

SECTION 4

WĀHANGA 4

UNDERSTANDING AND RESPONDING TO BEHAVIOUR

TE MĀRAMA ME TE URUPARE KI NGĀ
MOMO WHANONGA



Section 4: Understanding and Responding to Behaviour

Wāhanga 4: Te Mārama me te Urupare ki ngā Momo Whanonga

The PB4L–SW approach is based on the understanding that environment is a key influence on students' behaviour, and that changes to environment can support positive behaviour change (Church et al., 2003). Students are more likely to behave positively in an environment that prioritises caring relationships and in which quality teaching supports student learning and engagement.

PB4L–SW Tier Two includes evidence-based systems and processes, such as Functional Behavioural Assessments and Behaviour Support Plans. These are designed to help you understand the causes and functions of students' behaviours in order to bring about positive changes in them. Generally, adults' behaviour also needs to change so that the learning environment can foster these changes.

Tier Two systems and processes are most effective when underpinned by a holistic approach aimed at creating a positive, inclusive learning environment supportive of all learners. In such an environment, the universal features of PB4L–SW Tier One will be in place, including clear expectations that are actively taught and high rates of positive feedback and encouragement.



4.1 THE SCIENCE OF BEHAVIOUR

PB4L–SW is underpinned by decades of research into the conditions needed for the development of motivation, self-regulation, perseverance, and social competence, and into the effects of key strategies such as providing feedback and encouragement on future behaviour. The practices, systems, and processes of PB4L–SW are based on three assumptions about human behaviour: that it is **functional**, that it is **predictable**, and that it is **changeable** (Crone & Horner, 2003).

Behaviour is a form of communication. Unfortunately, some students learn that problem behaviour is the most efficient way to communicate their needs and to get these needs met. It is important to remember that students, particularly younger children, may not be consciously aware of what they are doing and the reasons for it.

When a student repeatedly engages in socially unacceptable behaviour, they are likely to be doing it for a reason – the behaviour is 'paying off' for them. That is, it has a function and purpose for the student. The behaviour works for them, and this encourages them to keep behaving in this way.

When adults interpret behaviour as 'naughty' or 'bad', they are more likely to respond with punishment, which has been proven to be ineffective in the long term (Church et al., 2003). It is important to recognise that all behaviour occurs for a reason and to take this into account when determining how to respond.

There are two main functions of behaviour: to **obtain or seek** something and to **escape or avoid** something (Alberto & Troutman, 2012). For example, inappropriate behaviour may be a result of a student *seeking* attention from an adult or *avoiding* a task. Furthermore, avoiding a task could be a result of academic or motivational difficulties – a student might lack the necessary skills for the task, so that it seems too difficult, or they may have the skills but for various reasons choose not to engage with the task.

When you are working to understand your students' behavioural patterns, it is helpful to keep in mind **ABC**:

A – the **antecedent**

- What happens immediately before the behaviour occurs?
- What is the 'trigger' for it?

B – the **behaviour**

- What is the behaviour?
- What have you observed?

C – the **consequence**

- What happens immediately after the behaviour occurs?
- What is its outcome?

It is important to remember that students, particularly younger children, may not be consciously aware of what they are doing and the reasons for it.

To identify the function or purpose of a student's behaviour, you can look for patterns of behaviour by using observations and by reviewing the student's academic and behavioural records. Once a pattern has been identified, you will be able to intervene more effectively by helping the student to get what they need in more positive ways.

If an intervention is not based on a specific function or purpose, it can be ineffective and unnecessarily restrictive. For example, Emma has learnt that if she chats to her friends and delays getting out her work materials, she can avoid difficult tasks. Using time out as a response would provide Emma with an escape and make her more likely to repeat the behaviour.

In Table 6 below, Example 1 shows how an ABC analysis can be used to identify the function of an inappropriate behaviour. Example 2 shows how the ABC pattern can be used to encourage positive behaviour.

Table 6: Examples of ABC analysis

ANTECEDENT (A)	BEHAVIOUR (B)	CONSEQUENCE (C)	FUNCTION
<i>What happens immediately before the behaviour, making it more likely to occur</i>	<i>Observable behaviour</i>	<i>What happens immediately after the behaviour</i>	<i>The purpose of the behaviour</i>
Example 1 Joe is asked to work on an independent maths task.	Joe swears at the teacher and refuses to start the task.	The teacher sends Joe out of the classroom for time out.	Joe is avoiding a task that he thinks is too difficult.
Example 2 The class has agreed on and practised four rules for classroom discussions. The first rule is "Listen while other people are talking. Only one person talks at a time."	The students look at the person who is talking and keep their mouths closed and bodies still.	The teacher gives explicit verbal acknowledgment, telling the students what a good job they're doing of listening while others are talking.	The students gain positive attention.

4.2 FUNCTIONAL BEHAVIOURAL ASSESSMENT (FBA)

Functional Behavioural Assessment (FBA) is a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs (Blair, Umbreit, & Bos, 1999).

Knowing why students behave in certain ways will help you predict and prevent problem behaviours. It provides a basis for planning how to teach alternative ways of behaving, so that students can get their needs met in socially acceptable ways.

FBA is a process for identifying:

- the variables that can be used to predict behaviour (i.e., when it is likely or unlikely to occur)
- the variables that maintain or reinforce the behaviour
- the components of an effective Behaviour Support Plan.

