

Function-based Support Activity Sheet

PM Behavior

Activity 1

Which of these behaviors is observable/measurable? Label each behavior either "O/M" for observable/measurable or "NO/NM" for non-observable/non-measurable.

	Hits with fists		Aggressive
	Intimidation		Takes money from peers
	Says she hears voices		Psychotic
	Arrives at class 10 minutes late		Irresponsible
	Out of seat 55% of the time		Hyperactive

Activity 2

Identify an observable and measurable behavior of a student you know.

Behavior:

Examples:

- 1.
- 2.

Non-examples:

- 1.
- 2.

Write out the behavior and provide an observable & measurable definition for each of the behaviors below.

1. Jeff is always disruptive in class.

Disruptive: _____

2. Hailey is constantly off-task during math.

Off-task: _____

3. Chris is defiant.

Defiant: _____

4. The fifth graders are physically aggressive.

Physically aggressive: _____

5. The lunchroom is out of control.

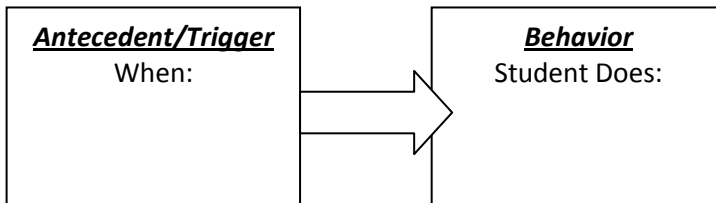
Out of control: _____

Activity 3

In each of the following scenarios, identify the behavior, antecedent, and routines.

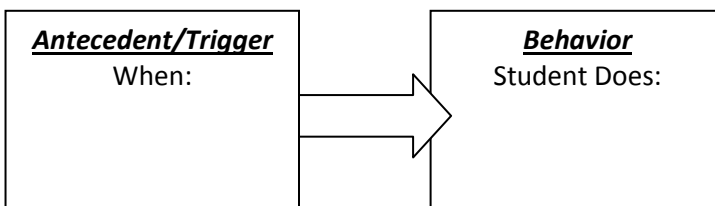
When he goes to math class and peers tease him about his walk, A.J. calls them names and hits them.

Routine: During _____

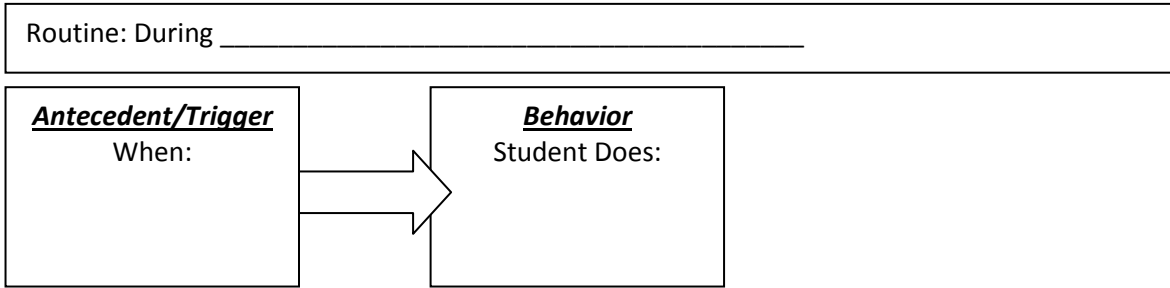


Bea stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem.

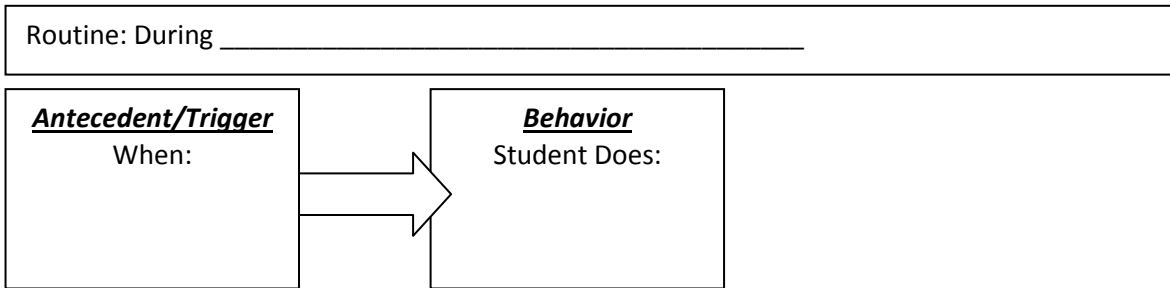
Routine: During _____



At recess, the 7th grade boys push and shove one another when the playground balls are brought out.



