



 **ALABAMA**
DEPARTMENT OF EDUCATION 


 **Makes Sense Strategies Toolkit**
applications for
School Counselors

Smart Sheets for Students
Behavior Literacy
Character Building
Perspective Taking
Self-control
Goal Setting & Self-advocacy

Smart Sheets for Teachers
Behavior Analysis

PART 2

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 **Makes Sense Strategies Toolkit**
applications for
School Counselors

Smart Sheets for Teachers
Behavior Analysis

These are used by you and teachers when conducting Functional Behavior Assessment...

...and developing Behavior Interventions

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Organizer SMARTsheets

- Hierarchic**
1-Main Idea 2-Main Ideas 3-Main Ideas 4-Main Ideas 6-Main Ideas 8-Main Ideas
- Compare / Contrast**
Venns Matrix (simple) Matrix & conclusions Matrix & double conclusions
- Cause / Effect**
CE frames CE webs
- Sequence**
Steps Cycles Sequence of Events

Essential Understandings SMARTsheets

- Literature**
Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text Perusal
- Writing**
Level 1 Level 2 Level 3 Level 4 Level 5 Resources Supplemental: Narrative Descriptive Expository Persuasive
- Vocabulary**
Word Castles Semantic Tables Word Comparisons Word Connections Features Analysis LINC's mnemonics Scavenger Hunts Multiple Meanings
- History & Science Generative Ideas**
Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object
- Math**
Mathematical Concepts Computational Processes Rules / Theorems
- Social / Motivation**
Behavior Literacy Character Building Perspective Taking Self-control Goal Setting & Self-advocacy **Behavior Analysis**
- Project-based Learning**
Planning Investigations Conducting Investigations Making Presentations Evaluating Project Processes & Outcomes

SMARTplanners for Teachers

- Instructional Design**
Content-area Units & Lessons Literacy/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews

SMARTplanners for Leaders

- MSS Implementation Resources**
School-wide Implementation Strategies Articles www.MakesSenseStrategies.com Acknowledgements

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Essential Understandings SMARTsheets Social Literacy

HOME

UNDERSTANDING / ANALYZING BEHAVIOR

| | | | | |
|--|---|---|--|--|
| <p>Can Can't Communication</p> <p>COLOR Tara Will Black-line</p> | <p>ABC Analysis</p> <p>COLOR James (elem) Paul (sec) Black-line</p> | <p>Covert / Overt Antecedents</p> <p>COLOR Rachael (elem) Tammy (sec) Black-line</p> | <p>School Antecedents</p> <p>COLOR Paula (elem) Shelly (sec) Black-line</p> | <p>Home Antecedents</p> <p>COLOR Sean (elem) Stephen (sec) Black-line</p> |
| <p>When'Then'So Reactions</p> <p>COLOR Verbal Threats (elem) Set Goals (sec) Black-line</p> | <p>Statement Analysis</p> <p>COLOR Hate My Family (elem) Hate this school (sec) Black-line</p> | <p>Perspectives on Behavior</p> <p>COLOR Adam (elem) Angie Black-line</p> | | |

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STUDENT: **Tara**

PROBLEMATIC BEHAVIOR: **Making verbal threats to physically harm others**

| Order | Potential STUDENT Triggers | Details |
|------------------------|--|---|
| Can, but isn't | The student has the ability to perform the expected behavior, but is not due to inappropriate stimulus control. (more reinforcing not to behave appropriately) | She is gaining negative attention from others when she sees they are afraid of her; she feels more powerful by making others afraid of her. |
| Can not | The student lacks the knowledge / skill needed to perform the appropriate behavior and/or due to medical condition, is unable to do it. | She may have a brain problem with controlling impulsivity. Could be she just doesn't know more appropriate ways to cope when she gets frustrated. |
| Communication function | The student is behaving inappropriately in an attempt to communicate that something is very wrong in his/her life | She may be communicating that someone is abusing or threatening her. |