A primary goal of FBA is to guide the development of effective, positive responses and interventions that are based on the purpose of a student's behaviour (Horner, 1994). Research has shown that interventions based on an FBA result in significant change in student behaviour (Ingram, Lewis-Palmer, & Sugai, 2005). FBA is "critical to the design and successful implementation of positive behavioural interventions" (Watson & Steege, 2003, page 20).

At PB4L–SW Tier Two, FBA involves realistic, team-driven behavioural assessment. At this level, FBA provides an informed basis for strengthening classroom strategies and for providing targeted interventions aimed at the approximately 15% of students who have moderate behavioural problems. For these students, Tier One systems, practices, and strategies have been important but insufficient. Their behaviour is persistent and difficult to ignore, is impacting on their engagement and learning, and is negatively affecting their relationships with peers and adults.

At PB4L–SW Tier Three, FBA is a complex, time-consuming, and rigorous process, focused on students with more chronic, highly challenging behavioural problems for whom Tier One and Tier Two supports have been unsuccessful. Students with serious behavioural problems (about 5% of the school population) require an extensive FBA process led by someone well versed in behavioural principles and with extensive experience in supporting positive behaviour change.⁹

THE TIER TWO FBA PROCESS

When it is confirmed that a student requires Tier Two support, the classroom teacher brings information about the student to the Classroom Practices Team. The team supports a simple FBA and identifies appropriate strategies that could be used in the classroom. The student's progress is monitored by the Classroom Practices Team; if the strategies are not working, or if the team becomes concerned that they have not accurately identified the function of the behaviour, the student is referred to the Tier Two Team.

The Tier Two Team carries out a further, more detailed FBA to precisely identify the function of the student's behaviour and to identify a targeted intervention that is an appropriate match for the function. This assessment works through the steps described below in sections 4.3 and 4.4 but is still nowhere near as comprehensive as a Tier Three FBA.

⁹ For further information about the levels of FBA, see Crone & Horner (2003), pages 18–24.

COLLECTING DATA FOR FBAs

It is important that teams thoughtfully identify the functions of students' behaviour so that they can select appropriate strategies. To do this, Tier Two teams need to develop a process for gathering relevant information in a timely manner.

Data that is easily accessible and generally useful for determining the functions of behaviour may include:

- behavioural incident data (for both major and minor incidents)
- information provided as part of a nomination
- notes from teachers' observations of a student and interactions with them
- progress and monitoring information (for a student already receiving Tier Two support)
- attendance records
- academic records.

You can also obtain useful information by examining a student's daily schedule and considering when, where, and during what types of activities problem behaviours are most likely to occur.

Teams are often concerned about having enough time to consider the number of students who are identified as being at risk. The use of specific formats for collecting, reviewing, and discussing relevant student information will help you to keep conversations focused and to work efficiently using data-based decision making. For example, your school's nomination form will ensure the required data is available when a student is recommended for Tier Two support.

You can also obtain useful information by examining a student's daily schedule and considering when, where, and during what types of activities problem behaviours are most likely to occur.



4.3 CONDUCTING A SIMPLE FBA¹⁰

When there are concerns about a student's behaviour, the Classroom Practices Team will look for patterns of behaviour by reviewing the student's academic and behavioural record. Once a pattern has been identified, the function of the behaviour can be determined.

A simple Functional Behavioural Assessment should include the following five steps:

1. Describing the **behaviour**
2. Identifying the **antecedent**
3. Identifying the **consequence**
4. Identifying the **function** of the behaviour
5. Checking for **setting events** and writing a **hypothesis**.

A year 8 student, Joe, is used as an example throughout this section. He has met the criteria for Tier Two support because of persistent challenging behaviour affecting his relationships, achievement, and attendance. His behaviour is particularly problematic during maths, when he is frequently out of his seat, distracts other students, and is abusive or sullen in response to teacher instruction.

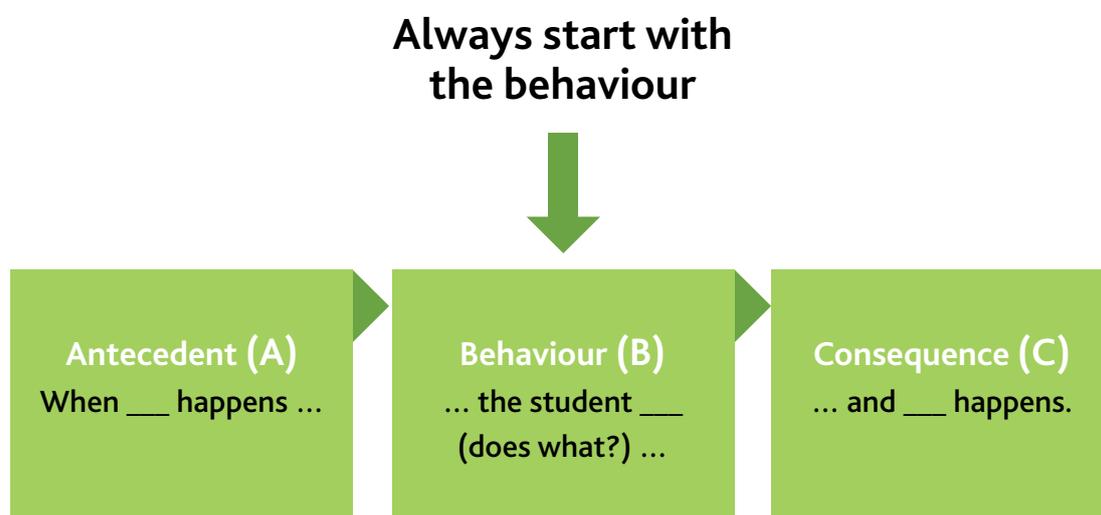
¹⁰ The material in this section is closely based on the work of Loman & Borgmeier, 2010.



