

Deciphering Behavior Communication Roadmap

Use this tool to plan for interventions when a student is exhibiting new classroom behaviors that are an obstacle to learning.

DESTINATION: Implementation of a behavioral intervention that supports a student to maximize learning time.

STOP	LOCATION	GUIDANCE INFORMATION	TRAVEL NOTES <i>(Use this space to jot notes and reflections)</i>
One	Understand The Fundamentals	All behavior is communication!	
Two	Determine the Functions of Behavior	Conduct an FBA or Ask yourself the following questions: <ul style="list-style-type: none"> • Avoid (Is the student able to avoid certain tasks or actions as a result of engaging in the behavior?) • Attain - Attention-seeking (Is the student seeking attention from adults or peers? Can be positive or negative attention.) • Attain - Tangible (Does the student receive a reward or object following the behavior?) • Sensory (Does the student receive a sensory benefit from this behavior?) 	
Side Trip	Learn More About Antecedents	Find out what led to the behavior - What is/are the antecedent(s)? Were they: <ul style="list-style-type: none"> • Slow (something that takes a long time to produce a behavior, like a family-related occurrence or prolonged stress) or • Fast (typically what is observed just before a classroom behavior, like a sensory overload or a challenging assignment)? 	

Three	Plan an Intervention	<p>Select an evidence-based intervention that may help address the identified communication</p> <p>Plan for effective intervention implementation:</p> <ul style="list-style-type: none"> ● What are the target behaviors and what is the intervention to be used? ● How long will we try this intervention? What is the intended outcome? ● Who is implementing it? Just me or will colleagues also be included? ● How will we collect and share information? ● How do we loop the parent into this process? ● How will we communicate and work with the student? 	
Destination	Reflect	<p>Ask these guiding questions:</p> <ul style="list-style-type: none"> ● Is the plan grounded in positive behavioral strategies and strengths-based language? ● Does the plan make direct connections with existing classroom processes and strategies? ● Have you determined the antecedents? ● Is the plan clear for everyone involved? ● Are you ready to check-in and adjust when needed? 	