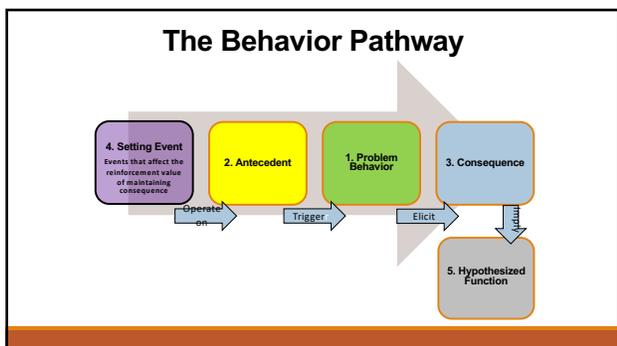




Behavior Pathway

4. SETTING EVENTS

1

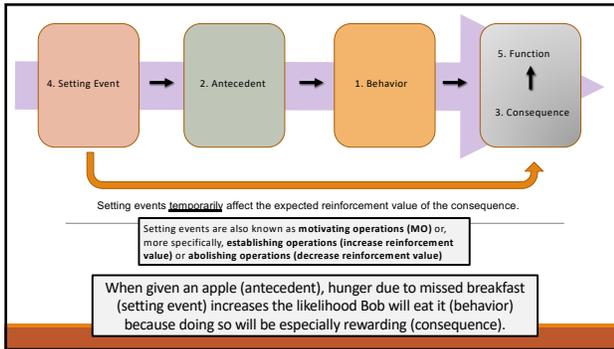


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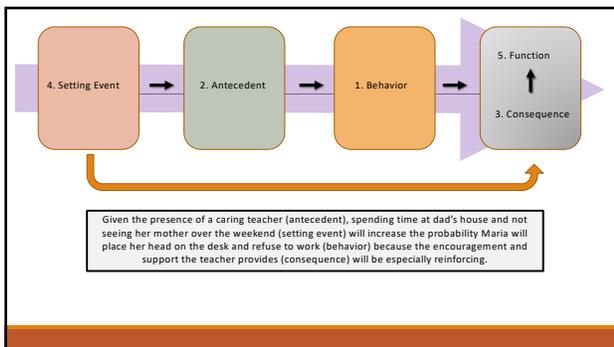
Setting Events: Essential Characteristics

- They can be environmental, social, or biological in nature
- They are present prior to the occurrence of the problem behavior
- They increase the probability the antecedent will trigger the behavior by increasing the anticipated value of the reinforcing consequence

3



4



5

Setting Events

<u>Examples</u>	<u>Non-examples</u>
<ul style="list-style-type: none"> • Previous arguments with staff • "Bullied" on bus ride • Arriving at school with incomplete homework • Headache • Morning conflict at home 	<ul style="list-style-type: none"> • Birth order • Autism Spectrum Disorder • Emotion dysregulation • Poor social skills • Low academic ability • Race/Ethnicity

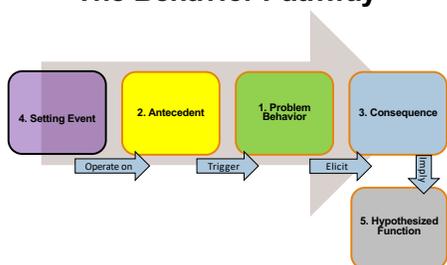
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Setting Events

- Independent Seat Work
- Group Instruction
- Crowded Setting
- Adult Attention
- Unstructured Setting
- Unstructured Activity
- Peer Attention

7

The Behavior Pathway



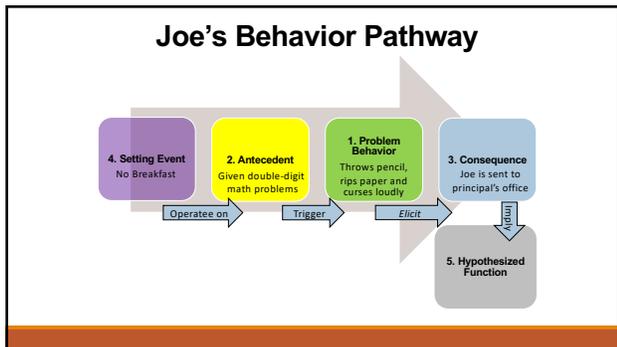
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Joe's Behavioral Pathway...