STEP 1: START BY DESCRIBING THE BEHAVIOUR

Despite the ABC structure, the **behaviour** (B) is always your starting point.

Figure 5: Starting with the behaviour in an FBA



The behaviour needs to be:

- **observable** (it can be seen or heard)
- **measurable** (it can be counted or timed)
- **recognisable** (anyone would be able to recognise or identify it).

Behaviour

Joe is out of his seat, speaks abusively in response to teacher instruction, and refuses to start the task he has been given.

STEP 2: IDENTIFY THE ANTECEDENT

Once you have described the behaviour (the 'what'), you want to find out its **antecedent** or 'trigger' – what happens immediately before it occurs. In order to understand the antecedent (and thus identify the 'why'), it is generally useful to consider the specific **routine or context** in which the behaviour most often tends to occur.¹¹

Antecedent

This behaviour usually occurs when Joe is given a task to complete independently that he's not confident about.

Routine or context

The behaviour occurs most often during maths lessons.

¹¹ Routines include the procedures and expected behaviours for specific activities or occasions (e.g., when moving to a different classroom). For more information about routines and contexts, see the Tier One implementation manual, section 5.1.

STEP 3: IDENTIFY THE CONSEQUENCE

Once you have identified the behaviour and its antecedent, you then need to find out what the **consequence** or outcome of the behaviour is (what happens immediately afterwards).

Consequence

Joe is sent out of the classroom for time out or is sent to the dean.

STEP 4: IDENTIFY THE FUNCTION OF THE BEHAVIOUR

Now use the information you have gathered about the behaviour and its antecedent and consequence to identify the likely **function** of the behaviour.

- Is it to **avoid** or to **obtain** something?
- **What** is being avoided or sought (e.g., attention, an activity, a tangible item)?

Function

Joe appears to be avoiding a task that he sees as too difficult to do by himself.

STEP 5: CHECK FOR SETTING EVENTS AND WRITE A HYPOTHESIS

Often the likelihood of a behaviour occurring is influenced by one or more '**setting events**' – other things going on in a student's life. These are likely to be a complex mix of long- and short-term issues and may include health, social, and academic concerns. For example, there may be problems at home for the student and they may be struggling with a particular subject.

In such cases, in order to be able to address the behaviour, you will also have to recognise and, if possible, do something about the setting events.

Setting event

Joe struggles with maths and has difficulty managing feelings of frustration and anxiety. This year has been particularly unsettled for him, as it has included a move into foster care.

Finally, use what you have learnt in Steps 1–5 to write a **hypothesis** that summarises the 'ABC' of the behaviour and provisionally identifies the function of the behaviour. The hypothesis can be in the form of a paragraph, and it is often helpful to support it with a linear diagram, as in Figure 6, which then provides a starting point for a Behaviour Support Plan. There is a blank template for this diagram on page 88.

Figure 6: Example of an FBA

Routine/context: Maths lesson

Student: Joe



Hypothesis

Joe's inappropriate behaviour occurs when he is given a maths task he is not confident about and results in him being sent out of class. The function of his behaviour therefore appears to be to avoid a task he sees as too difficult to do by himself. The behaviour may be exacerbated by a recent move into foster care and difficulty in managing feelings of frustration and anxiety.

The hypothesis is critical to designing behaviour supports because it provides the basis for the strategies you will select in response to the student's behaviour.

The next section illustrates how the hypothesis can be used to develop a Behaviour Support Plan that includes strategies for helping the student develop more positive patterns of behaviour.



TEMPLATE FOR A SIMPLE FUNCTIONAL BEHAVIOURAL ASSESSMENT

Routine/context:

Student:

5 Setting events

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2 Antecedent

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1 Problem behaviour

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3 Consequence

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4 Function

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Hypothesis:

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This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>



4.4 DEVELOPING A BEHAVIOUR SUPPORT PLAN

Once you have identified the function of a student's behaviour, you can use the completed FBA as a basis for a Behaviour Support Plan. Start by transferring the FBA and hypothesis into the appropriate sections of the Behaviour Support Plan template (see page 98).

Developing a Behaviour Support Plan for a student is a team process. Often, in the first instance, a simplified version of the plan will be developed by the Classroom Practices Team, led by the Tier Two Team representative and with input from the teacher or teachers closely involved with the student. The student's whānau should be consulted once the draft plan is ready.

Most importantly, developing the plan should trigger reflection on the relational and instructional environment for the student. A key question underpinning the plan should be 'What will the teachers in this learning space do differently to better support this student?'

STEP 6: IDENTIFY A DESIRED BEHAVIOUR AND ITS CONSEQUENCE AND FUNCTION

The **desired behaviour** is the long-term goal for the student. It should be either the behaviour that is regularly expected of most or all students in the class, or a high, reasonable expectation for this particular student.

