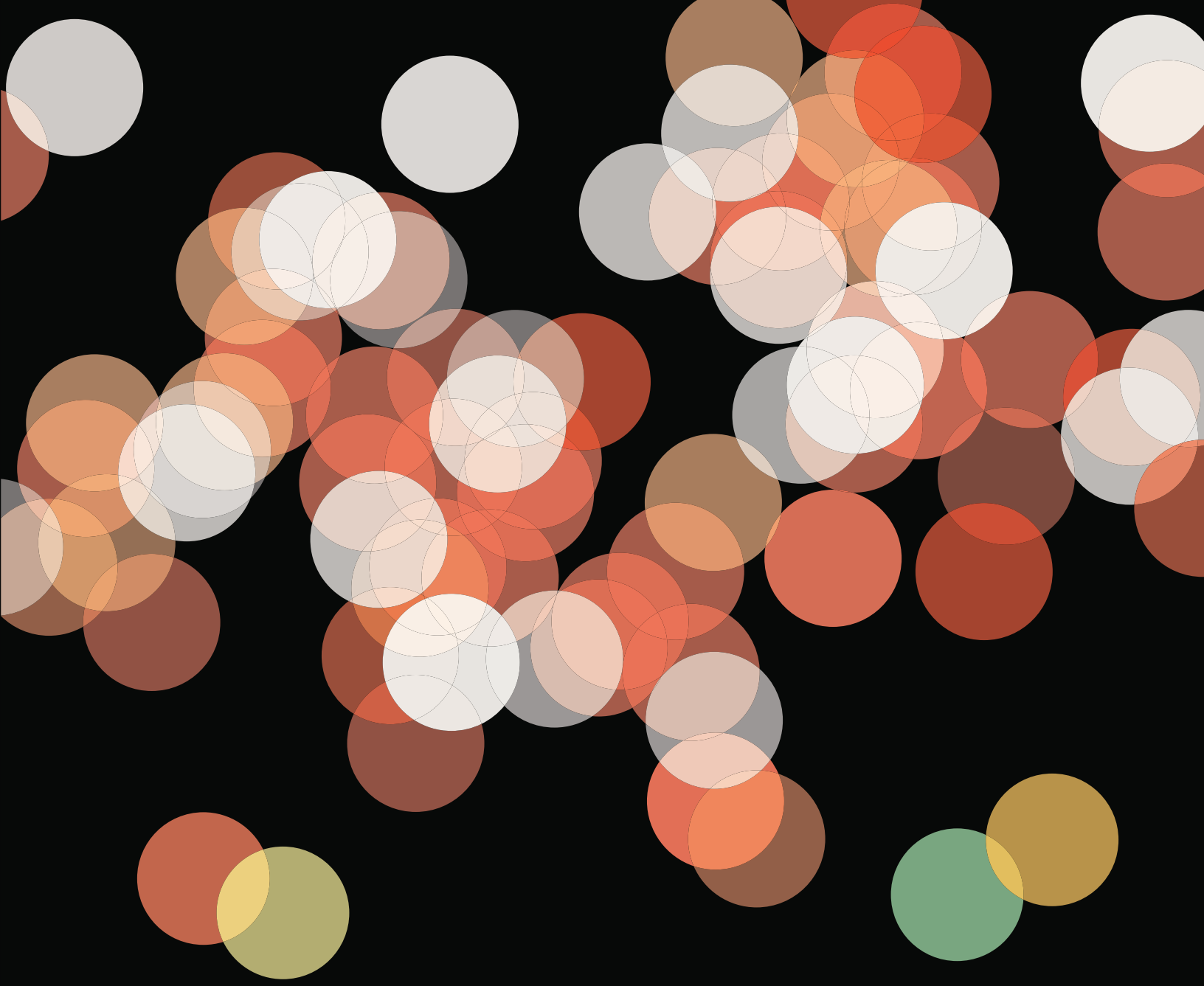

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behaviors as well as for problem behaviors. To use the hypothesis statement, simply record the results of the FBA, beginning either with appropriate behavior or problem behavior. Note whether setting events or other environmental features (e.g., rules that are not worded clearly) are hypothesized to affect the behavior and then record triggers, or events that set the occasion for the behavior to occur. Next, record what happens after the behavior and, for problem behavior, note the perceived function (what students are getting or avoiding). The hypothesis statement developed for Mr. Lee is in Figure 6.4. This hypothesis statement focused on the routine "less structured times at the beginning and end of academic activities." During this routine, problem behavior seems to be affected by what was going on just before—students in the hall talking to one another. There did not seem to be a specific discriminative stimulus in this case because disruption reportedly occurred when structured academic activities began and ended. The absence of classroom rules and rules for transitions, however, probably plays a role in the occurrence of disruptive behavior. Although Mr. Lee said that disruptive behavior occasionally resulted in delaying of activities, he was confident that students were disruptive primarily because they enjoyed talking and joking with one another. Thus, the hypothesized reinforcing consequence for disruptive behavior is peer attention. Of course, Mr. Lee would like students to enter the room quietly and get to work. Unfortunately, when these behaviors happen they don't result in any particular consequence except that the next activity begins.

