Behavior Support for Intensive Interventions

Module 1
Course Introduction and Behavioral Theory 1
Workbook
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<tr>
<td>Activity 1.13 – Discussion Board: Function</td>
<td>23</td>
</tr>
</tbody>
</table>
# Module 1 Checklist

The purpose of this checklist is to help organize activities for this Module. There are some activities that you will do on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this module are listed in the “Online” column below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Assignment</th>
<th>To Be Completed In Activity Workbook</th>
<th>To Be Completed Online</th>
<th>Classroom Application</th>
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<tr>
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<tr>
<td></td>
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<tr>
<td>Part 1</td>
<td>Video</td>
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<td>☐ Discussion Board: Effective Teacher Behaviors</td>
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<td>☐ Quiz: Observable &amp; Measurable</td>
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<td>1.8</td>
<td>☐ Quiz: Consequence</td>
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<td>1.9</td>
<td>☐ Evaluate an Example: ABCs in real life</td>
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<tr>
<td>Part 2</td>
<td>Video</td>
<td>☐</td>
<td>☐ Watch Module 1 Part 2 Video Presentation</td>
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<td>Guided Notes</td>
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<td>☐ Stop &amp; Jot: Thinking about Behavior</td>
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<td>☐ Quiz: Observable &amp; Measurable</td>
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<td></td>
<td>1.8</td>
<td>☐ Quiz: Consequence</td>
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<td>1.9</td>
<td>☐ Evaluate an Example: ABCs in real life</td>
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<td>Guided Notes</td>
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<td>1.10</td>
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<td>• Discussion Board: Antecedents and Consequences</td>
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<td>Video</td>
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<td>1.12</td>
<td>☐ Stop &amp; Jot: Function</td>
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<td>Closing</td>
<td>Module Quiz</td>
<td>Discussion Board: Function</td>
<td>Quiz: Module 1</td>
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## Module 1 Timeline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of _______</td>
<td>Week of _______</td>
<td>Week of _______</td>
</tr>
<tr>
<td>Start Module</td>
<td>Continue Module</td>
<td>Complete Module &amp; Classroom Application Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ All module activities must be completed and submitted by __________.</td>
</tr>
</tbody>
</table>
Module 4 Guided Notes & Activities

Objectives
By the end of Module 1, you should be able to:

1. Describe the rationale and importance of behavior support
2. Define and identify elements of basic behavioral theory
   o Three-term contingency
   o Reinforcement
   o Punishment
   o Extinction
3. Define and describe function of behavior

Activity 1.1 – Stop & Jot
What do you know about behavior support?
Workbook

What do you know?

What do you want to know?

DBI for Intensive Intervention

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

Diagnostic Data

Intervention Adaptation

Progress Monitor
United States, We Have a Problem

- ______ of beginning public school teachers leave within their first 2 years
- ______ leave within their first 5 years

Why do teachers leave?

Most consistently listed factors:

- Lack of ____________ training
- School ____________
- Poor student _______ and _________________
- Inadequate pre-service training on _________________ _________________, and
- Lack of ____________ and ________________ for handling student behaviors

Activity 1.2 – Stop & Jot
**Effective Teacher Behaviors**

Workbook

Use the video linked below to prompt your thinking. Then, respond to the question below.

Video Link: [https://www.youtube.com/watch?v=VXCI2fMsdTU](https://www.youtube.com/watch?v=VXCI2fMsdTU)

What 3 words would you use to describe the classroom environment of the most effective teacher you’ve had?
Goal of Teaching

Behavior problems disrupt _______________. Engaging _______________ prevents behavior problems.

Effective Behavior Support Leads To:

Increase in ______________ Behavior
Examples:
• __________
• __________

Decrease in ______________ Behavior
Examples:
• __________
• __________

Increase in Academic ______________
Examples:
• __________
• __________

Research-Based Classroom Management

1. Maximize ____________ in your classroom.
2. Post, teach, review, monitor and reinforce a small number of ________stated expectations.
3. Actively engage students in ____________ ways.
4. Establish a continuum of strategies to ______________ appropriate behavior.
5. Establish a continuum of strategies to ____________ to inappropriate behavior.
<table>
<thead>
<tr>
<th>Study</th>
<th>Specific Praise</th>
<th>General Praise</th>
<th>OTR</th>
<th>Corrective/Reprimand</th>
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<tr>
<td>Reinke et al. (2012)</td>
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<td>0.43</td>
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<tr>
<td>Scott et al. (2011)</td>
<td>0.06 (overall positive)</td>
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<td>0.07</td>
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<tr>
<td>Hirn &amp; Scott (2014)</td>
<td>0.03 (overall positive)</td>
<td>0.47 Group 0.06 Indiv.</td>
<td>0.08</td>
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<tr>
<td>Pas et al. (2015)</td>
<td>0.12 (approval)</td>
<td>0.93</td>
<td>0.27</td>
<td></td>
</tr>
</tbody>
</table>

Do States Require Classroom Management Instruction?