The consequence and function of the desired behaviour should be similar to the benefit other students get from engaging in the behaviour. The long-term goal is for the student to be as independent as possible in successfully using the desired behaviour.

For example, the desired behaviour for Joe (his long-term goal) is to complete the maths problem independently and successfully, having improved his ability to manage his learning and regulate his responses to frustration or anxiety. The desired consequence of this would be for Joe to experience success with maths, building his confidence, self-belief, and resilience as a learner. The function of his behaviour would now probably be to obtain satisfaction from achieving well in maths and joining successfully in the classroom community (see Figure 7).

STEP 7: IDENTIFY AN ALTERNATIVE BEHAVIOUR AND CONSEQUENCE

When you are planning how to change a student's behaviour, it is often helpful to identify an **alternative behaviour** to replace the problem behaviour in the short term.

This alternative behaviour should:

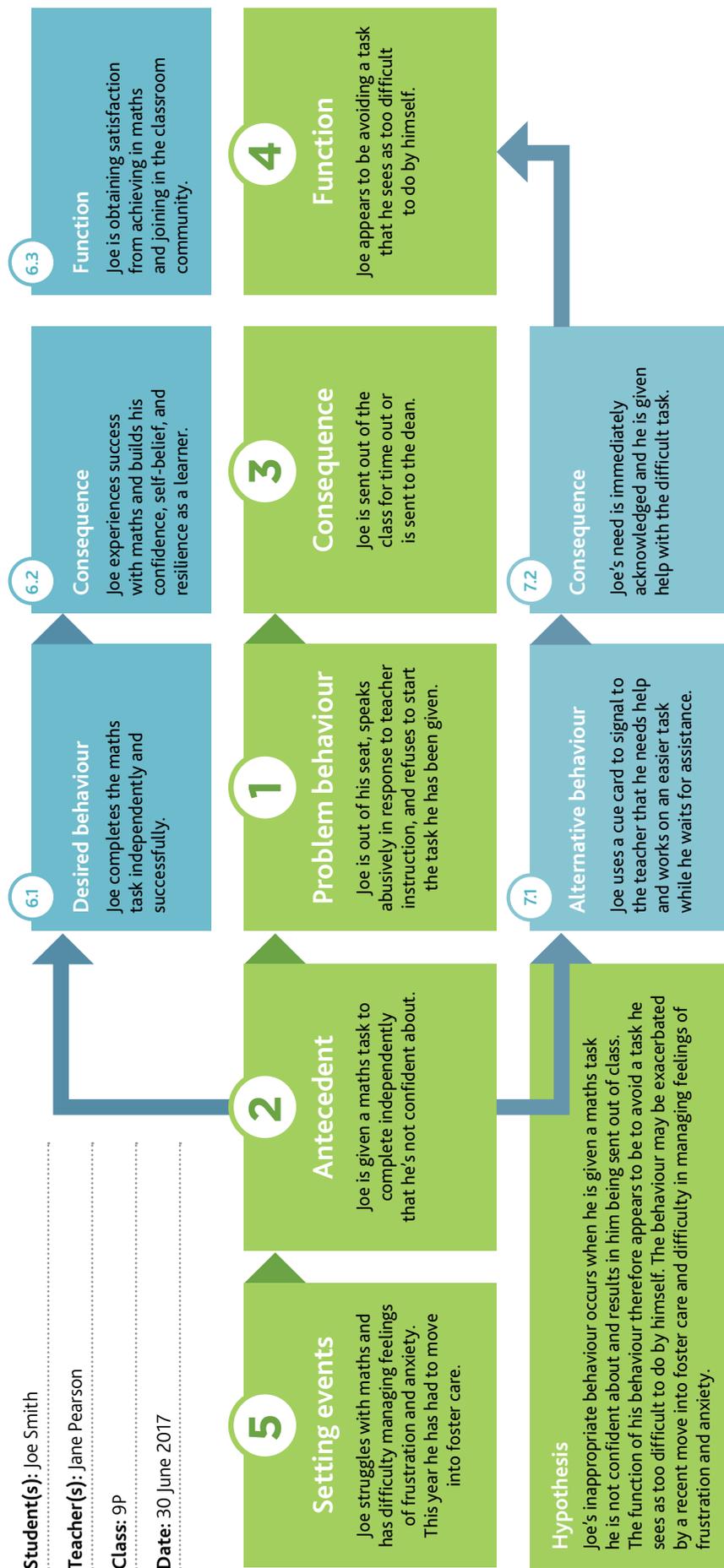
- be less disruptive in the classroom than the problem behaviour
- provide the same function for the student as the problem behaviour
- be easy for the student to engage in
- have a positive consequence for the student.

The alternative behaviour is the first step towards removing the problem behaviour. If you provide the student with an alternative way of attaining the function of their problem behaviour, they are less likely to go back to the 'tried and true' problem behaviour that has consistently paid off for them. Without an alternative, the student's behaviour is likely to escalate until they get the results they are looking for.

For Joe, an alternative behaviour could be that he uses a cue card to signal to the teacher that he needs help and works on an easier task while he waits for assistance. As a consequence, Joe is given help with the task and does not need to be sent from the room (see Figure 7). This alternative is still fulfilling the same function as the problem behaviour, because Joe is able to avoid having to independently complete a task he sees as too difficult for him.



