**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  *Demonstrates 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.*

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**Using Evaluation Results to Address Problem Behavior**

*Read the scenario and then answer the questions that follow.*

**Scenario**

Sarah a nine year old girl with ASD who generally exhibits very few maladaptive behaviors. She is very cooperative and eager to participate in a variety of activities. However, she often exhibits self-injurious behavior when she uses the bathroom. She will violently hit the side of her head, a behavior that especially occurs whenever the teacher or paraprofessional initiate a bathroom break. The self-injury ceases once Sarah leaves the bathroom. Because the bathroom environment cannot be avoided, members of her IEP team are increasingly concerned about the possibility of Sarah seriously injuring herself.

**Questions**

Based on what you learned in this lesson, answer the following questions about this scenario.

1. Develop a hypothesis about Sarah’s behavior, including *context*, *behavior*, and a possible *function*. 
2. Why is it important to try and understand the function of Sarah’s behavior?

3. Based on your hypothesis, what types of accommodations or interventions can you think of that might help address Sarah’s self-injury?
4. Assume that the function of Sarah’s behavior is an expression of pain and frustration. What biological, physical issues might explain Sarah’s behavior in this scenario?