

“If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.”

“If a child doesn't know how to behave, we... teach? ...punish?”

Why can't we finish the last sentence as automatically as we do the others?”

Tom Herner, 1998.

Remember:

Behavior = Communication!

www.chartrnc.com

What we sometimes see as

a failure to **BEHAVE**

properly,

is actually a failure to

COMMUNICATE
properly.

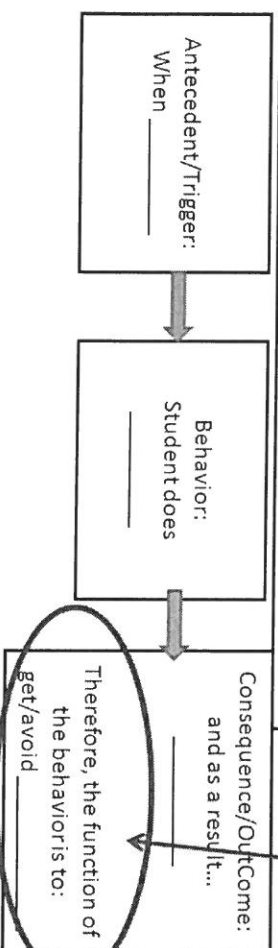
www.notjustacutie.com

Understanding **FUNCTION**: WHY? What is the Payoff?

Use information about the routine, antecedent, behavior, & consequence to determine that the function of the behavior is either to:

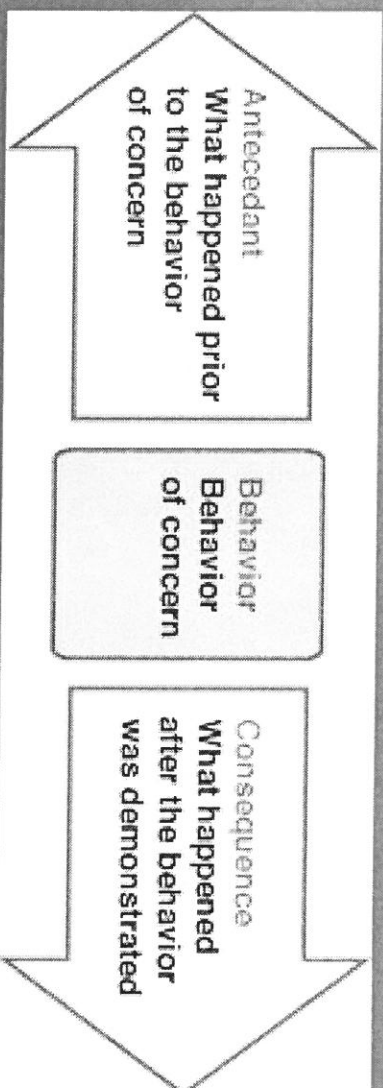
-Get or Avoid something in the environment

Routine: During _____



Why is it important to determine the function of behavior?

- Keeps you from continuing ineffective interventions
- Helps to determine appropriate interventions
- Saves time and resources
- Increases the likelihood that the students outcomes will be successful

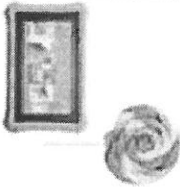





You are looking for patterns of behavior. Identifying patterns of behavior give you a starting point.

ABC Functional Behavioral Assessment Form

Time	Antecedent	Behavior	Consequence
	What comes before the behavior Where was it? Who was there? What was happening?	The specific behavior Paint a very clear picture of what happened	What happened after the behavior? What did I use as a consequence? What did I say?

Functions of Behavior

Function	Your child is trying to say...	Happens when...	Examples:
Tangibles		"I want something"	"Your child is told "no." •Child throws a tantrum in the checkout lane because they want a candy bar. •Child screams when told they cannot have more electronic time.
Escape		"I don't want to do something"	"Your child is told to do something they don't want to do." •Child yells/hides/argues when told to clean his room. •Child folds their arms and gives you the silent treatment when told to do homework.
Attention		"I want your attention"	"Your child is bored or feels as if they aren't getting enough attention from you." •Child yells when you are on the phone. •Child starts running around when you are talking to their sibling.
Sensory		"This feels good"	"Could be any time, but especially when your child is excited or anxious about something." •Child engages in repetitive behavior when anxious/excited. •Child flaps arms when excited. •Child chews on objects/clothing when anxious.

1 more...Lack of language or knowing how to appropriately express feelings, wants, and needs.

"When *little people*
are overwhelmed by
big emotions, it's
our job to share our
calm, not join their
chaos."

- L.R. KNOST

The Gottman Institute

Honey, when you grow up
I want you to be assertive,
independent and strong-willed.
But while you're a kid,
I want you to be passive,
pliable and obedient.