Figure 7: Example of a Behaviour Support Plan, steps 6–7



Note: The result at this stage, with its three rows showing the problem behaviour and desired and alternative behaviours, is often referred to as a 'competing behaviour pathway'.

STEP 8: IDENTIFY STRATEGIES FOR CHANGING BEHAVIOUR

After you have identified desired and alternative behaviours, the next step is to identify potential **strategies** for changing the problem behaviour.

You might identify strategies for:

- addressing and minimising the effects of **setting events**
- changing or replacing **antecedents** to help prevent the problem behaviour
- **teaching** desired and alternative behaviours
- initially maintaining the function (with a different consequence), and over time changing it, to produce the **desired consequences**.

When identifying strategies, it is important to get feedback from the people who are closely involved with the student. The strategies need to be a good fit with the learning environment and with the preferences of staff and whānau.

Table 7 near the end of this section provides examples of strategies for two common functions underlying problem behaviour: avoiding a task and seeking attention.

8.1: SETTING-EVENT STRATEGIES

The aim of these strategies is to reduce problem behaviour that occurs as a result of the setting events.

First, look at the setting events you have identified for the problem behaviour, and ask the following questions:

- Can we do anything to prevent the setting event from occurring?
- If not, is there anything we can do to diminish the effects the setting event is having on the student's behaviour?

For example, if a setting event involves conflict at home before a student comes to school, strategies could include a trusted adult checking in with the student when they arrive at school to engage in a supportive conversation, remind them about strategies for seeking help at school, and positively forecast a successful day ahead.

For Joe, setting-event strategies could include:

- *arranging some extra tutoring in maths*
- *teaching the whole class strategies for self-help and helping others*
- *providing a space that Joe can use to calm down if he feels frustrated*
- *giving Joe extra feedback and encouragement as he develops self-management skills (see Figure 8).*

8.2: ANTECEDENT STRATEGIES

Look at the antecedents that you have identified in your hypothesis as triggers for the student's problem behaviour.

The strategies you choose should:

- directly address the antecedents
- address the function the problem behaviour is serving.

The aims of antecedent strategies are to:

- prevent problem behaviour
- support alternative and desired behaviours.

Strategies for preventing problem behaviour change the antecedent so that the problem behaviour becomes irrelevant (the student no longer needs to use it to get their needs met).

EXAMPLES OF ANTECEDENT STRATEGIES

When students engage in problem behaviour to obtain adult attention, an antecedent could be that they have not received enough attention from adults in the past.

To prevent the problem behaviour:

- classroom staff could ask the student to be their helper
- the teacher could start the lesson by checking in with the student and then stop by to check in briefly every 10 minutes (fading this out over time).

To support alternative or desired behaviours:

- the teacher could provide precorrects (visual or verbal prompts) to regularly remind the student to use the alternative behaviour (raising their hand and waiting for help or attention from the teacher)
- the teacher could reinforce the desired behaviour by acknowledging the student's willingness to attempt a task independently and without disrupting others in the classroom.

For Joe, antecedent strategies could include:

- *ensuring that he has easier, shorter tasks before more challenging tasks to help him to build confidence and momentum*
- *providing scaffolds (such as prompts or peer tutoring) to enable him to manage more challenging tasks successfully (see Figure 8).*

8.3: STRATEGIES FOR TEACHING DESIRED AND ALTERNATIVE BEHAVIOURS

The Behaviour Support Plan should include:

- behaviours that need to be explicitly taught to replace the problem behaviour
- opportunities to practise these behaviours.

You will often first teach alternative behaviours that will get results more quickly and easily than the problem behaviour did, thus making the problem behaviour inefficient for the student. Once the alternative behaviour has been substituted for the problem behaviour, you can begin to teach the desired behaviour.

It is important to provide prompts and support for the alternative and desired behaviours.

The transition from the short-term goal (the alternative behaviour) to the long-term goal (the desired behaviour) may require other skills that need to be taught, such as academic or social skills.

When you are planning strategies for teaching behaviour, consider the following questions:

- What is the alternative behaviour you need to teach? Will the student be capable of performing this behaviour? What support will they need?
- What specific details will you provide to the student to help them learn the behaviour (e.g., when, where, and why the behaviour should occur)?
- How will you respond positively when the student uses the alternative behaviour?
- Have you considered (and taught the student) how you will respond if they refuse to use the alternative behaviour?
- What skills (e.g., academic, social, or recreational) will you need to teach the student to enable them to move from the short-term goal of using the alternative behaviour to the long-term goal of successfully using the desired behaviour?

For Joe, strategies for teaching alternative and desirable behaviours could include:

1. Prompts, for example:

- *reminding him to adopt an alternative behaviour (using a cue card to signal the need for help) instead of the problem behaviour – note that seeking help fulfils a similar function to the problem behaviour, in that it allows Joe to avoid having to do the task independently*
- *as he progresses, reinforcing the desired behaviour (independently completing maths tasks) by acknowledging his efforts (“It’s great to see you tackling some challenging stuff there, Joe”).*

2. Skills teaching, for example:

- *moving him to his long-term, desired behaviour (managing challenging maths tasks independently) through explicit teaching and practice in mathematics (see Figure 8).*

8.4: STRATEGIES FOR PRODUCING THE DESIRED CONSEQUENCES

Look at the function of the student's behaviour that you have identified in your FBA hypothesis. You will need to identify strategies to stop the problem behaviour paying off for the student and to allow them to achieve a similar result from more acceptable behaviour.

