

Functional Behavioral Assessment/Behavior Intervention Plan

Webinar 6 Training Packet

Contact Dr. Emily Graybill egraybill1@gsu.edu or

Allison O’Hara, EdS aohara@gsu.edu

for questions about this packet

|  |  |  |
| --- | --- | --- |
| **Webinar** | **Title of Form** | **Page #** |
| **Webinar 5** | Choosing a Replacement Behavior (Sadie) | 2 |
| Choosing a Replacement Behavior (Joey) | 3 |
| Choosing a Replacement Behavior (Emma) | 4 |
| Choosing a Replacement Behavior (Alex) | 5 |
| Selecting Function-Specific Reinforcement (Case #1) | 6 |
| Selecting Function-Specific Reinforcement (Case #2) | 7 |
| Selecting Function-Specific Reinforcement (Case #3) | 8 |
| Creating a Reinforcer Inventory | 9 |

**Webinar 6 – Choosing a Replacement Behavior (Sadie)**

Please answer the following questions in a group or independently. Write your responses below.

*“List 1-2 new ways that Sadie could request and receive both peer and adult attention in ways that are more appropriate than her verbal outbursts.”*

|  |  |
| --- | --- |
| **Ways to Request Attention from Peers** | **Ways to Request Attention from Adults** |
|  |  |
|  |  |

**Webinar 6 – Choosing a Replacement Behavior (Joey)**

Please answer the following questions in a group or independently. Write your responses below.

*“Instead of throwing items in an attempt to access adult attention, what replacement behavior could Joey be taught to use when he wants attention from teachers?”*

**Webinar 6 – Choosing a Replacement Behavior (Emma)**

Please answer the following questions in a group or independently. Write your responses below.

*“Instead of jumping and spinning in circles when in the hallway, what replacement behavior could Emma be taught to use in order to appropriately request a sensory room?”*

**Webinar 6 – Choosing a Replacement Behavior (Alex)**

Please answer the following questions in a group or independently. Write your responses below.

*“When Alex is directed to do a non-preferred academic task, such as being told to read a chapter from his book during social studies, what replacement behavior could Alex be taught to use in place of verbal and physical refusal when he would like to request and receive escape?”*

**Webinar 6 – Selecting Function-Specific Reinforcement (Case #1)**

Please answer the following questions in a group or independently. Write your responses below.

|  |  |
| --- | --- |
| **Example of Challenging Behavior** | Throwing assignments in trash |
| **Example of Ideal Behavior** | Complete assignments |
| **Example of Appropriate Replacement Behavior** | - Ask for a break- Ask for help- Exchange a break card |
| **Function-matched reinforcer** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*In the example above, we have a student who throws assignments in the trash in order to escape work. Some examples of appropriate replacement behaviors include teaching the student to ask for a break, ask for help, or exchange a break card.*

*“Please indicate the type of function-matched reinforcement that should be delivered whenever the student uses one of these new, more appropriate replacement behaviors. In other words, what should the student get when he asks for a break or asks for help?”*

**Webinar 6 – Selecting Function-Specific Reinforcement (Case #2)**

Please answer the following questions in a group or independently. Write your responses below.

|  |  |
| --- | --- |
| **Example of Challenging Behavior** | Yelling Out |
| **Example of Ideal Behavior** | Sit Quietly |
| **Example of Appropriate Replacement Behavior** | - Raise hand- Say “Excuse me”- Ask for help |
| **Function-matched reinforcer** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*In the example above, we have a student yells out in order to receive attention from others. Some examples of appropriate replacement behaviors include teaching the student to raise his or her hand, say “excuse me”, or ask for help.*

*“Please indicate the type of function-matched reinforcement that should be delivered whenever the student uses one of these new, more appropriate replacement behaviors instead of yelling out.”*

**Webinar 6 – Selecting Function-Specific Reinforcement (Case #3)**

Please answer the following questions in a group or independently. Write your responses below.

|  |  |
| --- | --- |
| **Example of Challenging Behavior** | Running out of classroom |
| **Example of Ideal Behavior** | Stay seated |
| **Example of Appropriate Replacement Behavior** | - Request preferred items- Request preferred activities |
| **Function-matched reinforcer** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*In the example above, we have a student who runs out of the classroom in order to gain access to preferred tangible items or activities. Some examples of appropriate replacement behaviors include teaching the student to verbally request preferred items and activities.*

*“Please indicate the type of function-matched reinforcement that should be delivered whenever the student uses one of these new, more appropriate replacement behaviors instead of running out of the classroom.”*

**Webinar 6 – Creating a Reinforcer Inventory**

|  |  |  |
| --- | --- | --- |
| **Escape** | **Attention** | **Tangible** |
| Homework Pass | School Announcements | Computer Time |
| Extra Recess Time | Message Delivery | Soda |
|  |  |  |
|  |  |  |

“*Please complete the remaining cells in the table by listing 1-2 examples of reinforcers/incentives available at your school site for each of the functional categories listed above.”*

**Process Question**

“*Please complete the table by listing 1-2 examples of reinforcers/incentives available at your school site for each of the functional categories listed above.”*