



*RT/MTSS Toolkit: A Practical Guide for Schools*

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# Tier 1: Classroom Behavior-Management Resources

Jim Wright, Presenter

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Monroe 2-Orleans BOCES  
Spencerport, NY

Email: [jimw13159@gmail.com](mailto:jimw13159@gmail.com)

Workshop Downloads at: <http://www.interventioncentral.org/monroe2>



## RTI/MTSS for Behavior: Tier 1: School-wide and Classroom: Flowchart

**Tier 1: Classroom Individual Behavior Interventions.** Because the teacher is the Tier 1 (classroom) RTI/MTSS ‘first responder’ who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions. The classroom teacher:

- accesses consultant support as needed to develop a classroom behavior intervention plan.
- follows a structured process and uses evidence-based interventions when creating a behavior intervention plan.
- tracks student progress formatively during the intervention period.
- records and archives details of the behavior intervention plan accessible as needed to other MTSS stakeholders.



**Tier 1: Class-Wide Management.** Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors. The classroom teacher:

- provides explicit training and guidance in expected classroom behaviors.
- delivers explicit, motivating instruction that holds learners’ attention and promotes student engagement.
- uses proactive, positive techniques to manage group behaviors.
- works on relationship-building to promote in students a sense of school connection and belonging.
- develops the knowledge and capacity to positively manage challenging individual behaviors as they arise.



**Tier 1: School-Wide Behavioral Expectations.** The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors. The school:

- develops school-wide behavioral expectations.
- translates school-wide expectations into site-specific rules of conduct.
- teaches expected behaviors to students across all settings.
- commits to consistently acknowledge and reinforce positive student behaviors.

## Big Ideas in Classroom Behavior Management

1. **Teach expected behaviors.** Students need to be explicitly taught expected behaviors. They should then be acknowledged and reinforced when they show positive behaviors.

In other words, schools should treat behavior as part of the curriculum: teach it and reinforce it!

2. **Check for academic problems.** The connection between classroom misbehavior and poor academic skills is high.

Educators should routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring.

If academics contribute to problem behaviors, the student needs an academic support plan as part of his or her behavior plan.

3. **Identify the underlying function of the behavior.** Problem behaviors occur for a reason. Such behaviors serve a **function** for the student. (See the list of possible functions on the next page.)

When an educator can identify the probable function sustaining a student's challenging behaviors, the educator can select successful intervention strategies that match the function—and meet the student's needs.

4. **Eliminate behavioral triggers.** Problem behaviors are often set off by events or conditions within the classroom.

Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior.

When the educator is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction.

5. **Focus on factors within the school's control.** Educators recognize that students often face significant factors outside of the school setting--e.g., limited parental support -- that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by focusing on what can be provided *within* the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies.

6. **Be flexible in responding to misbehavior.** Educators have greater success in managing the full spectrum of student misbehaviors when they respond flexibly--evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct.



Problem Behaviors: Common 'Functions'	
Hypothesis	Considerations
<ul style="list-style-type: none"> <li>• <b>SKILL DEFICIT.</b> The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).</li> </ul>	If the student has never explicitly been taught the desired behaviors, there is a strong likelihood that behavior-skill deficit is a contributing factor.
<ul style="list-style-type: none"> <li>• <b>PERFORMANCE DEFICIT.</b> The student possesses the skills necessary to display the desired behavior but lacks sufficient incentive/motivation to do so (Gable et al., 2009).</li> </ul>	Poor motivation is a real and frequent cause of behavior problems. However, schools should first carefully rule out other explanations (e.g., skill deficit; escape/avoidance) before selecting this explanation.
<ul style="list-style-type: none"> <li>• <b>ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.</b> The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).</li> </ul>	The student may use behavior as a means to gain access to reinforcing experiences, such as food treats, desirable objects to play with, or high-preference activities (e.g., computer games, texting).
<ul style="list-style-type: none"> <li>• <b>PEER ATTENTION.</b> The student is seeking the attention of other students (Packenham, Shute &amp; Reid, 2004).</li> </ul>	The student may be motivated by general attention from the entire classroom or may only seek the attention of select peers.
<ul style="list-style-type: none"> <li>• <b>ADULT ATTENTION.</b> The student is seeking the attention of adults (Packenham, Shute &amp; Reid, 2004).</li> </ul>	The student may be motivated by general attention from all adults or may only seek the attention of select educators.
<ul style="list-style-type: none"> <li>• <b>ESCAPE/AVOIDANCE.</b> The student is seeking to escape or avoid a task or situation (Witt, Daly &amp; Noell, 2000).</li> </ul>	If the student demonstrates academic ability (e.g., via grades or observed work) close to or at grade level, behavior problems may be tied to motivation issues or attention-seeking. Students with delayed academic abilities are more likely to be driven by escape/avoidance.
<ul style="list-style-type: none"> <li>• <b>EMOTIONAL OR ATTENTIONAL BLOCKERS.</b> The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)</li> </ul>	Students fitting this profile typically have difficulty managing their emotions (e.g., anxiety, anger) across settings and situations. However, if evidence suggests that emotional outbursts are linked to <i>specific</i> settings, situations, or tasks, the student may instead be attempting to escape or avoid those particular situations--suggesting poor academic skills or interpersonal difficulties.



# Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

## 1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:

- [1.1] **Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).
- [1.2] **Posting Positive Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
- [1.3] **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
  - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
  - Assigning and collecting homework and classwork
  - Transitioning students efficiently between activities
  - Independent seatwork and cooperative learning groups
  - Students leaving and reentering the classroom
  - Dismissing students at the end of the period

## 2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

- [2.1] **Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
  - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
  - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
  - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.



— *Timely performance feedback.* Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities.

- [2.2] **Maintaining a Brisk Pace of Instruction.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
- [2.3] **Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001). For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.
- [2.4] **Offering Student Choice.** The teacher provides the class or individual students with appropriate choice-opportunities when completing in-class academic tasks (Jolivet, Wehby, Canale, & Massey, 2001). Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.
- [2.5] **Avoiding Instructional 'Dead Time'.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Gettinger & Ball, 2008).

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### 3. Group Behavior Management. The teacher uses active, positive techniques to manage the classroom--to include:

- [3.1] **Employing Effective Verbal Commands.** The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
- [3.2] **Providing Active Supervision.** The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
- [3.3] **Using Group Prompts to Hold Attention.** The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them (DuPaul & Stoner, 2002). To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."



#### 4. **Student Relationships.** The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:

- **[4.1] Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007). The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.
- **[4.2] Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior (Kern & Clemens, 2007). The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.
- **[4.3] Maintaining a High Rate of Positive Interactions** Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

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#### 5. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

- **[5.1] Giving Pre-Corrections as Behavioral Reminders.** The teacher heads off a problem behavior by proactively prompting or reminding the student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.
- **[5.2] Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).
- **[5.3] Asking Open-Ended Questions to Understand the Problem.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why' questions because they can imply that the teacher is blaming the student.
- **[5.4] Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker &



Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.

- **[5.5] Accessing an Array of Supportive Responses to Problem Behavior.** The teacher employs a continuum of ascending positive-behavior responses when problem student behaviors occur—e.g., (1) give a non-verbal reminder; (2) give a verbal reminder; (3) offer assistance or modify the task; (4) provide a safe space for de-escalation (Leach & Helf, 2016).
- **[5.6] Selecting Behavior Management Strategies Matched to Student Need.** The teacher is able flexibly to match behavior management strategies to the needs of specific students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all learners. (Marzano, Marzano, & Pickering, 2003).
- **[5.7] Employing Negative Consequences Sparingly.** The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior. The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., a skill deficit prevents the student from showing the desired replacement behavior). (Conroy & Sutherland, 2012).
- **[5.8] Documenting Classroom Removals.** Students may be removed from the classroom for disciplinary reasons or to help them to calm down or deescalate problem behaviors. All classroom removals are recorded, including information such as date and time/duration of the removal and a brief narrative of the event (Noltemeyer & Ward, 2015).
- **[5.9] Holding 'Reentry' Conferences.** Soon after any significant in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a plan to prevent the reoccurrence of such an incident. Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone (Fields, 2004).



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## How To: Write Behavior Statements to Pinpoint Causes of Student Misbehavior

When a teacher is confronted with a misbehaving or non-compliant student, the challenging behavior presents a puzzle to be solved. Instructors skilled in resolving behavior problems know that effective behavior management is built upon 3 assumptions (Packenham, Shute, & Reid, 2004). First, students engage in specific behaviors for a purpose (e.g., to seek peer attention; to avoid academic work). Second, events in the school environment play a central role in shaping student conduct, whether as behavioral triggers or reinforcers. Third, the teacher who can accurately identify both the purpose (function) of a student's problem behavior and events in the environment that sustain that behavior will be able to select appropriate intervention strategies to replace or eliminate it.

