR**

### Antecedents (What happened before the behavior?)
Teacher handed Jon a math worksheet

### Behavior (Define the problem behavior)
Defiance = Refusing to complete assigned work by or tearing up the worksheet.

### Consequence (Immediately follows the problem behavior)
Laughter and high fives from other students

#### Functions of Behavior

- **GET**
  - **ATTENTION**
  - **TANGIBLE** (objects & activities)
  - **SENSORY**

- **GET AWAY**

### Suspected function of the behavior? (Reason for the behavior)
To get peer attention

### Environmental Changes (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)
Jon is given the math worksheets to distribute to the class.

### Teach expectations/replacement skills (appropriate skills that have the same function)
Teach and review appropriate ways to get peer attention
- Jon is allowed to pass out worksheets, given a task at the front of the room.
- Jon is allowed to work in a small group.
- Jon is placed in a group upon completion of his worksheet to check for accuracy.
- Review the rules, use tearing up worksheets as a non-example and check for comprehension of appropriate behaviors.

### Encourage appropriate behavior/use of the replacement skill
- Reward Jon's peers for staying on task when there is a disruption in the room.
- Reward students for working on the assignment.
- Reward Jon for completing work with tasks that allow him to receive peer attention.

### Discourage problem behavior
Jon is isolated from the group.
PRINCIPLES OF BEHAVIOR

**Antecedents** (What happened before the behavior?)

**Behavior** (Define the problem behavior)

**Consequence** (Immediately follows the problem behavior)

**Functions of Behavior**

- **GET**
  - **ATTENTION**
  - **TANGIBLE** (objects & activities)
  - **GET AWAY**
  - **SENSORY**

**Suspected function of the behavior?** (Reason for the behavior)
**Plan for Intervention**

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