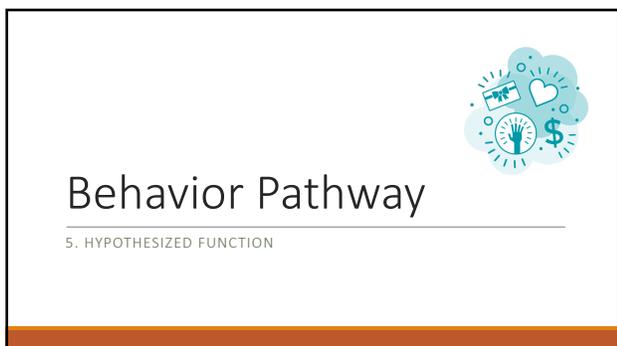
During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper, and curses loudly. The teacher sends Joe to the principal's office. The behavior is most likely to occur when mom leaves early to work and Joe doesn't eat breakfast.



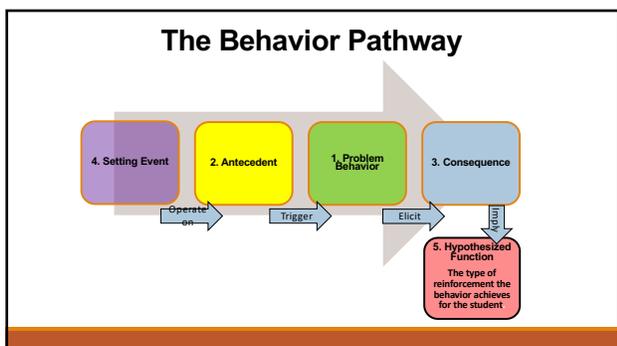
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12

Reinforcement Theory

- When conducting an FBA, one critical goal is to identify the consequence that is serving to maintain (i.e., reinforce) the problem behavior.
- Reinforcement **always** involves delivery of a consequence that sustains or strengthens the behavior.
- Reinforcement maintains or increases the likelihood the behavior will occur again under similar conditions in the future.

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Positive Reinforcement/Consequence

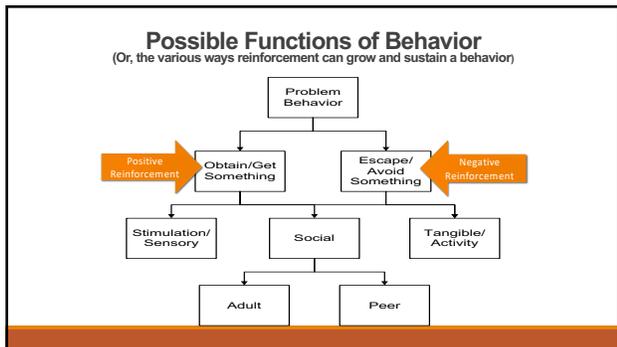
- The contingent **addition** of a consequence to the environment that the student finds desirable and rewarding.
- The word "positive" refers to something that is being added
- Therefore, the student will be more likely to repeat the behavior in the future in order to receive the desired consequence again.

14

Negative Reinforcement/Consequence

- The contingent removal of a consequence from the environment that the student finds undesirable and aversive.
- The word "negative" refers to something being "removed."
- Therefore, the student will be more likely to repeat the behavior in the future in order to escape or avoid the undesired consequence.

15



16

- ### Common Functions of Behavior
- | | |
|---|--|
| <p><u>TO AVOID/ESCAPE:</u></p> <ul style="list-style-type: none"> •Peer attention •Adult attention •Difficult Task •Boring Task •Easy Task •Physical demand •Non-preferred activity •Reprimands •Sensory stimulation | <p><u>TO OBTAIN/GET:</u></p> <ul style="list-style-type: none"> •Peer attention •Adult attention •Desired activity •Desired object/ items •Sensory stimulation: auditory, tactile, etc. |
|---|--|

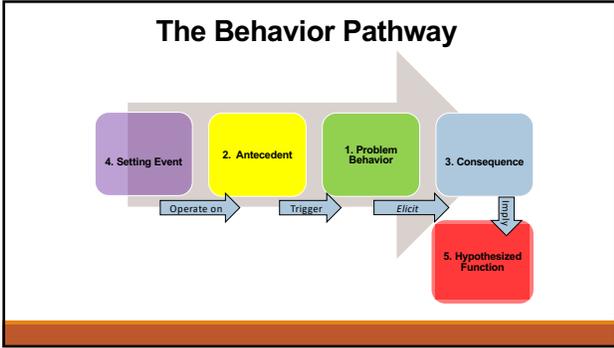
17

Hypotheses

All three Get/Obtain functions are said to fall under the positive reinforcement hypothesis.

All Escape/Avoid functions are said to fall under the negative reinforcement hypothesis.

