



Managing Classroom Behaviors

Yvonne Yap
BCBA & Founder of Be Me Services

21 Apr 2021



Managing Classroom Behavior Series

Part 1. Behavior and its functions

Behavior and its function

- **Behavior is what the child does**
Writing, reading, yelling, walking
- **Each behavior has its function, or its WHY**
- **The function of behavior is to make a desired change in the environment**
- **Functions of behavior include attention, escape, tangible, automatic (sensory)**

Attention

Escape

Tangible

Sensory



Attention

- The student is engaging in behavior to get attention from teacher and/or peers
- Negative reactions may also serve as attention and reinforce the behavior
- Example: a child might scream to get other people to look at them, laugh at them, play with them, hug them or scold them



Escape

- **A student engages in a certain behaviors to escape from a task or an unpleasant activity**

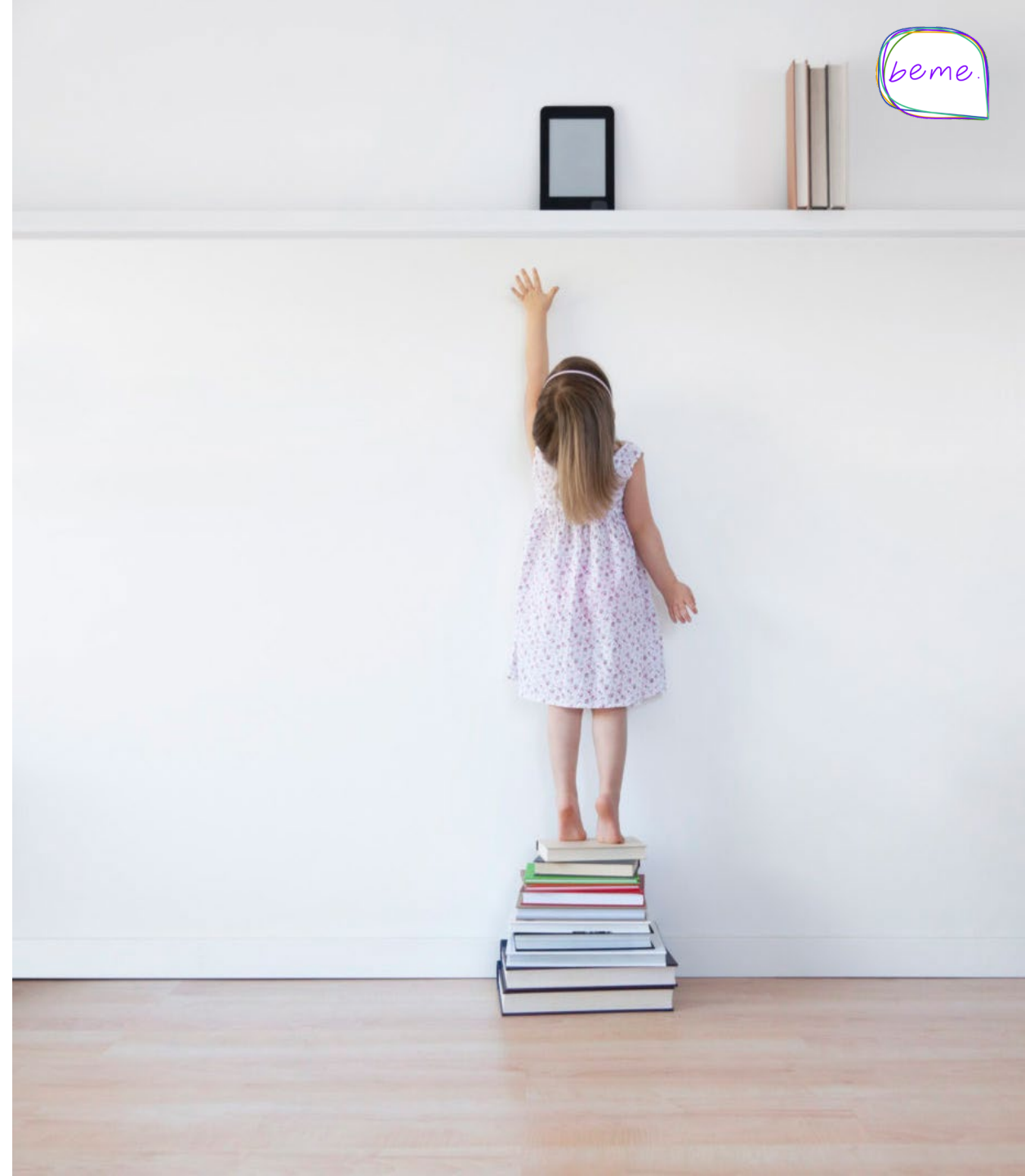
Example: child might engage in aggressive behavior so his teachers stop running academic tasks with him or child might engage in self-injury to avoid having to go outside to play with classmates.



