Competencies

K4  Understanding of the possible communicative functions of behavior and the value of interventions designed to develop more positive communicative behaviors and social skills.

S1  Demonstrates the ability to provide structure and predictability for the student through consistent implementation of direct teaching methods that support prior learning and ongoing development of social, communication, and adaptive behavioral skills, etc. under the direction of licensed staff.

S5  Demonstrate the ability to consistently utilize proactive strategies, positive behavioral supports including; structured teaching methods, ABA methods including discrete trial and generalization approaches, and sensory interventions to enhance learning and prevent behavior problems, as directed by the teacher or related service staff.

Evaluating Problem Behaviors

Read the scenario and then answer the questions that follow.

Scenario
Gary is a student with ASD. When asked to complete academic activities independently, he refuses to do them. Instead he draws pictures of dinosaurs. When the teacher asks Gary to put his drawing away and get to work, he refuses. His behavior may escalate to the point where he throws materials and runs out of the classroom. Gary’s team has decided to complete an evaluation of Gary’s behavior.

Questions
Based on what you have learned in this lesson, please answer the following questions.

1. Why is it important to evaluate Gary’s behavior?

2. How would you clearly define Gary’s behavior?
3. What information might you learn about the Gary’s behavior using a structured interview?

4. What information might you learn about Gary’s behavior using the behavior rating scales described in this lesson?

5. What information might you learn about Gary’s behavior from conducting structured observations?