A classroom teacher has access to a great deal of information that could potentially be helpful in analyzing a student's behavior: direct observation, interviews with the student, interviews with past teachers and parents; work products, school records, and more. In fact, as Hosp (2008) notes, a problem that teachers frequently face is not that they *lack* sufficient data to understand a student, but rather that they are saturated with *too much* global information to easily analyze.

**Behavioral statement: Template for analysis.** What is needed is a simple template that helps teachers to narrow their problem-solving focus, productively tap into their reservoir of knowledge about a student, and --hopefully-- solve the behavioral puzzle. Such a template exists in the form of the 'behavioral statement' (Moreno & Bullock, 2011). The behavioral statement--also known as the 'ABC' (Antecedent-Behavior-Consequence) statement-- describes (a) *antecedents*: events that precede and trigger the problem behavior; (b) *behavior*: the problem behavior itself; and (c) *consequences*: events occurring as a result of the behavior that reinforce it in the future.

Sample Behavioral (ABC) Statements		
Antecedent	Behavior	Consequence
During large-group lectures in social studies	Brian talks with peers about non-instructional topics	and receives positive peer attention.
During independent seatwork assignments involving writing tasks	Angela verbally refuses to comply with teacher requests to start work	and is sent to the office with a disciplinary referral.

The behavioral statement neatly encapsulates the behavior and its context and places the student's behavior on a timeline (trigger, behavior, outcome). The statement's format allows the teacher to examine what antecedent events or conditions may precipitate a problem behavior and think about how to reengineer aspects of the learning activity to prevent the problem behavior. In the same manner, the statement prompts the instructor to look at the current consequences that accompany the problem behavior, consider whether they are actually supporting misbehavior, and perhaps seek to replace them with alternative consequences to extinguish undesired behaviors.

**Classroom Behavioral Statement Organizer.** While teachers can certainly draw upon their knowledge of students to write their own behavior statements, the process does require time and reflection. Yet time is a scarce commodity in busy classrooms. Teachers need access to streamlined tools to speed their understanding of mild problem behaviors and make behavior analysis feasible in general-education classrooms (Packenham, Shute, & Reid, 2004).

The *Classroom Behavioral Statement Organizer*, which appears later in this document, is just such a tool, created to help instructors in a classroom setting to quickly draft behavior statements in ABC format and use those statements



to link student behaviors to their underlying purpose or function. The chart is a table divided into four columns: (1) *Antecedent/Activity*; (2) *Student Behavior*; (3) *Consequence/ Outcome*; and (4) *Behavior Function*. The teacher browses the elements in the first 3 columns to assemble a behavior/ABC statement that describes a student's problem behavior and its context. Based on this statement and the teacher's comprehensive knowledge of the student, the instructor then selects the underlying behavioral 'function' or purpose, a hypothesis that best explains why the problem behavioral is occurring.

A brief explanation of the sections of the *Classroom Behavioral Statement Organizer* follows:

- *Antecedent/Activity*. The chart lists a range of classroom activities (e.g., student work-pairs; reading activities; independent seat work) typically taking place when the student problem behavior occurs. If a teacher finds that a student behavior is displayed across *multiple* classroom settings/activities, it is recommended that the instructor make the analysis more manageable by choosing only the one or two most important settings/activities where the student's behavior is most problematic. Also, while this antecedent/activity list covers the majority of common classroom activities, the teacher is encouraged to write out his or her own description of any antecedents or activities not listed here.
- *Student Behavior*. A listing of the more common types of student misbehavior (e.g., talks to other students about non-instructional topics; fails to comply with routine teacher requests) appear in this section of the chart. The instructor identifies those problem behaviors that the student most often displays during the 'antecedent/activity' previously selected. It is recommended that teachers select no more than 2-3 behaviors to keep the behavior statement (and classroom intervention) manageable. If the teacher does not see a particular behavior listed, the instructor can use the examples from the chart as models to craft his or her own behavior definition.
- *Consequence/Outcome*. The teacher chooses outcomes/consequences that typically follow the problem behavior (e.g., student fails to complete work; student is sent from the classroom to the office or to in-school suspension). The instructor should try to limit the number of consequences/outcomes selected to 3. If, in the teacher's opinion, several consequences (e.g., positive peer attention; student fails to finish work) occur with the same frequency, each selected consequence can simply be indicated with a check mark. However, if several consequences are linked to the behavior but one consequence (e.g., student fails to complete work) clearly occurs more often than another (e.g., student is sent to the office with a disciplinary referral), the teacher should number the relevant consequences in descending (i.e., 1, 2, 3) order of frequency. The value of rank-ordering when consequences happen with differing frequencies is that such ranking can provide insight into what 'pay-off' is actually sustaining the problem student behavior. For example, the instructor may note that the number-one consequence for a misbehaving student is that she reliably gets positive attention from her classmates but that a more sporadic disciplinary consequence such as teacher reprimand or office referral ranks a distant third. From this differential rate of consequences, the teacher may conclude that the more frequent peer attention is driving the behavior and that the sparser disciplinary consequence is not sufficient to change that pattern.
- *Behavior Function*. Having reviewed the behavior statement, the teacher chooses a behavior function that appears to be the most likely driver or cause of the student problem behavior(s). Seven possible functions are listed in this column. The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004), but other functions can appear as well. If the teacher is unsure of the function sustaining the behavior but has 2-3 candidates (e.g., peer attention; escape or avoidance of a situation or activity), that instructor should continue to observe the target student's behaviors and