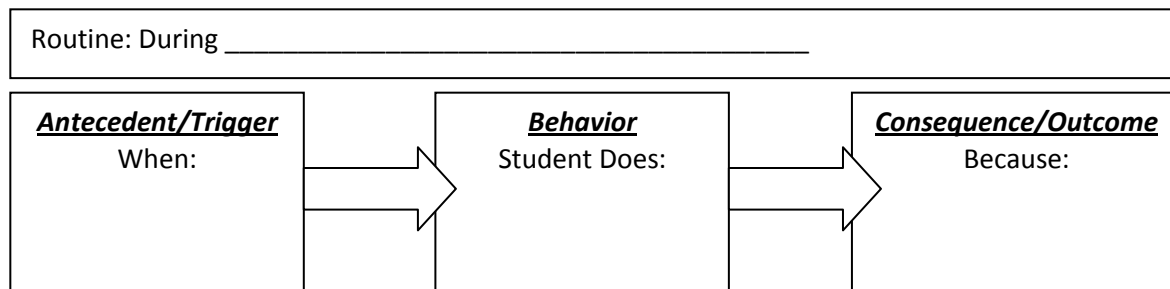
During the assembly, the students scream and shout when the presentation is started.



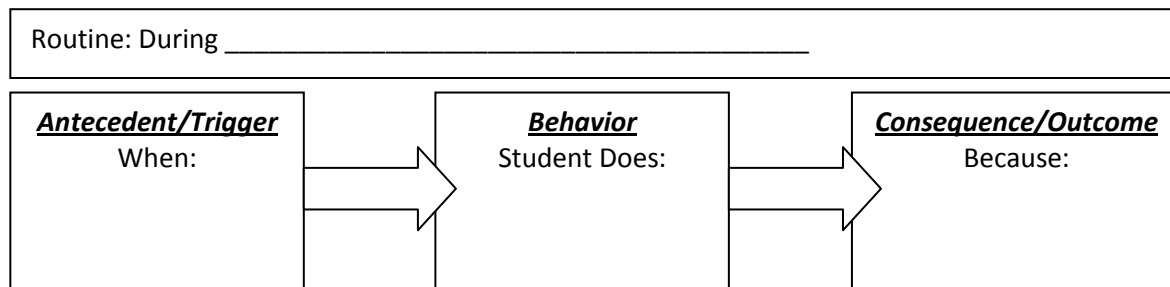
Activity 4

Identify the routine, antecedent, behavior and consequences/outcomes for the following scenarios.

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.



Nancy cries during reading time whenever she has to work by herself. This results in the teacher sitting and reading with her.



Activity 5

Summarize the routine, ABC's, and hypothesize a function of the behavior.

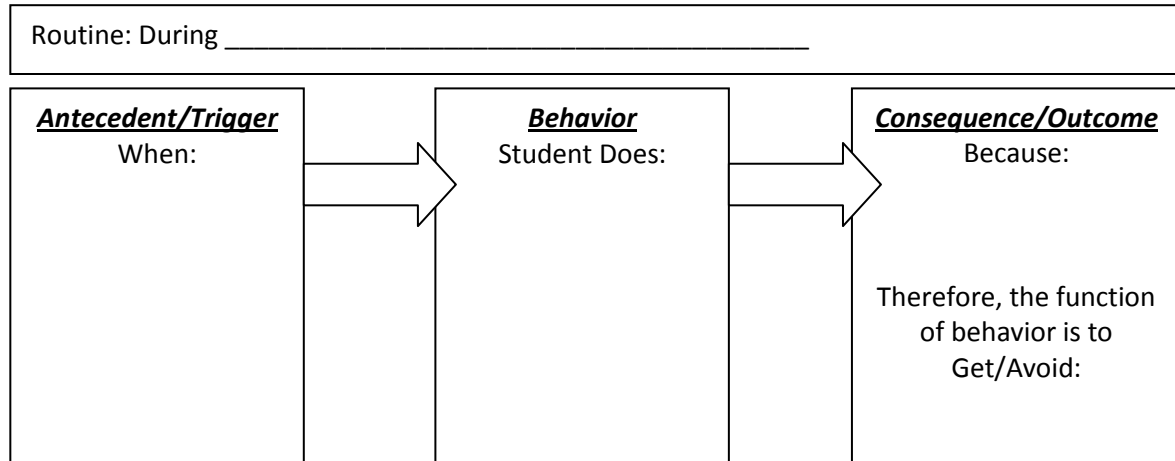
When Jesse is told that he will be working with Cecilia on a science project, he calls her an ugly toadface. When he does that, the rest of the class snickers and laughs.

Routine: During _____		
<u>Antecedent/Trigger</u> When:	<u>Behavior</u> Student Does:	<u>Consequence/Outcome</u> Because: Therefore, the function of behavior is to Get/Avoid:

During story time when the teacher asks students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the teacher moves in closely and talks privately with Michelle in an effort to calm her.

Routine: During _____		
<u>Antecedent/Trigger</u> When:	<u>Behavior</u> Student Does:	<u>Consequence/Outcome</u> Because: Therefore, the function of behavior is to Get/Avoid:

About five minutes before the bell rings to signal the end of class, the students pack up their books and materials.



During math class, while the teacher is providing whole class instruction on a particular lesson, Frank rocks back and forth on two legs of his chair.