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STUDENT: **James**

| Antecedents | Behavior | Consequences |
|---|---|--|
| Events prior to the problematic behavior that may have triggered the problem | Critical features of the student's behavior | Things that may be reinforcing the behavior (increase likelihood behavior will occur again) |
| Students were working in their assigned cooperative groups and the group leader was reviewing each member's task to be completed independently. | <p>James jumped up out of his chair and yelled at the group and walked out of the classroom.</p> <p>The group leader went after James and told James that he could have a different assignment if James thought his assignment was too difficult.</p> <p>James came back in the room and sat with his group but he sat with his arms crossed and would not interact with his team the remainder of class.</p> | <p>James behavior is being reinforced by the attention he got from his peers when they reacted to his behavior.</p> <p>James is also being reinforced when his assignment was modified so it would be easier. He has learned that if he throws a fit then he will not have to do his work.</p> <p>James has learned that he can intimidate others with his behavior.</p> |

So what? What is important to understand about this?

James has learned to use a negative behavior in order to get what he wants. This is a behavior that can become more dangerous and out of control as he gets older.

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Social & Behavior Literacy : Behavior Analysis
Overt & Covert Antecedents
Date:

Name:

STUDENT: Student

PROBLEMATIC BEHAVIOR: Problematic Behavior

| OVERT ANTECEDENTS Observable events prior to problem behavior that may have triggered the behavior | COVERT ANTECEDENTS What the student may have been thinking / feeling that may have triggered the behavior |
|---|--|
| OVERT Antecedents | COVERT Antecedents |
| Observable events prior to problem behavior that may have triggered the behavior | What the student may have been thinking / feeling that may have triggered the behavior |
| | |
| | |

IMPLICATIONS
Implications

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Social & Behavior Literacy : Behavior Analysis
School Antecedents
Date:

Name:

STUDENT: Student

PROBLEMATIC BEHAVIOR: Problematic Behavior

| Order | Potential SCHOOL Triggers | Details |
|-------|--|---|
| | Time How might the time of day contribute to triggering the behavior? Is there a time-of-day pattern? | TIME: How might the time of day contributed to triggering the behavior? Is there a time-of-day pattern? |
| | Curriculum How might the content or skills being taught triggered the behavior? Too difficult? Too easy? | CURRICULUM: How might the content or skills being taught triggered the behavior? Too difficult? Too easy? |
| | Instruction How might the kind of instruction / activity provided trigger the behavior? Too unstructured? Embarrassing? | INSTRUCTION: How might the instruction / activity provided trigger the behavior? Too unstructured? Embarrassing? |
| | Transition How might the transition between activities may trigger the behavior? Unstructured? Unclear expectations? | TRANSITIONS: How might the transition between activities trigger the behavior? Unstructured? Unclear expectations? |
| | Proximity How might the proximity of the teacher, student's peers, or objects (windows, toys, etc.) trigger the behavior? | PROXIMITY: How might the proximity of the teacher, peers, or objects (windows, toys, etc.) trigger the behavior? |
| | Before school What may have happened before school began that may have triggered the behavior? (e.g., home, bus, etc.) | BEFORE SCHOOL: What may have happened before school that may have triggered the behavior? (home, bus, etc.) |

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Social & Behavior Literacy : Behavior Analysis
Home Antecedents