18

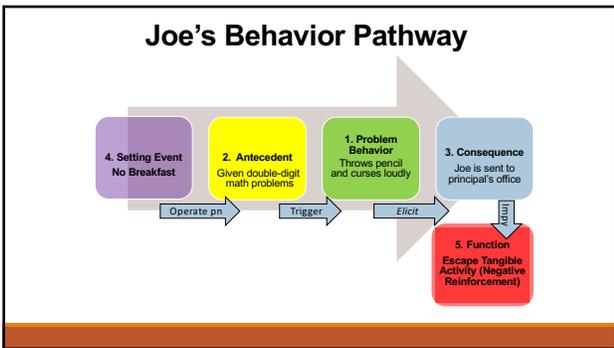


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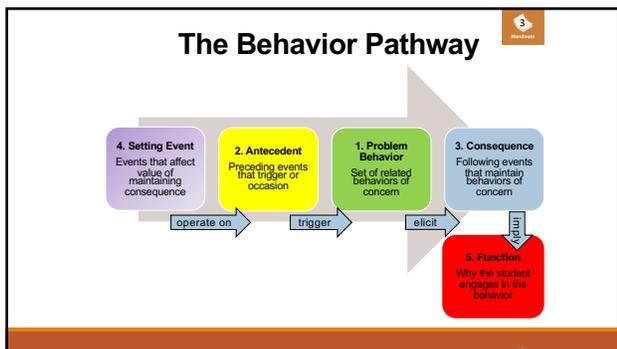
Joe's Behavioral Pathway...

During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper and curses loudly. The teacher sends Joe to the principal's office. The behavior is most likely to occur when mom leaves early to work and Joe doesn't eat breakfast.

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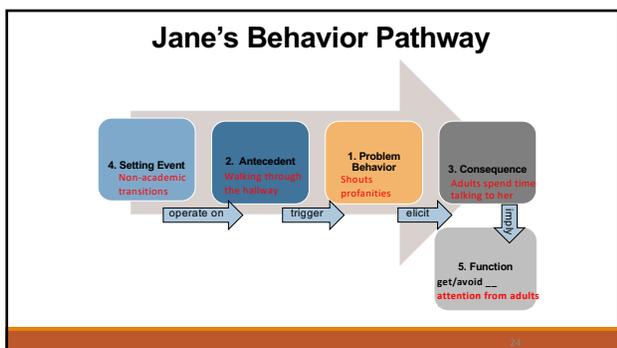


22

Putting it all together Another Example

During non-academic transitions (from lunch, recess, dismissal) Jane walks through the crowded hallways of the school shouting profanities. Adults then pull Jane aside, talk with her about her behavior, and then escort her to class.

23



24



Hypothesis

25

What must the FBA include?



200.1(r) The FBA shall include the formulation of a **hypothesis** regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

200.1(mmm) Include **global and specific hypothesis** as to why problem behavior occurs...

26

Hypotheses

- All three Get/Obtain functions are said to fall under the positive reinforcement hypothesis.
- All Escape/Avoid functions are said to fall under the negative reinforcement hypothesis.

27

Hypothesis Statements

Global	Specific
<ul style="list-style-type: none"> Like a social history Useful for BIP development Lists strengths and concerns Achievement history Attendance history Intervention history 	<ul style="list-style-type: none"> Summary of the student's behavior pathway Refined by data collected when completing the FBA Provides foundation for BIP

28

Specific Hypothesis (or Summary) Statements

A data-supported narrative that synthesizes the individual components of a given student's behavioral pathway into a coherent statement

This statement is the **theoretically sound explanation** of why the problem behavior is occurring and it is used for designing the Behavioral Intervention Plan.

At the conclusion of the FBA and before building the BIP, the team needs to develop a summary statement in which they have a high degree of confidence (8, 9 or 10 on a scale of 1-10 with 10 being highest level of confidence)

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Writing Summary (Hypothesis) Statements

Summary statements have a distinct format: When presented with certain environmental conditions **(antecedent)**, the student engages in an operationally defined **behavior** in order to obtain a specific reaction **(consequence)** that serves a distinct reinforcement purpose **(function)**. This pattern is more likely to occur if, prior, the student experienced certain other events **(setting event)**.

Example: During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper and curses loudly. The teacher sends Joe to the principal's office. The behavior is most likely to occur when mom leaves early to work and Joe doesn't eat breakfast

30

Joe's Summary (Hypothesis) Statement

During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper and curses loudly. The teacher sends Joe to the principal's office allowing Joe to **escape a tangible activity (Negative Reinforcement)**. The behavior is most likely to occur when mom leaves early to work and Joe doesn't eat breakfast.



31

Reflection

CULTURALLY RESPONSIVE LENS
FAMILY AND COMMUNITY ENGAGEMENT

33



34
