Think of a challenging behavior (one you don’t like) from one of your students.

FBAs are designed to answer ______________________ challenging behaviors are occurring.

Why can’t we do FBAs for all students with challenging behaviors? ______________________
______________________________________________________________________________
______________________________________________________________________________

The 3 steps of Function-Based Thinking are:
1. ___________________________________________________________________________
2. ___________________________________________________________________________
3. ___________________________________________________________________________

In the first step of FBT, the information we gather should answer 2 questions:
1. ___________________________________________________________________________
2. ___________________________________________________________________________

The “What is happening?” question is answered when we have selected and operationally defined a target behavior (or behavior of concern).
Our selected target behavior should be _________________ and ________________.

A formula for our operational definition:

_________________ = __________________ + __________________ + __________________
Write an operational definition for the student’s behavior you listed on page 1.

Rate your current confidence (scale of 1-10) in appropriately selecting and operationally defining your students’ target behavior. ____________

The “Why is it happening?” question relies on us being able to see the behavior in the context of the environment. This requires an understanding of ________________.

As new behaviors are learned, some “work” and survive (________________________) while others fail to work and do not survive (__________________________).

The underlying assumption of FBT and FBA: Behaviors are not ____________________; they exist and continue because they ____________________.

Label the boxes below.
Possible functions:

______________________ = The target behavior is reinforced and maintained by access to the attention of others. This can be specific to one _________________ or ________________, or can include the attention of many.

______________________ = The target behavior is reinforced and maintained by access to preferred “stuff,” including ____________________________________________________________________________________________.

______________________ = The target behavior is reinforced and maintained by the removal or avoidance of ____________________________________________________________________________________________.

______________________ = The target behavior is reinforced and maintained by ___________ ____________________________________________________________________________________________.

Label the boxes below.

“B” is for _________________. This is the _______________________________ that we have operationally defined.
“A” is for _________________________. This is what happens (cues, situations, events) immediately before the behavior and is sometimes referred to as the ________________________.

“C” is for _______________________. This is what __________________ the behavior.

Setting events are _____________________ antecedents that affect the probability of behavior by affecting the ______________________ of a reinforcer.

Some examples of potential setting events:
______________________________ might make teacher attention more reinforcing.
______________________________ might make peer attention more reinforcing.
______________________________ might make escape/avoidance of instruction more reinforcing.

Motivating operations have to do with ___________________ and ___________________. These also affect the value of a reinforcer.

A __________________________ or “Hypothesis Statement” describes a predictable sequence of the student’s target behavior in the context of its environment. It should include the target behavior, antecedents, consequences, and – when relevant – _______________________.

Thinking of the challenging student behavior you operationally defined above, write a Summary Statement.
Based on the Summary Statement above, what is the hypothesized function of the behavior?

___________________________________________

__________________________________

Rate your current confidence (scale of 1-10) in developing Summary Statements for your students demonstrating challenging behaviors. _______________

We should use our understanding of function to inform the intervention plans that we develop. How? The “pay out” of the ____________________________ should match the “pay out” of the ____________________________ behavior. If we know the function of the student’s problem behavior, we know what ____________________________ the student.

Questions I have...