

While universal strategies provide a foundation for positive behaviour school wide, some students who exhibit chronic and pervasive behaviour fall within tier one of the pyramid of intervention. These children benefit from intensive individualized supports.

This learning guide is designed for use by instructional leaders and learning communities, or as a self-paced study to explore school-wide behavioural supports.



This learning guide is intended to be used after viewing the video clip [How to Analyze Challenging Behaviour](#).

**Big idea:** As the Anne Fitzgerald School staff's ability to analyze behaviour developed, individual behaviour plans became more intentional and successful in changing behaviours.

### Key understandings:

- Human behaviour includes all the things that people do daily. People engage in behaviour 100% of the day.
- To begin understanding an individual's behaviour, it is important to gather comprehensive information about the individual's personal background.
- From an Applied Behaviour Analysis (ABA) perspective, all behaviour is viewed as serving a function to the individual. When teachers ask, "Why is he doing that?" they are wondering what purpose the behaviour is serving the student. The function of any behaviour is to change the environment in a desired way.
- Typically, there are four functions of behaviour:
  1. Attention – any behaviour that will get a social response from an adult or a peer.
  2. Escape – any behaviour that will result in avoiding a non-preferred activity, reducing a non-preferred activity, or escaping a non-preferred activity.
  3. Tangible – any behaviour that will result in access to a desired item (e.g., tablet, turn on the swing, lining up first).
  4. Sensory – provides an individual with sensory stimulation.
- Identifying the function of a behaviour, or in other words the reason an individual engages in a particular behaviour, provides information about how to manage the behaviour.

### Questions for discussion:

- What background information is gathered on the students in your school? (e.g., formal assessments, family background, nutrition, sleep)
- How is the function of behaviour determined in your school?
- How are strategies chosen once the function of behaviour is determined?

### For more information:

- Pratt, C., & M. Dubie (2016). "Observing behavior using A-B-C data." Retrieved from <https://www.iidc.indiana.edu/pages/Observing-Behavior-Using-A-B-C-Data>
- HagEstad, J. (2015). "Dealing with problem behaviours in early learning and elementary classrooms: Training teachers in function-based interventions." Retrieved from <https://dspace.library.uvic.ca/bitstream/handle/1828/6091/HagEstad>
- Alberto, P. A., & A. C. Troutman (2012). *Applied Behavior Analysis for Teachers (9<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education Inc.
- Cipani, E., & K. M. Schock, (2011). *Functional Behavioral Assessment, Diagnosis, and Treatment*. New York, NY: Springer Publishing Company.

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