Tangible

- **Some behaviors occur so the person can obtain a tangible item or gain access to a desired activity**

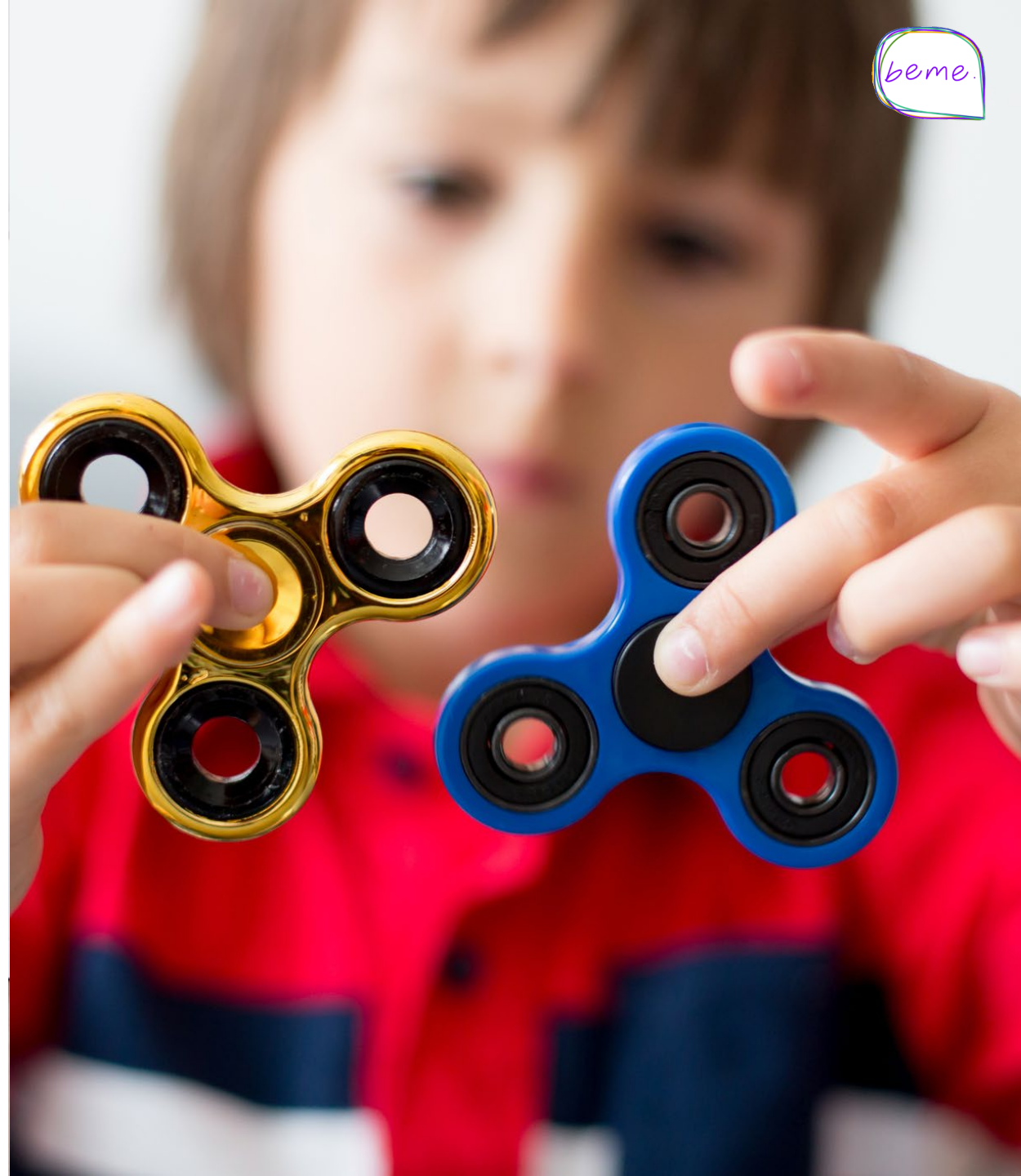
Example: Child might scream and shout until their parents buy them a new toy (tangible item) or bring them to the zoo (activity)