Once a hypothesis statement has been developed, it often is useful for the classroom teacher to conduct a brief observation to confirm the hypothesis. The observation should take place during the identified problematic routines and at a

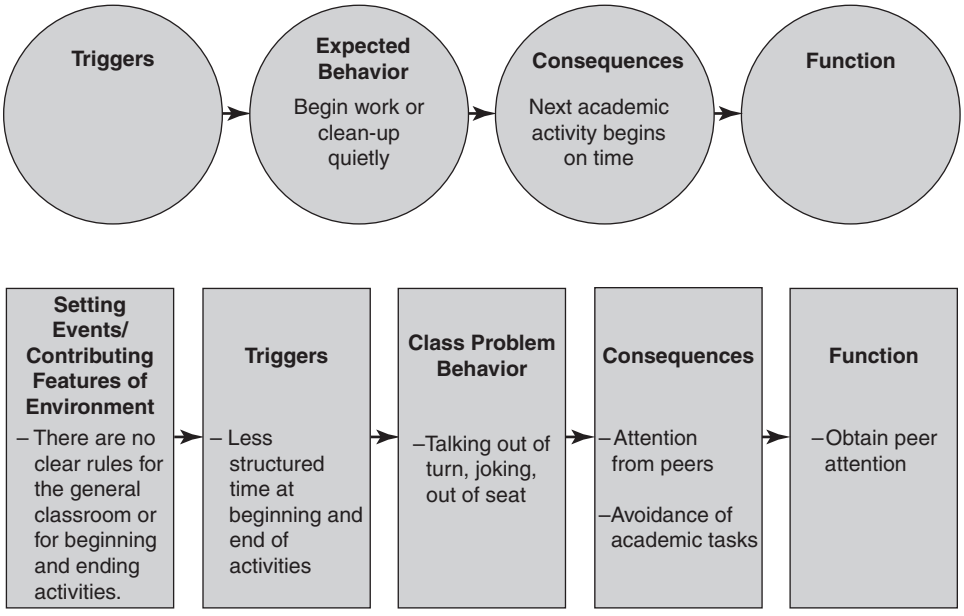

FIGURE 6.4 Hypothesis Statement for Mr. Lee's Classroom

Classroom Functional Behavior Assessment Observation

Date: ____/____/____ Time of observation; from _____ to _____.

Location of observation: _____ Observer: _____

Instructions: Circle the problem and appropriate behavior(s) you are observing and then record your definition of them below. To use the data collection form, record instances of the behavior you are recording and then write down what happened before and after the behavior. Use a new row for each occurrence of the behavior.

Problem behavior (circle one):

Out of seat	Talking out of turn	Into other's things	Disruptive	

Appropriate behavior (circle one):

In seat	Raise hand	Hands to self		

Definition of problem behavior:

Definition of appropriate behavior

Antecedent	Behavior	Consequence	Notes

FIGURE 6.5 Classroom Observation Form—Sample

time when the hypothesized discriminative stimuli are to occur. In these situations, the teacher simply records whether problem behavior occurred as well as what happened afterward with the goal of seeing whether the results of this quick observation match with the hypothesis statement. A sample observation form is in Figure 6.5. Usually, the observation confirms the hypothesis statement. Occasionally no problem behavior occurs; in such a circumstance more observations can be conducted or, if the teacher is confident in the hypothesis statement, intervention development can begin. If, however, the observation suggests that the hypothesis statement is incorrect, then more information should be gathered. The classroom FBA should be continued until everyone involved is confident in the hypothesis statement.

