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.

|  |  |  |
| --- | --- | --- |
| **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