Does it have to be research based?

Challenges of Past Responses to Problem Behavior

- Overuse of ________________ management (zero tolerance)
- Adoption of ________________ based practices
- Information not used to guide ________________ ________________
- Lack of investment in classroom ________________
- Use of “______________” approach to teaching & learning
“Get Tough” Doesn’t Work

So why do we keep doing it?

- Fosters environments of _____________
- Triggers and reinforces ______________ behavior
- Shifts ___________ away from school
- ______________ child-adult relationship
- Weakens relationship between _____________ and _____________ behavior programming

Science of behavior has taught us that students are not _____________ with “bad behaviors” and do not _____________ when presenting continent aversive consequences.

Positive Behavioral Interventions and Supports (PBIS) Logic

Successful individual student behavior support is linked to ___________ ________________ or school _____________ that are effective, efficient, relevant and durable.
PBIS is a data-drive framework to organize empirically-supported prevention and intervention practices.

Supporting ________________  
Outcomes

Supporting ________________  
System

Supporting ________________  
Data

Supporting ________________  
Practices

Supporting ________________  
Outcomes

Supporting ________________  
Staff Behavior

Supporting ________________  
Evidence-Based Interventions

Supporting ________________  
Decision Making

Activity 1.3 – Discussion Board
Effective Teacher Behaviors
Online

Please complete a discussion board post that answers the following questions. Once you’ve posted, please respond to at least two of your classmates’ posts.

1. Have you seen a “get tough” approach used in schools or classrooms?
2. Was it effective? Why or why not?
3. Share your initial impressions of the PBIS logic.

You may use the space below to write down your thoughts before posting.
Take a moment to response to the following questions:

1. What are some typical patterns of behavior you have seen in classrooms?

2. Why do you think they continue?

Why does this matter?

- A basic understanding of science of behavior gives us tools to observe, measure, teacher and correct behaviors and .
• Moves us away from ______________, _______________ and _______________ about motivations or intentions to a conversation that recognizes that
  o Behavior is ________________, and
  o Behavior occurs in the context of an _______________ and _______________

Building Blocks of Behavior

Three Term Contingency

A _______ that precedes a _________.

An _________ and ________ act of an individual (also called a ___________).

A stimulus ______ that occurs contingent on behavior.

Examples: Identify the antecedent, behavior and consequence

When Jonas is asked to complete an independent assignment, he disrupts his peers and refuses to begin the assignment. After this behavior, the teacher immediately sits with him and helps him complete the work.

At home, Emily has several chores (feed the dog, dog her laundry, and clean up her room). On Monday, Emily was tired. Her mom reminded her to do her chores, but Emily said “No” and went up to her room. When Emily's favorite episode came on TV later, she was not allowed to watch because her chores were not done.

Activity 1.5 – Quiz

What’s the “antecedent”?

Workbook

Look at the following scenarios. Underline the antecedent.

1. The teacher said, “line up”, and the students pushed their chairs and made a line at the door.
2. The teacher said, “put your books away”, and the students put their books back in their backpack.
3. When he was given a difficult math assignment, he put his head down and refused to begin the work.
4. The principal entered the room to observe math instruction, and the teacher provided more opportunities to respond.
5. She felt mad, so she hit.
Activity 1.6 – Quiz  
*Which one is NOT a behavior?*

Look at the following rows. Circle the one in each row that is NOT a behavior.

1. Hits  Spits  Angry  Bites
2. Hurts  Cries  Slaps  Whines
3. Smiles  Laughs  Wiggles  Happy

Activity 1.7 – Quiz  
*Observable and Measurable?*

Look at the list below. Circle the items that are observable and measurable.

1. Gets out of desk and hits another student.
2. Has school phobia.
3. Spacey
4. Reads 120 wpm.
5. Says she hears voices.
6. Emotionally disturbed
7. Doesn’t like classmates

Activity 1.8 – Quiz  
*What’s the consequence?*

Look at the items below. Underline the consequence in each item.

1. After the students lined up, they were allowed to go to recess.
2. After the teacher yelled at the class they were quiet.
3. When she hit, she felt bad.
4. After the students put away their lab materials, they were allowed to leave for lunch.
5. After the student ripped up his paper, the teacher walked away.
Watch the Video Example #1 of Dr. Terry Scott. Identify the antecedent, behavior and consequence (ABC’s) using the chart below.