First of all, the student needs to learn that the alternative behaviour is more effective, efficient, and reliable in meeting the function of their behaviour than the problem behaviour was. It is very important that the problem behaviour is not allowed to pay off for the student.

When the student engages in the alternative behaviour, you should quickly provide them with an outcome that matches the function of the problem behaviour.

It is important to consistently acknowledge and reward the alternative behaviour, using incentives that are valued by the student. Otherwise, the student is likely to return to the 'tried and true' problem behaviour in order to get their needs met.

Your long-term goal is to have the student move beyond the alternative behaviour and learn to use the desired behaviour. Your plan will probably need to include explicit instruction and reinforcement to support and motivate the student as they learn to engage independently in the desired behaviour.

Start small, and build on each success. In the beginning, you should try to reinforce every occurrence or approximation of the alternative or desired behaviours. You should only begin to fade out the reinforcement once the student is reliably and successfully using the alternative or desired behaviours.

If the student reverts to the problem behaviour, quickly prompt them to use the alternative behaviour. If they persist with the problem behaviour, they need to discover that it no longer provides the pay-off they require. For example, if the function of the problem behaviour is to escape a task, you need to ensure that, if the student continues to engage in the behaviour, they do not escape the task. In this case, they could be required to complete it in their own time.

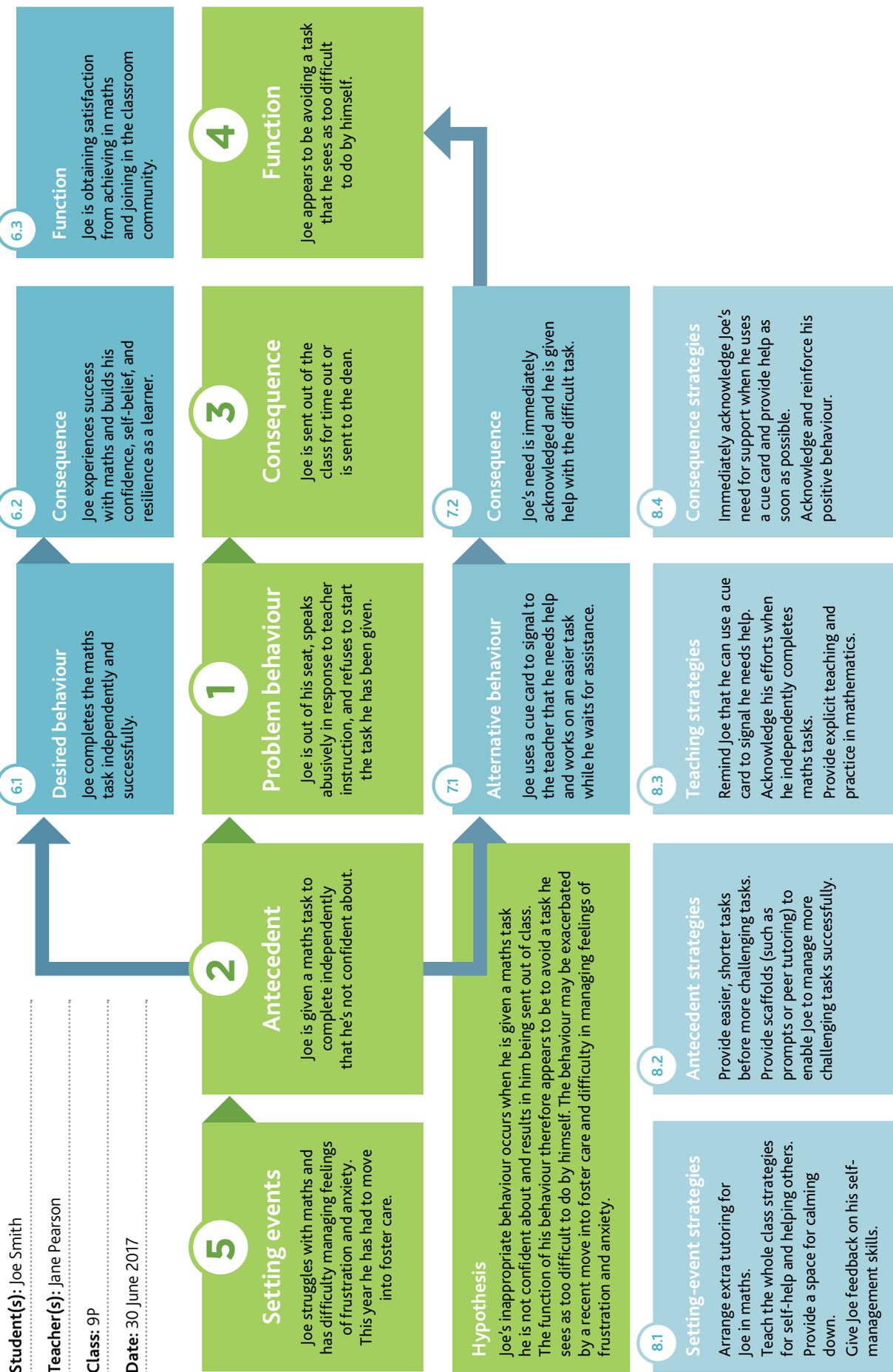
The team will need to consider how staff will respond if the student refuses to use the alternative behaviour instead of the problem behaviour, and what the consequences will be.

