



MULTI-TIERED SYSTEM OF SUPPORT

NC Department of Public Instruction

Diagnostic Processes for Behavior

Prerequisites for understanding behavior:

- Behavior is learned
- Behavior is a type of communication
- Behavior serves to meet student needs (*always has a function*)

Unpacking student behavior- Students LEARN Behavior through experience:
Take it out of order to identify first the target behavior you wish to change!

Antecedent----Behavior----Consequence

1. Behavior Identification:
 - a. Identify the target behavior to change
 - b. Describe it in detail
 - c. Make sure it passes the "stranger test"- observable and measurable
2. Antecedent (may also be called triggers) Questions:
 - a. What happens immediately before the behavior?
 - b. What is the activity/setting?
 - c. Who is there (peers and adults)?
 - d. What tasks are presented?
 - e. When does the behavior occur?
 - f. Team may ask, "if you wanted to see the behavior, what would you have to do"?
3. Consequence (may also be called response/outcome) Questions:
 - a. What is rewarding/desired that the student receives after the behavior is exhibited?
 - b. What happens directly after the behavior occurs?
 - c. Remember that this may not seem rewarding to the adult
 - d. What is the peer response?
 - e. What is the adult response
 - f. How often does the response happen following the behavior (i.e., every time, ½ the time, etc.)?
 - g. What is the student gaining as a result of the behavior?

The Process:

Setting: "During _____,"

Antecedent/Trigger:
When

Behavior:
The student does

Consequence/Outcome:
...and as a result

Most Common Functions of Behavior

<i>To obtain or get something:</i>	<i>To avoid or escape from something:</i>
Peer attention	Difficult tasks
Adult attention	Boring tasks
Desired Activity	Easy tasks
Desired objects	Physical demands
Sensory stimulation	Non-preferred activity
	Peer teasing
	Staff reprimands