

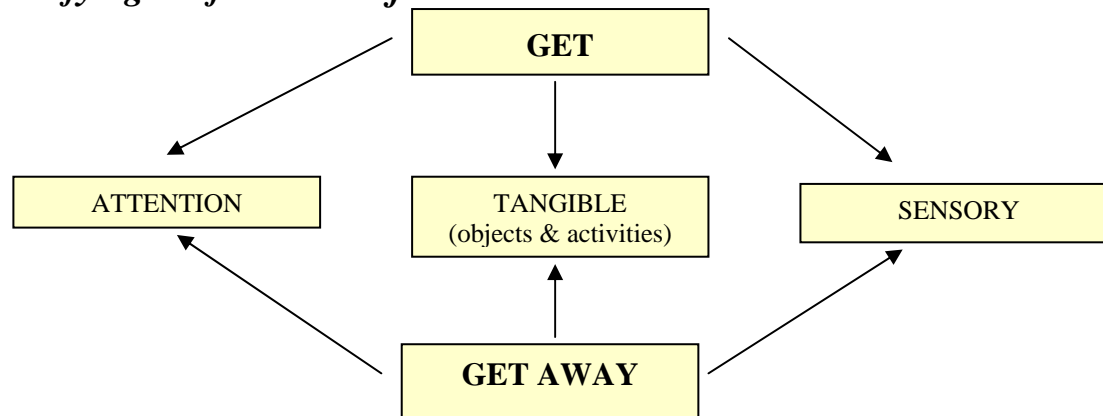
PRINCIPLES OF BEHAVIOR – ABC Activity

Understand the Behavior

<p>Antecedents (What happened before the behavior?)</p> <p>Teacher handed Jon a math worksheet</p>	<p>Behavior (Define the problem behavior)</p> <p>Defiance = Refusing to complete assigned work by or tearing up the worksheet.</p>	<p>Consequence (Immediately follows the problem behavior)</p> <p>Verbal reprimand by teacher, referral written, student sent to office, received detention</p>
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Identify the Function

Identifying the function of the behavior



<p>Suspected function of the behavior? (Reason for the behavior)</p> <p>To escape the task</p>

Plan for Intervention

<p>Environmental Changes (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)</p> <p>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</p>	<p>Teach expectations/replacement skills (Appropriate skills that have the same function)</p> <p>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.</p>	<p>Encourage appropriate behavior/use of the replacement skill</p> <p>Reward Jon for using a replacement skill Reward students for completing the first section of the assignment</p> <p><i>Discourage problem behavior</i></p> <p>Jon stays to complete the worksheet during recess or after school.</p>
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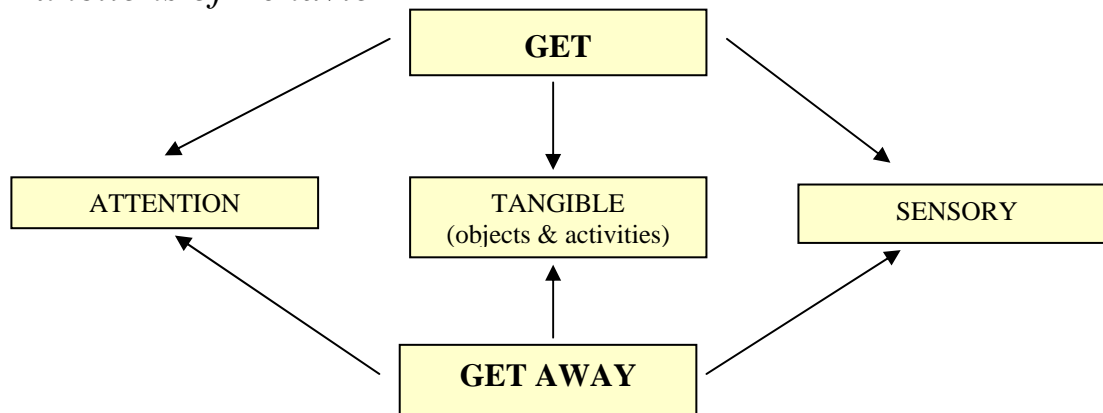
PRINCIPLES OF BEHAVIOR

Understand the Behavior

<p>Antecedents (What happened before the behavior?)</p> <p>Teacher handed Jon a math worksheet</p>	<p>Behavior (Define the problem behavior)</p> <p>Defiance = Refusing to complete assigned work by or tearing up the worksheet.</p>	<p>Consequence (Immediately follows the problem behavior)</p> <p>Laughter and high fives from other students</p>
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Identify the Function

Functions of Behavior



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

To get peer attention

Plan for Intervention

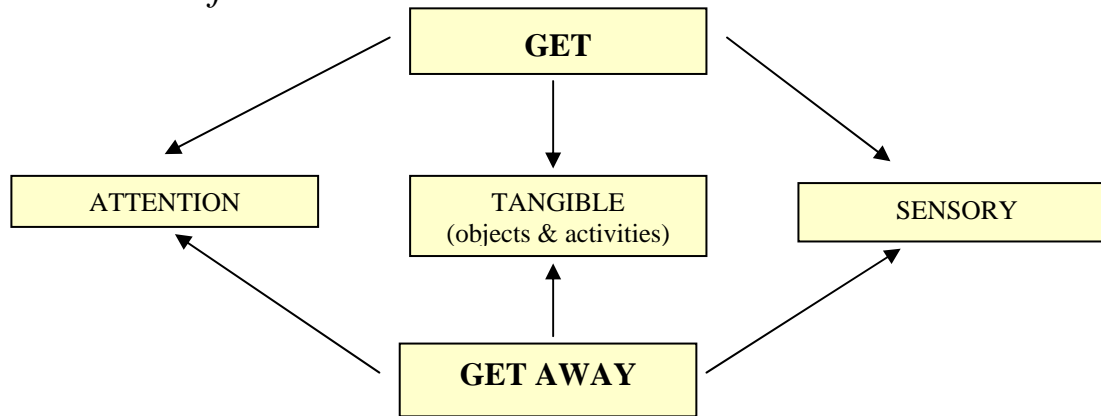
<p>Environmental Changes (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)</p> <p>Jon is given the math worksheets to distribute to the class.</p>	<p>Teach expectations/replacement skills (appropriate skills that have the same function)</p> <p>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.</p>	<p>Encourage appropriate behavior/ use of the replacement skill</p> <p>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</p> <p>Discourage problem behavior</p> <p>Jon is isolated from the group</p>
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PRINCIPLES OF BEHAVIOR

Understand the Behavior

<p><u>A</u>ntecedents (What happened before the behavior?)</p>	<p><u>B</u>ehavior (Define the problem behavior)</p>	<p><u>C</u>onsequence (Immediately follows the problem behavior)</p>
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Functions of Behavior



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

Identify the Function

Plan for Intervention

<p>Environmental Changes (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)</p>	<p>Teach expectations/replacement skills (appropriate skills that have the same function)</p>	<p>Encourage appropriate behavior/ use of the replacement skill</p> <p>Discourage problem behavior</p>
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