

Behavior Analysis



An approach to documenting and addressing behavior issues in and out of the classroom

When will you use it?

- To collect and document reoccurring behaviors and identify patterns
- To refer for behavior to CST/SST
- After sending a student to the Planning Room multiple times for the same infraction—leading to a humph?

What is the behavior?

What does this question help us do?

- Identifies specific behaviors to address
- Breaks down generic behavior labels (i.e. disrespect/argumentative) into functional parts
- Elicits specified and directed brainstorming

When the behavior occurred we tried?:

What does this question help us do?

- Insures that brainstorming does not “re-create the wheel”
- Validates the efforts of faculty and staff
- Not everything works the first time—ALL A PART OF THE PROCESS

What has been successful?

What does this question help us do?

- Remember that little things count
- That small steps lead to success
- There are several roads to a solution

When is the behavior *most likely* or *least likely* to occur ?

What does this question help us do?

- Identifies factors that contribute to the behavior occurring
- Identifies factors that may help the student to be successful

Necessary information to assess and address the behavior

Evaluate:

- Time of Day
- Setting (classroom, playground)
- Persons involved (peers and adults)
- Specific Activities or Tasks

General Comments including Possible Antecedents

- Observation and anecdotal notes about behavior
- Hypothesis of what might be driving behavior
- What's going on at home..?

Next Steps

After completing document return to the school counselor at your grade level.

If there are questions please ask the school counselor or planning room staff.