

Behavioral Terminology Teaming Tool

Student Name:		Age:		School:		Date:	
Problem Behavior(s):							
The purpose of this tool is to generate discussion among team members about the words and concepts each member uses related to problem behaviors to build a shared understanding and to promote effective communication. Team members should create a single operational definition, reach consensus about why the behavior occurs, what are the environmental factors that impact the behavior, and generate strategies.							
Words: Problem Behavior		Words: Reason of Behavior		Words: Factors		Words: Strategies	
Agreed Upon Definition of the Problem Behavior(s)		Consensus on Hypothesized Function of Behavior		Consensus on Environmental Factors (e.g., setting events)		Agreed Upon Terms to Use Related to Strategies	

Price, C. L., Light-Shriner, S., Pizzella, D. (2019, February). *Bridging roles to support young children with challenging behavior*. Session presented at Association for Positive Behavior Support. Washington DC.

Partially Completed Sample of Behavioral Terminology Teaming Tool

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Words: Problem Behavior		Words: Reason of Behavior		Words: Factors		Words: Strategies	
<ul style="list-style-type: none"> • Protests • Mad • Unhappy/sad 		<ul style="list-style-type: none"> • “just being a boy” • is not interested in math • doesn’t like school 		<ul style="list-style-type: none"> • antecedents • maintaining consequences • reinforcement • preference • familiarity • triggers 		discipline, time out, punishment, having a firm hand, rewards, consequences, maintaining consequences, reinforcement, naturalistic techniques, establishing routines, choice language, classroom management techniques	
Agreed Upon Definition of the Problem Behavior(s)		Consensus on Hypothesized Function of Behavior		Consensus on Environmental Factors (e.g., setting events)		Agreed Upon Terms to Use Related to Strategies	
Aggression- any instance or attempt at hitting, kicking, pinching, or biting		When presented with unfamiliar, unknown, unpreferred tasks, Kyle will engage in aggression to delay or escape participation in tasks.		Unfamiliar tasks Tasks that involve sitting at a table		instances of behavior (as defined) preceding events or antecedents planned consequence Predictable visual cues and schedule Delivering rewards/withholding rewards	

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Behavior Intervention Planning Tool: Escape Function Example

Antecedent Options	Teaching Skills	Consequence Options
<p>Modify instructional delivery- Visual Cues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present specific visual representation (pictures/symbols) to present behavioral or task response expectations. <input type="checkbox"/> Start with familiar tasks, then present unfamiliar tasks. 	<p>Functional Communication Training (FCT)/ Replacement Behaviors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach child to ask for help when completing difficult tasks or if he does not know what he is supposed to do next. <input type="checkbox"/> Teach child to communicate “Finished” by saying the word or pointing at a symbol. 	<p>Differential Reinforcement of Communicative Behavior (DRC)</p> <ul style="list-style-type: none"> <input type="checkbox"/> When child asks for help with spoken word or by pointing at a symbol, he will be provided help and guidance on the task. <input type="checkbox"/> When child says “finished” or points at a symbol representing “I am finished,” the task or activity will be removed or ended.
<p>Offer Choices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer child choices of what “jobs” he does during morning circle <p>Adult Support/Proximity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child will have an adult within 4 feet who will be ready to provide him with visual cues or assistance when he begins to demonstrate quiet vocalizations that precede tantrums. 	<p>Teach alternative behaviors and skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach child to recognized pictures that represent tasks and activities within the typical routine. <input type="checkbox"/> Teach child to recognized pictures that mean “finished.” <input type="checkbox"/> Teach child to make choices 	<p>Reinforcement</p> <ul style="list-style-type: none"> <input type="checkbox"/> If child follows instructions and cues within 10 seconds, he will be provided praise and a visual token (e.g., smile face, penny, or other preferred token) for demonstrating expected and desired behaviors. Following three tokens, child will be provided the opportunity to choose a preferred activity or object for 3 minutes. <p>Consequence/Response to Challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring for safety, Planned ignoral, if behavior is not a safety concern. If child tantrums during class time, he will be monitored for safety but will not be provided attention, or only minimal directions. As soon as it is safe, he will be provided the visual cue of ongoing activity and then assisted to join that activity.

Sample of Completed Scatter Plot Form

Child/Student: Kyle		Observers: Billy, Bobby, and Cindy		Dates of Data Collection: 2/15-2/22			
Target Behavior: Aggression		Operational Definition (What does the behavior look like?) Aggression- any instance or attempt at hitting, kicking, pinching, or biting					
		Behavior Did Not Occur		/	Behavior Occurred 1 or 2 times		
		Behavior Occurred 3+ times		-----	No Opportunity to observe/document		
Time	Scheduled Activity	Dates					
		9/15	9/16	9/17	9/18	9/19	9/22
8:00-8:10	Arrival		-----		-----		
8:10-8:30	Choice Time						
8:30-8:45	Circle Time (Group)						
8:45-9:15	Centers						
9:15-9:30	Bathroom		-----			-----	
9:30-10:00	Snack						
10:00-10:30	Gross Motor						
10:30-10:45	Individual Skill / Special						
10:45-11:15	Group						
11:15-11:30	Departure routine						

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Small Group Worksheet

<i>What are the issues?</i>	<i>What are some strategies you might employ?</i>	<i>What ABA Dimension would you address?</i>	<i>Any guiding questions you may ask?</i>

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