Automatic (sensory)

- They function only to give the person some form of internal sensation that is pleasing or to remove an internal sensation that is displeasing (e.g. pain).

Example: Self-stimulatory behaviors, flicking fingers, rocking on the chair



Interactive break

Identify the function of the behavior:

Behavior

Behavior 2

Behavior 3

Behavior 4



Interactive break Answers

- Behavior 1 – escape
- Behavior 2 – attention
- Behavior 3 – automatic
- Behavior 4 – tangible



Why do we want to know the function?

- **Knowing the function allows to determine what maintains the current behavior**

Whether its appropriate or not appropriate behaviors. It allows us to address this behavior effectively



Why do we want to know the function?

- **Without knowing the function, the behaviors may be treated incorrectly and lead to undesired results**

For example, sending student to the office may reinforce their escape maintained behaviors, and the behaviors will increase in future



How to identify the function

- **Complete Functional Behavioral Assessment, FBA**
- **It includes the following steps:**
 1. Define the behavior
 2. Collect data
 3. Analyze data
 4. Hypothesize the function
 5. Check the hypothesis

Define the target behavior

- The target behavior must be defined clearly, precisely, and completely
- It is important to have operational definition on order to address the behavior effectively
- Which of the following is a good operational definition:
 1. A student is throwing books at the teacher when asked to read
 2. A student is engaging in aggressive behaviors towards his peers when he is upset
 3. A student engages in disruptive behaviors during English class
 4. A student is hitting his peers with an open hand during PE class

Collect data

- **Information about behavior is required to identify the function correctly**
- **Data can be collected through:**
 1. Interview with parents
 2. Observations
 3. ABC data
 4. Scatterplot



ABC data

- ABC data collection provides information about
- A – Antecedents
- B – Behavior
- C - Consequences

Behavior: _____ Date: _____

Start Time: _____ End Time: _____

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input type="checkbox"/> Academics	<input type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: _____

Start Time: _____ End Time: _____

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input type="checkbox"/> Academics	<input type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: _____

Start Time: _____ End Time: _____

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input type="checkbox"/> Academics	<input type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: _____

Start Time: _____ End Time: _____

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input type="checkbox"/> Academics	<input type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: _____



Scatterplot

- Scatterplots allow to see patterns of behavior and identify relationships between behavior and specific environmental conditions

Student: Date:



Behavior 1 (Bx1):

Behavior 2 (Bx2):

= 0 times
 = 1- times
 = 3- times
 = 6 times
 N = Not Observed

Date →							
Time	Bx1	Bx1	Bx1	Bx1	Bx1	Bx1	Bx1
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							



Data analysis practice - ABC

Behavior: Throwing pencils, books, food items **Date:** Apr. 8 2021

Start Time: 08:15 **End Time:** 08:17

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input checked="" type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input checked="" type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: Student X threw a pencil when was asked to write a sentence, after which she was allowed to read a sentence instead

Start Time: 8:30 **End Time:** 8:35

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input checked="" type="checkbox"/> Academics	<input type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input checked="" type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input checked="" type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input checked="" type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: Student X threw a book at the teacher after teacher corrected her reading, then the teacher removed the book

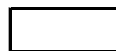
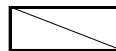