Video 1 Link: [http://video.louisville.edu/vod/flashmgr/sefrey01/Video/1438268257305-iPhone.mp4](http://video.louisville.edu/vod/flashmgr/sefrey01/Video/1438268257305-iPhone.mp4)

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What occurs right before the problem behavior?</td>
<td>What is the student doing that is disruptive or undesired?</td>
<td>What happens immediately after the undesired or problem student behavior?</td>
<td>Are you aware of anything additional that may be impacting the student’s behavior?</td>
</tr>
<tr>
<td>What are other individuals doing in the environment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is the student when the problem behavior occurs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is near the student when the problem behavior occurs?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Watch Video Example #2 of Dr. Terry Scott. Identify the ABC’s using the chart below.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What occurs right before the problem behavior?</td>
<td>What is the student doing that is disruptive or undesired?</td>
<td>What happens immediately after the undesired or problem student behavior?</td>
<td>Are you aware of anything additional that may be impacting the student’s behavior?</td>
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<tr>
<td>What are other individuals doing in the environment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is the student when the problem behavior occurs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is near the student when the problem behavior occurs?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 3  What are the elements of basic behavioral theory?

#### ABC's of Behavior

Antecedents, behaviors and consequences are ___________ and ___________.

#### Reinforcement vs. Punishment

**Reinforcement**: when a consequence of a behavior functions to ___________ the ____________ of future occurrences of that behavior.

**Punishment**: when a consequence of a behavior functions to ___________ the ____________ of future occurrences of that behavior.

<table>
<thead>
<tr>
<th>Inc. (↑)</th>
<th>Give (+)</th>
<th>Take (-)</th>
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<tbody>
<tr>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dec. (↓)</th>
<th>___________</th>
<th>___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
<td>___________</td>
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</tbody>
</table>

What is the future probability of behavior?

What changes in the environment as a result of the behavior?

#### Types of Consequences

4 Types of Consequences:

- **Setting Event**
- **Antecedent**
- **Behavior**
- **Consequence**
  - **Action**
    - **Give**
    - **Take**
  - **Reinforcement**
    - $SR^+$
    - $SR^-$
  - **Punishment**
    - $SP^+$
    - $SP^-$

**Putting it all together:**

- **Effect on Future Behavior**
- **Future Probability**
- **Future Probability**
### Examples

**Jonas**
When Jonas is asked to complete an independent assignment, he *disrupts his peers and refuses to begin the assignment*. After this behavior, the teacher immediately sits with him and helps him complete the work. In the future, Jonas continues to disrupt peers and refuses to complete work, whenever he is told to work independently.

<table>
<thead>
<tr>
<th>Antecedent (S(^D))</th>
<th>Behavior(s)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Reinforcement</td>
<td>Action ((+\ or )-)</td>
<td>Effect ((\uparrow) or (\downarrow))</td>
</tr>
</tbody>
</table>

**Emily**
At home, Emily has several chores (feed the dog, do her laundry, and clean up her room). On Monday, Emily was tired. Her mom reminded her to do her chores, but Emily said “No” and went up to her room. When Emily’s favorite episode came on TV later she was not allowed to watch because her chores were not done. (Her mom took her TV privileges away). In the future, Emily is less likely to say no and disappear to her room when asked to complete her chores.

<table>
<thead>
<tr>
<th>Antecedent (S(^D))</th>
<th>Behavior(s)</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Reinforcement</td>
<td>Action ((+\ or )-)</td>
<td>Effect ((\uparrow) or (\downarrow))</td>
</tr>
</tbody>
</table>
Henry
When Henry is presented with difficult school work, he complains and puts his head down on his desk. Henry's teacher takes his work away. In the future, Henry continued to complain and put his head down whenever he was presented with difficult work.

Activity 1.10 – Discussion Board
Share Examples of Antecedents and Consequences
Online

Please complete a discussion board post that answers the following question. Once you’ve posted, please respond to at least two of your classmates’ posts.

1. Develop an example for each type of consequence (Positive and Negative Reinforcement and Positive and Negative Punishment).

You may use the space below to write down your thoughts before posting.
Remember! You only know if a consequence is reinforcing or punishing by looking at the ___________ on future ____________.

**3 Types of Antecedents**

1. __________________________
2. __________________________
3. __________________________

Which type of antecedent is the most likely to occasion the behavior? _________________

**Example**

![Behavioral diagram with Setting Event, Antecedent, Behavior, and Consequence]

**Extinction**

When the consequences that function to reinforce a behavior (i.e. reinforcers) are ___________ or ___________ from occurring, the behavior will eventually disappear.

An extinction burst is a temporary ___________ in behavior following the removal of reinforcement.

