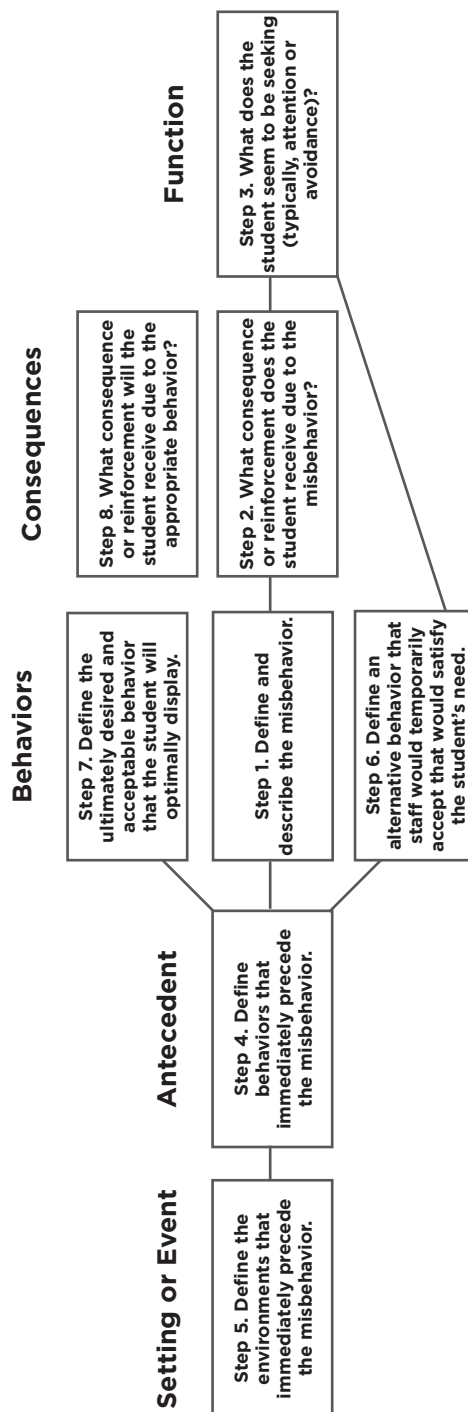


Behavioral Analysis Protocol



Directions

A team can use this flowchart to help determine the causes of a student's misbehavior, and to help decide what types of behaviors would be accepted and preferred. We recommend that these steps be completed with, or at least communicated to, all stakeholders, including teachers, parents, and the student.

1. **Define and describe the misbehavior.** The team should describe the student's actions, words, and overall behavior as specifically as possible.
2. **What consequence or reinforcement does the student receive due to the misbehavior?** The team should detail what consequences the student has received as a result of the misbehavior.
3. **What does the student seem to be seeking (typically, attention or avoidance)?** Based on the team's responses in Steps 1 and 2, as well as other knowledge of the student, what need does the misbehavior seem to be meeting (what is the function or purpose of the behavior)?
4. **Define behaviors that immediately precede the misbehavior.** Based on observations of the student when he or she has exhibited this misbehavior, describe the student's actions, words, and overall behavior that occur before the unacceptable misbehavior as specifically as possible. This will help staff predict the misbehavior in the future and provide precorrections.
5. **Define the environments that immediately precede the misbehavior.** Where is the student, with whom is the student, what task is the student completing (or attempting to complete), and so on. This will further help staff predict the misbehavior and provide precorrections.
6. **Define an alternative behavior that staff would temporarily accept that would satisfy the student's need.** This will be an interim step; staff will "allow" a student to behave in a way that satisfies the "function" identified in Step 3 but that is also acceptable to staff. This behavior is not the ultimately desired behavior and will not be reinforced.
7. **Define the ultimately desired and acceptable behavior that the student will optimally display.** While Step 6 will be temporarily acceptable, the staff communicates, explains, and models the desired, acceptable behavior that will be ultimately expected.

8. **What consequence or reinforcement will the student receive due to the appropriate behavior?** Based on a discovery of items, objects, or activities that motivate the student (items, objects, or activities for which the student is willing to work), the staff determines positive reinforcers that the student will earn if the appropriate behavior identified in Step 7 is exhibited. The goal is to phase out these external reinforcers as soon as possible.

Here is an example of how a team might describe each step:

1. Brian pushes his supplies and papers off his desk and talks in an inappropriately loud voice when asked to work collaboratively with the members of his table team.
2. Brian receives verbal warnings and is sent to the back of the classroom or to the classroom next door if the acting out continues.
3. Brian seems to be seeking to avoid working on certain assignments or with certain students.
4. Brian fidgets in his seat, calls out off-task comments, gets out of his seat to sharpen a pencil (or throw a paper away), and/or begins “organizing” his desk or binder.
5. Brian seems to act out when asked to work collaboratively, particularly when the assignment involves reading and when team members have to work side by side to complete the task (in other words, each team member is not assigned a separate subtask). It occurs more in language arts and social studies than math and science, and more in the morning than the afternoon.
6. If Brian feels frustrated by the task or his classmates, he may either take a two-minute break at the computer or, if necessary, complete an alternative assignment.
7. The expectation, which will be modeled, is for Brian to join his team promptly to work; he cannot be the last member to join; he needs to listen and make positive comments (no put-downs or “complaining”); and he needs to successfully, cooperatively, and promptly complete his portion of the task.
8. Brian likes working on the computer. If he meets the expectation as described in Step 7, he will earn time on the classroom computer to play the math facts game during recess. The teacher, principal, Brian, and his mom will review the plan in three weeks to revise and/or set a higher expectation for Brian to meet before earning computer time.

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