note accompanying antecedents and consequences in an effort to rule out all but one of the competing hypotheses.

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### Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
<input type="checkbox"/> Start of class/bell-ringer activities  <input type="checkbox"/> Large-group lecture <input type="checkbox"/> Large group teacher-led discussion <input type="checkbox"/> Large-group: when called on by the teacher  <input type="checkbox"/> Student work-pairs <input type="checkbox"/> Student groups: cooperative learning  <input type="checkbox"/> Reading activities <input type="checkbox"/> Writing activities <input type="checkbox"/> Math activities  <input type="checkbox"/> Independent seat work <input type="checkbox"/> Independent computer work  <input type="checkbox"/> Transitions between academic activities <input type="checkbox"/> Unstructured in-class time  <input type="checkbox"/> Homework collection <input type="checkbox"/> In-class homework review  <input type="checkbox"/> Tests and/or quizzes  <input type="checkbox"/> Class dismissal	<input type="checkbox"/> Sits inactive <input type="checkbox"/> Puts head on desk <input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window) <input type="checkbox"/> Leaves seat without permission <input type="checkbox"/> Requests bathroom or water breaks <input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules  <input type="checkbox"/> Whispers/talks/mutters to self <input type="checkbox"/> Makes loud or distracting noises <input type="checkbox"/> Calls out with non-instructional comments <input type="checkbox"/> Calls out with instructionally relevant comments  <input type="checkbox"/> Plays with/taps objects <input type="checkbox"/> Throws objects <input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)  <input type="checkbox"/> Whispers/talks to other students about non-instructional topics <input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions <input type="checkbox"/> Makes verbal threats toward peers <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers <input type="checkbox"/> Taunts/teases/makes fun of peers <input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave  <input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)	— Student fails to complete work.  — Teacher ignores the behavior ('planned ignoring'). — Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student.  — Student receives positive peer attention — Student receives negative peer attention.  — Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). — Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).  — Student receives a 'respite' break away from peers to calm down before rejoining class. — Student is sent from the classroom to talk with a counselor/ psychologist/social	<input type="checkbox"/> Peer attention <input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s) <input type="checkbox"/> Power/control in interactions with peer(s)  <input type="checkbox"/> Adult attention <input type="checkbox"/> Power/control in interactions with adult(s)  <input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)  <input type="checkbox"/> Fulfillment of physical needs: e.g., sleep  <input type="checkbox"/> Access to preferred edibles/objects/ experiences  <input type="checkbox"/> Other: _____



<input type="checkbox"/> Other: _____  	<input type="checkbox"/> Fails to begin in-class assignments (silent refusal) <input type="checkbox"/> Fails to comply with routine teacher requests (verbal refusal) <input type="checkbox"/> Fails to comply with routine teacher requests (silent refusal)  <input type="checkbox"/> Makes verbal threats toward adult <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with adult <input type="checkbox"/> Taunts/teases/makes fun of adult <input type="checkbox"/> Seeks academic help from adult when not needed  <input type="checkbox"/> Perseverates with previous academic activity after the class/group has transitioned to a new activity  <input type="checkbox"/> Other: _____	worker. — Student receives a snack, nap, or other support.  — Other: _____	
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Sample Behavioral (ABC) Statements		
Antecedent	Behavior	Consequence
During large-group lectures in social studies	Brian talks with peers about non-instructional topics	and receives positive peer attention.
During independent seatwork assignments involving writing tasks	Angela verbally refuses to comply with teacher requests to start work	and is sent to the office with a disciplinary referral.

Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.		
Antecedent	Behavior	Consequence