**Example: Sarah**

Every time Sarah talks out in class, the teacher gives her attention. Realizing that this is reinforcing her behavior, the teacher stops giving her attention for talking out.

At first, Sarah increases the amount of talking out in an attempt to get the teacher’s attention (it’s always worked in the past).

Over time, Sarah stops talking out for teacher attention.
Example: Karen

After realizing that Karen was being positively reinforced for her problem behavior, her teacher decided to no longer give Karen help and attention when she engages in problem behavior.

Initially, Karen became more disruptive in class.

Over time, Karen eventually stopped engaging in problem behavior when she was presented with difficult work.

Activity 1.11 – Stop & Jot
Examples of Extinction
Workbook

1. Develop an example to illustrate extinction.

2. Develop an example of an extinction burst.

Part 4 How do we determine the function of behavior?

Function of Behavior

All behavior serves a function:

- Learners trying to ________ or ___________ desired activities, tangible items, attention of stimulation (S^R+).
- Learners trying to ________ or ___________ activities, items, attention, or stimulation (S^R-).
Focus on Function of Behavior

When an individual is exhibiting ______________ (or any) behaviors, look at the function:

1. What typically ______________ the problematic behaviors?
2. What typically ______________ the problematic behaviors?
3. What _________ are the behaviors serving for that individual?

Jonas

When Jonas is asked to complete an independent assignment, he disrupts his peers and refuses to begin the assignment. After this behavior, the teacher immediately sits with him and helps him complete the work. In the future, Jonas continues to disrupt peers and refuses to complete work, whenever he is told to work independently.

What is the function of Jonas’ behavior?
A. Get or Obtain Something  B) Escape or Avoid Something

Henry

When Henry is presented with difficult school work, he complains and puts his head down on his desk. Henry’s teacher takes his work away. In the future, Henry continued to complain and put his head down whenever he was presented with difficult work.

What is the function of Henry’s behavior?
A. Get or Obtain Something  B) Escape or Avoid Something

Scenario 1

A high school teacher is delivering a lesson on music theory. In the middle of the lecture, a student calls out repeatedly. Each time, the teacher calls on the student and allows them to ask their question or share their opinion.

What is the hypothesized function of the student’s behavior? _____________________________________

Scenario 2

A parent asks a child to clean up their room. The child begins to whine and scream. The parent gives up, and the child does not clean.

What is the hypothesized function of the child’s behavior? _____________________________________

Put It All Together

During teacher lecture, Martha repeatedly and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Antecedent:_________________ Behavior: ______________________ Consequence:_________________

Function: __________________________
Put It All Together

When given a difficult writing assignment, Susannah regularly throws her pencil down, rips up her paper, and puts her head down. Her teacher ignores this behavior (and Susannah never completes her assignment).

Antecedent: ___________________  Behavior: ______________________  Consequence: __________________

Function: _____________________

Put It All Together

In the hallway with peers, Tim often teases, trips or pushes a student who talks and walks a little slower than others. Each time, Tim’s peers laugh and pat him on the back.

Antecedent: ___________________  Behavior: ______________________  Consequence: __________________

Function: _____________________

Activity 1.12 – Stop & Jot

Examples of Function

Workbook

Return to the antecedent, behavior, consequence chains you noted in the Video Example #2 in Activity 1.9.

- Assuming those patterns continued over time, what is the hypothesized function of each of the behaviors you noted?
- Note the behaviors from Video #2 in Activity 1.9 below. Then, write the hypothesized function.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Hypothesized Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the student doing that is disruptive or undesired?</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Now develop your own example based on your experiences.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• What occurs right before the problem behavior?</td>
<td>• What is the student doing that is disruptive or undesired?</td>
<td>• What happens immediately after the undesired or problem student behavior?</td>
<td>• Are you aware of anything additional that may be impacting the student’s behavior?</td>
</tr>
</tbody>
</table>

|     |      | • What are other individuals doing in the environment? | • Where is the student when the problem behavior occurs? | • Who is near the student when the problem behavior occurs? |

Activity 1.13 –Discussion Board
Function Discussion
Online

Please complete a discussion board post that answers the following questions. Once you’ve posted, please respond to at least two of your classmates’ posts.

1. How does an understanding of the context in which behavior occurs (ABC) help you develop interventions?
2. Share a time you think you have seen a mismatch between function and intervention.

You may use the space below to write down your thoughts before posting.

PBIS Big Ideas
Additional Resources

Blank ABC Report Form and Function Related Interventions

Completed ABC Report Form (Example)

ABC Checklist

Common Problem Behaviors and Some Usual Suspects for Functional Antecedents & Consequences