

| <i>Behavior</i> | <i>Evidence</i> | <i>Culprits</i> | <i>Solutions</i> |
|------------------------|--|--|--|
| Disruptive | Off-task talking, out-of-seat, competitive activities | <ul style="list-style-type: none"> Classroom management, curriculum, teaching strategies Deficits in skills Attention seeking (given more attention for disruptive behavior than appropriate behavior) | <p>Understand the function</p> <ul style="list-style-type: none"> Often it is attention seeking—so give them attention for appropriate behavior . . . often! <p>School-wide and classroom interventions</p> <ul style="list-style-type: none"> Well-written, and enforced, class rules (clear expectations) Well-planned systematic response (consistency) <p>Self-discipline and self-management</p> |
| Defiant | Passive noncompliance, direct defiance, simple refusal, and constant negotiation. | <ul style="list-style-type: none"> Attention as correction-only/power-struggles Indiscriminant attention (lack of clear expectations, consistency and follow-through) Would rather be seen as a rebel than have peers know they struggle (this also promotes escape-type behaviors) | <ul style="list-style-type: none"> Say what you mean, mean what you say (consistency and follow-through) Reinforce compliant behavior Research suggests that the most effective intervention for non-compliance is providing positive consequences for appropriate behavior <u>as well as</u> reprimands for non-compliant behavior. <ul style="list-style-type: none"> So extinction is not effective! (Since escape is a primary suspect—suspension is not effective either). |
| Impulsive | <ul style="list-style-type: none"> Erratic and poorly controlled behavior Acts without all information, often calls out in class, difficulty organizing materials Difficulty reflecting on inappropriate actions (including academic work) May also have disruptive and noncompliant behaviors | <ul style="list-style-type: none"> Attention-seeking Self-gratification (including hitting to stop someone from bothering them) Biology | <p>Teach skills</p> <ul style="list-style-type: none"> Waiting behaviors Self-control and relaxation <p>Deliver smaller, shorter tasks</p> <ul style="list-style-type: none"> Check for accuracy often Provide more feedback <p>Do not rely on medication!</p> |

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| Attention | <ul style="list-style-type: none"> • Difficulty starting and finishing tasks • Distractibility (Not paying attention vs. paying attention to everything!) • Decision-making • Can also occur with hyperactivity and impulsivity | <ul style="list-style-type: none"> • Boredom • Skill deficits • Self gratification • Escape and/or attention seeking | <p>Teaching skills</p> <ul style="list-style-type: none"> • Motivating curriculum • Appropriate pacing • Teach skills that demonstrate attention ('sit and listen'). • Smaller, shorter tasks with more feedback <p>Understand the function. If it is skill deficits—teach the skills!</p> <ul style="list-style-type: none"> • Reinforcement systems work well for this behavior--particularly preferred activities (kinesthetic) <p>Self-monitoring at timed intervals</p> |
| Hyperactive | <ul style="list-style-type: none"> • Often associated with inattention and impulsivity—but is not exclusive to it! • Immature behavior • Disruptiveness/aggressiveness • Seems unable to connect with peers—may look to adults for friendships | <ul style="list-style-type: none"> • Self-gratification • Attention seeking • Biological and environmental • Family schedules and interactions | <p>Consistency</p> <ul style="list-style-type: none"> • Deliver reinforcement and consequences <p>Social skills development</p> <p>Cognitive behavior management</p> <p>Teach academic skills where there are deficit areas</p> |
| Tantrums | <ul style="list-style-type: none"> • Aggressive, non-compliant behavior • Acting out behaviors (crying, screaming, jumping up and down) • Common in young children • | <ul style="list-style-type: none"> • The behavior gets them what they want! • Mostly connected to parents and other caregivers (including teachers) giving in. • Attention seeking | <p>Extinction is highly effective with this behavior.</p> <ul style="list-style-type: none"> • Say what you mean, mean what you say! <p>Routines</p> <p>Transition warnings</p> |

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| Aggressive | <ul style="list-style-type: none"> • Hostile: Intent to harm • Instrumental: Intent to gain something • Physical or verbal | <ul style="list-style-type: none"> • Power, control, affiliation • Skill deficits • Escape, attention-seeking, and/or self-gratification • The behavior has been trained or is being modeled by someone • Exposure to aggressive media | <p>Understand the pattern of aggression</p> <ul style="list-style-type: none"> • Over-aroused (excitability), impulsive (blow-ups), affective (rageful), predatory (vengeful), and instrumental (intimidation) <p>Anticipate the behavior so that the intervention can take place before dangerous behavior</p> <p>Social skills training</p> <ul style="list-style-type: none"> • Proactive vs. reactive • Empathy (e.g. role-playing) • Peer acceptance |
| Repetitive | <ul style="list-style-type: none"> • Self-stimulation (e.g. 'flapping') • Self-inflicted injury (e.g. SIB) | <ul style="list-style-type: none"> • Deficits in communication skills (speech and language) • Attention-seeking /escape | <p>Increase ability to communicate</p> <ul style="list-style-type: none"> • Social skills training • Sign language <p>Decrease gains from behavior (e.g. attention, tangibles, escape, etc.)</p> <ul style="list-style-type: none"> • This does not necessarily mean extinction! |
| Depression | <ul style="list-style-type: none"> • Low energy or fatigue • Concentration /decision-making issues • Sleeping /eating issues • Social skills issues • Sadness and/or aggression | <ul style="list-style-type: none"> • Biological or environmental • Short- or long-term | <p>Know when to seek additional information and refer to professionals!</p> <p>Combination of approaches</p> <ul style="list-style-type: none"> • Medication, behavioral, and psychological <p>Skills training</p> <ul style="list-style-type: none"> • Social skills • Cognitive behavior management |

Functions that Behavior Serves

