

## Behavior Modification Strategies for Learners' Disruptive Behavior

<sup>1</sup>Silyn Mary B. Pasa, <sup>2</sup>Janelle N. Moleño\*

[\\*silynmary.pasa@deped.gov.ph](mailto:silynmary.pasa@deped.gov.ph)

### ABSTRACT

*Behavior issues in the classroom make both the teacher and the learners feel greater pressure, disrupt the lesson's flow, and interfere with both the learning process and the learning objectives. Additionally, they change the structure of the classroom because the distractions caused by disruptive behaviors are now the main emphasis rather than the academic work that is being done. The pilot testing is administered to 3 identified learners with observable disruptive behaviors in class for a span of 3 months. The teacher, the learners, and their connections with one another, as well as the furnishings, the books, and a variety of activities, all play a role in the environment of the classroom and have an impact on how people behave there. With the observed disruptive behaviors of our 3 learners, we decided to use the FBA and BIP as our guide in changing/eliminating the disruptive behaviors associated with our teacher-made behavior management tool. The fact that both the teacher and learners bring experiences and problems from the larger environmental structures within which they exist and operate, such as the rest of the school community, home, family, community, and the wider world, adds to the complexity. A classroom behavior issue might not be resolved by just focusing interventions on learners. This may redirect attention away from a detailed evaluation of the environment of the classroom, the larger school, the home, and community surroundings in which the school is embedded.*

**Keywords:** *Behavior Modification Strategies, Autism Spectrum Disorder, Learners with red flags, Sensory Dysfunction, Disruptive Behavior*

---

### Introduction of Best Practices

It is vital to have a long list of ways to engage with and meet the needs of learners with disabilities because they present with so many special demands. With the number of learners who are eligible for special education, there is a great demand. When a behavior shows a persistent pattern of negative behavior, defiant behavior, or rule-breaking behaviors that are disruptive to the class's social, academic, or personal functioning.

It is fundamental to manage disruptive behavior to support learners with special needs by conducting functional behavior assessment (FBA) and developing a behavior intervention plan (BIP). The "what," "when," "where", "why", or "ABC (antecedent, behavior consequence)" of certain behaviors are reviewed in detail as part of the functional behavior assessment and behavior intervention plan. With the help of the FBA and BIP, educators, parents,

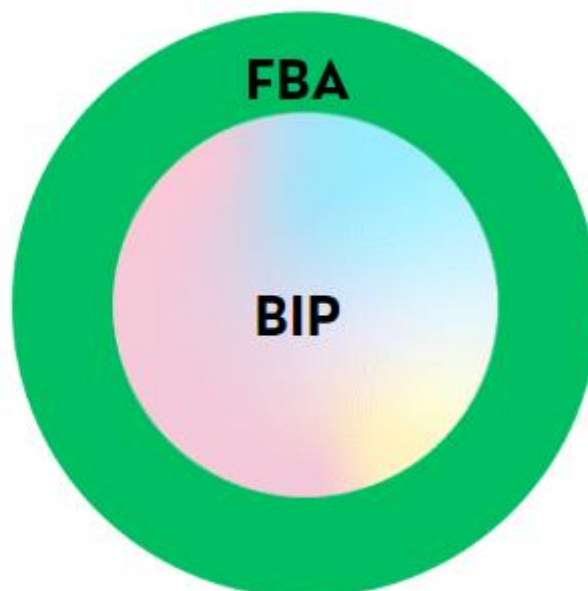
guardians, and/or entire IEP teams (for students who qualify for special education) can collaborate to characterize the specific issue behavior and its predecessors. Your instructional team's ability to intervene and better promote positive conduct can be aided by this approach.

### **Justification of Best Practices Implementation**

The chosen best practices for modifying behavior among learners with disruptive behaviors are the (Functional Behavior Assessment) FBA and (Behavior Intervention Plan) BIP. These Assessment tools are used mainly for addressing particular disruptive behaviors. These allow the learner to be able to cope with certain stimuli and adapt efficiently to exhibit the desired behavior regardless of the different external and internal factors.

