Pre/Post-Test

**Linking behavior interventions to a functional behavior assessment/hypothesis**

*Directions: Read the hypothesis statements below which summarize the information obtained from functional behavior assessments. Answer all of the questions following each hypothesis.*

Student: Dexter Grade: 5th

Routine: Math

Hypothesis Statement 1: \*Note: The student can and will complete single-digit multiplication and any addition or subtraction problems. He struggles with multi-digit multiplication and with division.

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| **Antecedent/Trigger** | **Behavior** | **Consequences/Function** |
| When presented with an independent work task, specifically a math worksheet requiring multi-digit multiplication or division and perceived as difficult, | The student will engage in disrespectful behavior (defined as calling the teacher negative names such as “racist”, folding arms across chest and staring around the room during the time provided for independent work, breaks the pencil point by bearing the pencil down hard on the paper, wads up the worksheet or tears it up, gets out of his seat and begins to walk around the room) | As a result, the student avoids/delays the difficult, independent task (*based on typical responses from the teacher and others to problem behavior including verbal reprimands and sending him to the hallway or to the office).* |

*Questions 1-5 are related to Hypothesis 1.*

1. Identify the most appropriate replacement/alternative behavior based on the function of the behavior above in Hypothesis 1.

Complete the worksheet without problem behavior

Finish the multi-digit worksheet then take a break

Ask teacher for a break from work

Ask a peer to check his work after each problem

Earn extra recess for completing worksheets

1. Select the Antecedent/Prevention intervention that best matches the information in the hypothesis above.

Move student’s seat closer to the teacher’s desk

Have student join a counseling group

Have student complete 3 multi-digit multiplication problems than check with peer

Give student worksheets with more single digit & few multi-digit multiplication and division problems

Use a computer game to have student practice multi-digit multiplication in place of the worksheet.

1. Select the **two** Teach/Replacement behavior interventions that best match the information and function of behavior in the hypothesis above.

Teach student to ask peer to check his work after completing 3 problems

Teach student to ask teacher for a break from work

Have student write what he did wrong & what he should do next time

Teach student how to stay on task first and then ask for a break

Teach empathy to the student by having him write how it feels when he is called a racist or called names.

1. Select the **two** Reinforcement interventions that best match the information and function of behavior in the hypothesis above.

Student earns a “Skip 5 problems” and if on-task for 10 min. or completed 5 problems

Student earns 5 minutes in skate-park after finishing multi-digit multiplication worksheet

Student gets to do multiplication on computer if on task for 5 minutes

Student gets to take a break when asking appropriately

Student gets extra recess time for finishing worksheets all week

1. Select the Responding to Behavior (alter consequences) intervention that best matches the information and function of behavior in the hypothesis above.

Have student write an apology immediately for calling teacher “racist”

Have student stay in during recess to finish worksheet with teacher

Give him an easier assignment

Prompt student to ask for a break as soon as the first sign of the problem behavior is observed

Warn the student to get to work or he will be sent to time-out/office.

Student Quinn Grade 3rd

Routine: Reading

Hypothesis Statement 2: \*Note: The student reads above grade level and can complete worksheets with success.

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| --- | --- | --- |
| **Antecedent/Trigger** | **Behavior** | **Consequences/Function** |
| When asked to do independent work such as read or work on a worksheet during reading station rotation, | The student will become disruptive *(defined as throwing materials and objects toward peers, making negative comments to the teacher such as “this is dumb”, “you stink”).* | As a result, the student gets peer attention (*based on typical responses from peers following problem behavior including peers stop working, laugh and make comments about or to Quinn, peers continue to talk about Quinn’s behavior throughout the day).* |

*\*Questions 6-10 are related to Hypothesis 2.*

1. Identify the most appropriate replacement/alternative behavior based on the function of the behavior above in Hypothesis 2.

Ask to read or work with a peer

Ask for a work break

Earn extra recess with a peer for finishing work quietly

Read quietly and finish worksheet independently

Ask to talk to the teacher

1. Select the Antecedent/Prevention intervention that best matches the information in hypothesis 2.

Give student worksheet with fewer problems on the worksheet and easier (2nd grade) reading passages

Move student’s seat closer to the teacher

Modify the independent work task and provide student choices of who (which peer) to work with

Remind the student of the school and class expectations/rules about being respectful

Have student wear headphones to reduce distractions

1. Select the Teach/Replacement behavior intervention that best matches the information and function of behavior in hypothesis 2.

Teach student to finish worksheet, then read independently

Teach student to ask teacher for a break

Teach student to ask for an alternative assignment

Teach student to ask to work with a peer

Teach student to respectfully ask teacher for help

1. Select the Reinforcement intervention that best matches the information and function of behavior in hypothesis 2.

Student gets to play game with teacher for completing reading work without making negative comments

Student earns 5 minutes free time with peer for being on task during the independent reading station and refraining from making negative comments

Send a note home to the student’s parents when he works hard in class

Let student work with peer if respectfully asks

Let student work with teacher if respectfully asks

1. Select the Responding to Behavior (alter consequences) intervention that best matches the information and function of behavior in hypothesis 2.

Peers earn “Wow Cards” for ignoring the student’s negative behavior

Peers tell the student to “be respectful” after he makes negative comments

Provide an alternate assignment

Redirect/prompt the student to ask to work with a peer

Have student write what he did wrong and what he should do next time