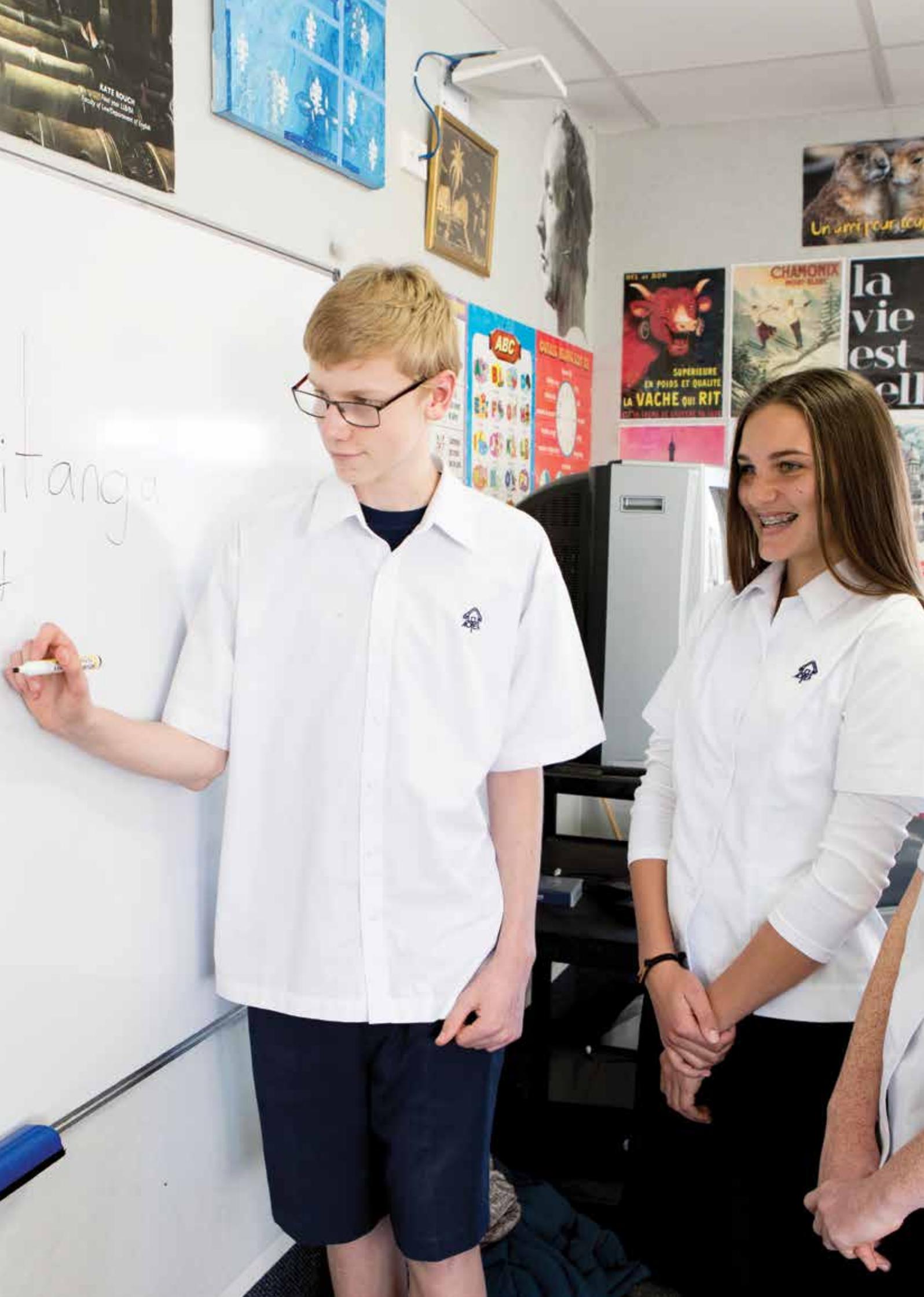
Identify strategies to stop the problem behaviour paying off for the student and to achieve a similar result from more acceptable behaviour.

For Joe, consequence strategies could include:

- *immediately acknowledging his need for support when he uses a cue card and providing help as soon as possible*
- *acknowledging and reinforcing his positive behaviour (see Figure 8).*

Figure 8: Example of a completed Behaviour Support Plan





Tanga

Un ami pour toi

MEAT OF THE BOON
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EN POIDS ET QUALITE
LA VACHE QUI RIT
C'EST LA LEGENDE DE CHAMONIX EN SUISSE

CHAMONIX
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TEMPLATE FOR A BEHAVIOUR SUPPORT PLAN

Student(s):
Teacher(s):
Class:
Date:

<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 6.1 Desired behaviour </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 6.2 Consequence </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 6.3 Function </div>
<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 7.1 Alternative behaviour </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 7.2 Consequence </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 8.4 Consequence strategies </div>
<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 8.3 Teaching strategies </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 8.2 Antecedent strategies </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 8.1 Setting-event strategies </div>

<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 5 Setting events </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 2 Antecedent </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 1 Problem behaviour </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 3 Consequence </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> 4 Function </div>
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Hypothesis



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>
 It is best printed on A3.