#### **Figure 1**

*This is the conceptual framework for the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). In FBA, the goal is to identify behaviors that are interfering with a child's learning and provide recommendations to reduce or replace them. and the BIP is a written improvement plan created for a learner based on the outcome of the FBA. The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior.*



Here are common list of behaviors considered as disruptive;  
**Aggression:** it is described as any act or behavior that can harm another person, or may result in physical injury, it can also be in a form of physical attack, or inappropriate/harsh words or swearing, **Temper Tantrums:** it is described as unpleasant outburst of emotion that is commonly result from unmet desire or wants, **Defiant Behavior:** it is described as refusing to follow and obey rules, continually challenging authority and may also result to non-compliance and elopement, **SIB (Self Injurious Behavior):** it is described as the occurrence of behavior that result in physical injury to one own's body, such as; biting own wrist, slapping head and face, banging head to wall or tables, and hurting self-using sharp objects. **Sensory Dysfunction:** it is described as a condition that affects how one's brain reacts/responds to stimuli. It may be hypersensitive or hyposensitive to the environment that results in disruptive behavior.

Establishing rules and implementing strategies can be used as effective prevention to appropriately respond and address disruptive behavior in class. The common goal in setting strategies for modifying behavior is to reduce disruptive behavior from occurring or getting worse.

### Diagram 1

*This figure shows proof of learners with behavior problems (biting, pinching, and scratching) that they physically attack other people.*



**First things first: Know the learner** - Knowing each of our learners, listening to them and understanding the situation will help us better in addressing the behavior. Acknowledge the feelings of our learner, and always remember that some antecedents of disruptive behaviors are often caused by stress and frustrations.

**Create clear and concise classroom rules and regulations-** Inconsistent rules and consequences may result in uncontrolled disruptive behavior in class. Any rules must be communicated verbally and supported with visual cues. When expected behavior is met, reinforcements and rewards must be provided immediately to increase motivation.

**Be consistent, Be firm-** Class routines must be followed every day, implemented equally, and always follow through on the consequences set. Model the behavior expectations, and verbally communicate the consequences for the ongoing behavior. In addressing the behavior, always remember to be consistent and firm, avoid getting angry for that may inflame the situation by making it personal.

**ABC (Antecedent, Behavior, Consequence)-** **Antecedent** is described as ‘what happened before the behavior occurred’, what is the stimulus given, what activity triggers the behavior. **Behavior** is described as the response to the antecedent, ‘what an individual does. **Consequences** are described as ‘what follows the behavior’, what are the things done to address the behavior, it can be in a form of verbal praise, or edible reinforcement for positive behavior, and negative reinforcement for inappropriate behavior.

**Progress Monitoring tables and charts-** Monitoring disruptive behaviors is very important, the progress should be transparent. Collecting data and creating tables and charts helps us more to visually assess the behavior. The chart shows if the behavior is increasing or decreasing, and teachers should study the frequency, duration, and intensity of the behavior to be able to know the common triggers and identify if the strategies are effective or need revisions.

## **Objectives of Implementation**

The objectives of best practice implementation are:

1. Achieve a 30% reduction in instances of disruptive behavior among learners by implementing tailored behavior modification strategies, consistent monitoring, and personalized interventions.
2. Enhance self-regulation skills among learners with disruptive behavior, leading to a 25% decrease in impulsive actions and outbursts, through structured mindfulness exercises, behavior coaching, and progress tracking.
3. Foster independent decision-making and responsible behavior among learners with disruptive tendencies, resulting in a 20% increase in self-initiated tasks and reduced reliance on constant supervision, utilizing personalized goal setting, gradual skill-building, and ongoing self-assessment.