Name: _____ Date: _____

STUDENT **Student**

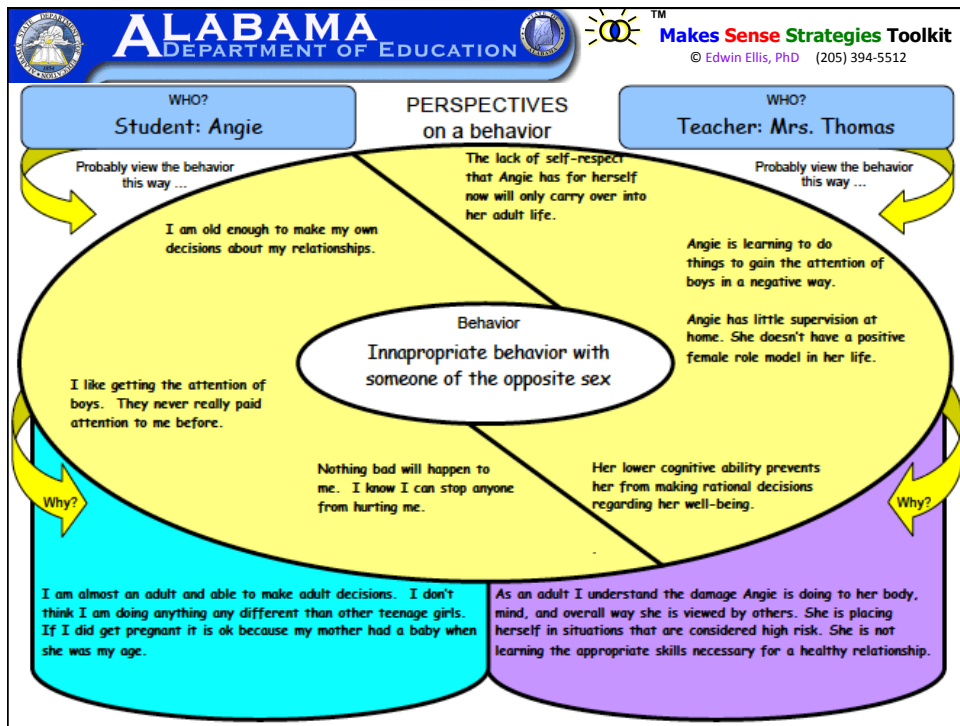
PROBLEMATIC BEHAVIOR **Problematic Behavior**

| Order | Potential HOME Triggers | Details |
|-------|---|--|
| | Nutrition How might what the student eats (or fails to eat) before school trigger the behavior? | NUTRITION: How might what the student eats (or fails to eat) before school trigger the behavior? |
| | Event Was there an isolated event (e.g., fight) that may have affected the student's emotions and thus triggered the behavior? | EVENT: Was there an isolated event (e.g., fight) that may have affected the student's emotions & thus triggered the behavior? |
| | Event-patterns Is there a pattern of events (verbal, physical, sexual abuse, etc.) that may be triggering the behavior? | EVENT-PATTERNS: Is there a pattern of events (verbal, physical, sexual abuse, etc.) that may be triggering the behavior? |
| | Expectations How might parental expectations (or lack of) contribute to triggering the behavior? | EXPECTATIONS: How might parental expectations (or lack of) contribute to triggering the behavior? |
| | Structure How might the structure / organization of home life (too much / too little) be triggering the behavior? | STRUCTURE: How might the structure / organization of home life (too much / too little) be triggering the behavior? |
| | Emotional Support What role does emotional support (too much / too little) play in triggering the behavior? | EMOTIONAL SUPPORT: What role does emotional support (too much / too little) play in triggering the behavior? |

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| | |
|---|---|
| Statement | I hate this school and all the people in it! |
| Issue with which statement is associated | The student chooses to dress in clothing that stands out as different and not what a typical teenager would wear to school. He is a loner and chooses not to participate in school. |
| Meaning What the statement conveys about how the speaker feels about the issue | The student is frustrated that he is not accepted by peers in his school and feels like his teachers have done little to support his views and opinions. |
| Intent Why did the speaker use these words? | To get the attention of others; to voice his frustration about how he feels about school and his same age peers. He feels like he doesn't have friends or peers at school that share his same interests. |
| Context How is the context / setting in which the statement was made important to the issue? | The student made this comment prior to a school assembly which worried administration because of the possibility he may commit a violent act on others. |
| Outcome What were the expected and unexpected results of the statement? | The student was immediately referred to administration for intervention. His person and his locker were checked for any indication that he was a threat to others. He was referred to counseling and his parents have been notified of his behavior. Interventions have been set in place to help this student work through his issues. |
| Alternative How might the speaker express feelings in a more productive way? | The student needs to utilize the school counselor or another trusted adult to voice his opinions about his peers and his school. He needs to find an organization or create an organization at school for people that have similar views and opinions as his. |



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