SUMMARY

In this chapter, a systematic method for assessing strengths and needs in a classroom was presented. Comprehensive assessment of a classroom should be linked to the reasons why problematic behavior is occurring and desired behavior is not occurring; thus, it consists of a classroom functional behavior assessment. In this chapter we delineated common antecedents and consequences for classroom behavior, including both structural features of the classroom and

interactions between different people. In addition, we provided a tool useful for conducting classroom functional behavior assessments, the FACE. In subsequent chapters we delineate how the information gleaned from a classroom functional behavior assessment can be used to alter the environment of the room.

Chapter Review

- Contextual fit, the extent to which an intervention matches with the skills, values, and resources of the individuals who will implement it, is a key consideration in developing an approach to classroom management.
- A functional behavior assessment in a classroom consists of several steps: defining the problem, assessing predictable patterns, and developing a hypothesis statement.
- Possible setting events for problem behavior in the classroom include (a) the physical layout of the room, (b) the structure of routines, (c) the level of supervision, and (d) the activities that occur just before or after the problem behavior.
- When considering discriminative stimuli in a classroom FBA, it is important to identify cues for problem behavior and cues for appropriate behavior.
- Consequences identified in a classroom FBA are events that affect the future probability of behavior of most students in the classroom.

Application

1. Provide a rationale for conducting a classroom FBA instead of using a pre-packaged classroom management intervention.
2. Identify at least two setting events and two discriminative stimuli that might evoke problem behavior in a classroom.
3. Identify consequences that could be used to increase desired behavior in a classroom.

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Functional Assessment for Classroom Environments (FACE)

Teacher: _____ Class/period/grade: _____ Date: _____

PART I: BACKGROUND INFORMATION FOR FACE

STEP 1: IDENTIFY TARGET BEHAVIORS

TARGET BEHAVIORS *(circle or write in all that apply)*

to increase:		*to decrease:*	
attendance	_____	disruption	_____
transition efficiency	_____	out of seat	_____
on task	_____	_____	_____
on time	_____	_____	_____
participation	_____	_____	_____

STEP 2: DEFINE TARGET BEHAVIORS

Target 1: _____ Goal: increase decrease

What do students say or do? What does the behavior look like when it occurs?

Target 2: _____ Goal: increase decrease

What do students say or do? What does the behavior look like when it occurs?

STEP 3: IDENTIFY ROUTINES

Identify routines to focus on, by completing a routines analysis or scatter plot (attached).

- During which activity does the targeted **problem** behavior most often occur?
- During which activity would you like to increase a **desired** targeted behavior?

Routine 1:

Routine 2:

Routine 3:

Complete a separate FACE for each routine identified.

PART II: SETTING EVENTS AND TRIGGERS IN THE CLASSROOM

STEP 4: IDENTIFY SETTING EVENTS .....

Routine: _____

Rating Scale: *1 = not at all* *2 = somewhat* *3 = all the time/absolutely*	Rating	Affecting the target behavior?	More information
Classroom Arrangement & Supervision			
1. Can you easily supervise students in all areas of the room?	1 2 3	yes somewhat no	
2. Can students easily see you and see all teaching materials from their seats?	1 2 3	yes somewhat no	
3. Is wall space used functionally but free from clutter?	1 2 3	yes somewhat no	
4. Does the seating arrangement maximize your style of teaching?	1 2 3	yes somewhat no	
5. Are traffic patterns clearly marked, functional, and used regularly?	1 2 3	yes somewhat no	
Scheduling			
6. Is the daily schedule in the classroom (or routine) consistent?	1 2 3	yes somewhat no	
7. (For an entire day or class period) Is the daily schedule posted or reviewed prior to class each day?	1 2 3	yes somewhat no	
Rules and Expectations			
8. Are general classroom expectations developed, positively worded, and no more than four in number?	1 2 3	yes somewhat no	
9. Are three to five classroom rules developed, explicitly stating what students should do in observable terms?	1 2 3	yes somewhat no	
10. Are rules posted in an accessible and easily observed location?	1 2 3	yes somewhat no	