Start Time: 8:40 **End Time:** 8:43

Context / Activity	Before (antecedent)	After (Consequence)	Possible Reason
<input type="checkbox"/> Academics	<input checked="" type="checkbox"/> Task / Command given	<input type="checkbox"/> Ignored	<input checked="" type="checkbox"/> Avoiding something
<input type="checkbox"/> Special classes	<input type="checkbox"/> No / Diverted attention	<input type="checkbox"/> Redirected to activity	<input type="checkbox"/> Access to something
<input type="checkbox"/> Individual time	<input type="checkbox"/> Denied access to item	<input checked="" type="checkbox"/> Discuss / Reprimand	<input type="checkbox"/> Get attention
<input type="checkbox"/> Lunch / Recess	<input type="checkbox"/> Error correction given	<input type="checkbox"/> Changed activity	<input type="checkbox"/> Sensory
<input checked="" type="checkbox"/> Changing activities	<input type="checkbox"/> Waiting / Down time	<input checked="" type="checkbox"/> Moved away / Gave break	<input type="checkbox"/> Other

Notes: Student X threw a cup with pencils when asked to clean up and prepare for the next activity (cut and paste).

Data analysis practice - Scatterplot

Time	Activity	Dates/Days									
		Nov. 1	Nov. 2	Nov. 3	Nov. 4	Nov. 5	Nov. 8	Nov. 9	Nov. 10	Nov. 11	Nov. 12
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
08:00 - 08:15	Registration										
08:15 - 08:30	Assembly		/		/		/		/		/
08:30 - 09:15	Science class	■			■		/	■	■	■	/
09:15 - 09:30	Break										
09:30 - 10:15	English class	■	/	■	■	/	■	■	■	■	/
10:15 - 11:00	PE class	/		/	/			/		/	
11:00 - 12:00	Lunch										
12:00 - 12:45	Math class	■	/	/	■	■	■	/	■	■	/
12:45 - 13:30	Computer class	■	■	■	/	/	■	■	/	/	■
13:30 - 13:45	Break										
13:45 - 14:30	Music class	/	■	/	/	■	/	/	■	■	/
14:30 - 14:45	Home time										

-  - target behavior did not occur
-  - target behavior occurred 1-2 times
-  - target behavior occurred 3 times and more



Data analysis practice

What do you think is the function?



Hypothesizing and testing the function

- Functional behavior assessment may result in clear indication of the function of the target behavior
- However, if the function cannot be determined based on FBA and gives mixed results, Functional Analysis may be required



Hypothesizing and testing the function

- Functional Analysis is a systematic manipulation of environmental conditions and evaluating their effects on the behavior
- All possible functions are tested in FA during attention, demand, alone, tangible, and play conditions



Function-based interventions

- It is a behavioral intervention that takes into consideration the identified function of target behavior
- It involves teaching a replacement behavior, which should serve the same function as the target behavior serves for the child
- **Key components of a function-based intervention:**
 1. Teaching replacement behavior
 2. Antecedent-based interventions
 3. Consequence-based interventions

Function-based interventions

Examples:

Attention

- Withdrawing attention (not paying attention) and redirecting to the task or appropriate replacement

Escape

- Continuing with demand, having student complete the original task

Tangible

- Teaching accepting no and giving up items, tolerance training

Sensory

- Teaching appropriate replacements

Interactive break – identify appropriate replacement behaviors

Interfering behavior	Function	Alternative replacement
Screaming	Tangible – get toy or food	
Getting out of seat	Attention – get attention from teacher	
Throwing items	Escape – avoid task or activity	
Self-stimulatory behaviors	Sensory stimulation	

Interactive break – identify appropriate replacement behaviors

Interfering behavior	Function	Alternative replacement
Screaming	Tangible – get toy or food	Asking for an item appropriately
Getting out of seat	Attention – get attention from teacher	Raising hand
Throwing items	Escape – avoid task or activity	Asking for help or for a break
Self-stimulatory behaviors	Sensory stimulation	Using appropriate sensory items, such as stress balls. Sometimes no replacement is needed, if the behavior is not disruptive for the learning process

Ways we can support schools

- Training for teaching staff
- RBT training and support in the process of credentialing
- Supervision for school staff who are RBT
- Training and workshops for parents on behavior related topics
- Conjoint behavioral consultation on specific cases
- Ongoing support and supervision of specific cases

Questions?





Contacts

Yvonne Yap

Be Me Services

bemeservices.com

yvonne@bemeservices.com

+971568312217

beme.

Thank you!