POSSIBLE ABC STRATEGIES FOR TWO FUNCTIONS OF BEHAVIOUR

Table 7 below provides examples of possible strategies that could be used for two common functions of behaviour. The strategies should be individualised for each student.

Table 7: Strategies for two common functions of behaviour

Antecedent strategies	Teaching strategies	Consequence strategies
<ul style="list-style-type: none"> Prevent problem behaviour and support alternative and desired behaviours. Make the problem behaviour irrelevant. 	<ul style="list-style-type: none"> Teach alternative and desired behaviours that get results more quickly or easily. Make the problem behaviour inefficient. 	<ul style="list-style-type: none"> Change consequences so that the problem behaviour never pays off for the student. Reward appropriate behaviour to make the problem behaviour ineffective.
Function: Avoiding a task		
<p>Modify tasks to match the student's knowledge and skill level.</p> <p>Provide clear instructions for how to complete tasks.</p> <p>Provide visual cues for completing challenging parts of tasks.</p> <p>Give choices (e.g., a range of tasks for the student to select from).</p> <p>Pre-teach content.</p> <p>Assign the student to work with a peer.</p> <p>Precorrect – frequently and deliberately remind the student to ask for help.</p>	<p>Teach the student appropriate ways to ask for help from their peers, differentiating ways if necessary (e.g., for large-group, small-group, and individual work).</p> <p>Identify and teach specific examples of ways to ask for help from the teacher (e.g., using a cue card).</p> <p>Teach the student how to make appropriate choices when there are alternative tasks on offer.</p> <p>Teach the student self-talk strategies for when they feel like avoiding work (e.g., "I know I can do it. I'm going to give it a go.")</p>	<p>Respond quickly if the student asks for help.</p> <p>Describe expected behaviours (e.g., being on task, trying hard, completing work, asking for help appropriately) and acknowledge the student when they demonstrate them.</p> <p>Eliminate or minimise instructional time or work being missed as a result of problem behaviour.</p>
Function: Seeking attention		
<p>Provide adult attention as soon as the student arrives in class.</p> <p>Give the student leadership responsibility or a class job that requires them to interact with staff and students.</p> <p>Give the student frequent intermittent attention for positive or neutral behaviour.</p> <p>Precorrect – frequently and deliberately remind the student to raise their hand and wait patiently if they want your attention.</p>	<p>Teach the student more appropriate ways to ask for peer attention (e.g., asking for help when it is convenient).</p> <p>Identify and teach specific examples of ways to ask for attention from the teacher (e.g., raising a hand and waiting patiently for the teacher to call on them).</p>	<p>Respond quickly if the student asks appropriately for adult or peer attention.</p> <p>Give the student frequent adult attention in response to positive behaviour.</p> <p>Eliminate or minimise attention for engaging in problem behaviour – for example, limit verbal interactions by using a signal to prompt the student to stop the problem behaviour.</p> <p>Avoid power struggles.</p>

ACTIVITY: DEVELOPING A BEHAVIOUR SUPPORT PLAN

Working with others in a small group, reread sections 4.3 and 4.4 above, and then work through the steps below to complete a simple Functional Behavioural Assessment (FBA) and Behaviour Support Plan for Gemma in the following example.

Use the spaces below and the template overleaf to capture your answers.

When you have finished, compare your results with the sample answer in Appendix 4.

Gemma is a year 8 student who has been referred to a Classroom Practices Team by her class teacher for ongoing low-level disruption in the classroom, as well as concerns about her academic progress and overall engagement and motivation at school. Gemma has difficulties with reading fluency and comprehension and this is causing learning challenges for her across the curriculum. When the class has been asked to work quietly and independently, Gemma is frequently out of her seat, visiting other students or looking for tools and materials, as well as calling out that she is bored or doesn't know what to do. When her behaviour becomes particularly difficult to ignore, she is sent to the D.P. or to work in another classroom.

Step 1: Describe the behaviour

Step 2: Identify the antecedent

Step 3: Identify the consequence

Step 4: Identify the function of the behaviour

Step 5: Check for setting events and write a hypothesis

Step 6: Identify a desired behaviour and its consequence and function

Step 7: Identify an alternative behaviour and consequence

Step 8: Identify strategies for changing behaviour

8.1: Setting-event strategies

8.2: Antecedent strategies

8.3: Strategies for teaching desired and alternative behaviours

8.4: Strategies for producing the desired consequences



This activity and its template overleaf are available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>. The template is best printed on A3.

TEMPLATE FOR A BEHAVIOUR SUPPORT PLAN FOR GEMMA

Student(s):
Teacher(s):
Class:
Date:

<p>6.1</p> <p>Desired behaviour</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>6.2</p> <p>Consequence</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>6.3</p> <p>Function</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2</p> <p>Antecedent</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>1</p> <p>Problem behaviour</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3</p> <p>Consequence</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>5</p> <p>Setting events</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>7.1</p> <p>Alternative behaviour</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>4</p> <p>Function</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Hypothesis</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>7.2</p> <p>Consequence</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>8.1</p> <p>Setting-event strategies</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>8.2</p> <p>Antecedent strategies</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>8.3</p> <p>Teaching strategies</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>8.4</p> <p>Consequence strategies</p> <p>.....</p> <p>.....</p> <p>.....</p>