

*Elementary
Edition!*



CHAMPS

Classroom Management

Tip of the Week

Identifying Behavior Functions

Most chronic misbehavior serves a purpose for the student. Intervention efforts are most effective when they address the underlying reasons for the behavior. But remember, *prevention beats intervention every time*. It's important to look at our current classroom structures in order to reduce the opportunity for misbehavior.

- 1. *The student is not aware of their behavior.*** Consider tracking the frequency of the problem behavior and sharing the information with the student. What structures can you put in place to reduce opportunity for the problem behavior? Non-verbal signals can also be used to help the student remain aware of their actions.
- 2. *The student is unable or does not know how to exhibit the desired behavior.*** Every desired classroom behavior should be modeled and explicitly taught to students. Remember to reteach and provide feedback as necessary!
- 3. *The student is seeking attention.*** What you pay attention to grows! The student may be using misbehavior to fill their basic needs for attention and recognition. Be sure to increase the amount of positive interactions with the student when he/she is behaving appropriately. The student must understand that he/she does not have to rely on misbehavior to be noticed.
- 4. *The behavior serves some other purpose for the student.*** This includes the feeling of power, task avoidance, or a relationship with a person outside of the classroom. Think: when you remove the child from the learning environment, where does he/she go? This alternate environment may be a reinforcement for student.