## Best Practices Implemented

### Pre-Implementation: FBA (Functional Behavior Assessment) Planning

Functional Behavior Assessment outlines approaches that others can use to support the learner in recognizing triggers and responding to them when they occur. To set the learner up for performance and lessen their reliance on the target behaviors to obtain their needs or wants, it gives antecedent tactics for avoiding exposure to or the influence of common triggers. It teaches many techniques for gaining access to the sustaining reinforcer. With the implementation of FBA planning using the modified form to identify learners with disruptive behaviors, it should be done individually, easily understood, and putting learners necessary support in place. The assessment takes a long time and may result in trial and error because the plan will not be the same for all learners. The teacher who will administer the Assessment must know all the learners, in terms of their wants (that can be used as reinforcement) and their behavior (to avoid unexpected accidents).

These are the following steps followed as part of the planning process in making the FBA possible:

1. Acquire informed consent from the parent or guardian
2. Collect baseline data
3. Collect FBA data
4. Analyze the data to identify a hypothesized or tested function of the target behavior(s)
5. Research appropriate interventions
6. Assemble the components of the plan
7. Review the plan with the parent or guardian and obtain a sign

Table 1  
*The BIP and FBA form used for assessing the learner's strengths and weaknesses, and description of the behavior identified.*

**PURPOSE:** A Behavioral Intervention Plan (BIP) is a plan incorporated into the student's IEP if determined necessary by the IEP team for the student to receive FAPE (WAC 392-172A-01031). The IEP team must also develop and implement a BIP if it determines that the student's conduct is a manifestation of the student's disability, unless a BIP is already in place (WAC 392-172A-05147).

#### BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: \_\_\_\_\_ SSID: \_\_\_\_\_ Annual IEP Date: \_\_\_\_\_  
District: \_\_\_\_\_ BIP Meeting Date: \_\_\_\_\_  
School: \_\_\_\_\_ IEP Case Manager: \_\_\_\_\_

#### Team members contributing to the development of the BIP:

_____	_____	_____
Name/Title	Name/Title	Name/Title
_____	_____	_____
Name/Title	Name/Title	Name/Title

Complete each section below for each pattern of behavior.

**Pattern of Behavior** (describe the pattern of behavior(s) that impedes the student's learning or the learning of others):

**Instructional and Environmental Conditions or Circumstances** *(describe the instructional and environmental conditions or circumstances that trigger/contribute to the pattern of behavior(s) being addressed):*

### Positive Behavioral Interventions and Supports

**Alternative Behaviors and Skills to be Taught and Monitored** *(describe the alternative behaviors and skills to be taught and monitored in order to address the pattern of behaviors and the instructional and environmental conditions/circumstances previously described):*

**Reinforcers of Desired Behaviors** *(describe how the alternative behaviors will be reinforced):*

**Methods to Ensure Consistency of Implementation** *(describe the method(s) that will be used to ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities (e.g., data collection, frequency, assessment of effectiveness of BIP, additional training for staff, etc.):*

**PURPOSE:** A Functional Behavioral Assessment (FBA) is used to gather information about a student's behavior to determine the need for, and provide the foundation for, a Behavioral Intervention Plan (BIP). An FBA is required to be conducted if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability.

### FUNCTIONAL BEHAVIORAL ASSESSMENT

Student name: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
Student ID #: \_\_\_\_\_ Disability: \_\_\_\_\_ Grade: \_\_\_\_\_  
Home School: \_\_\_\_\_ Case Manager: \_\_\_\_\_

#### Team Members Present at Meeting:

_____	_____
Name/Title	Name/Title
_____	_____
Name/Title	Name/Title
_____	_____
Name/Title	Name/Title

**Student's Strengths** (include a description of the student's behavioral strengths, such as positive interactions with staff, ignoring the inappropriate behavior of peers, accepts responsibility, etc.):

**Description of Behavior** (include a description of the frequency, duration, and intensity of the behavior(s)):

**Setting(s)** (include a description of the setting(s) in which the behavior occurs, i.e. – physical setting, time of day, persons involved):

**Antecedent(s)** (include a description of the relevant events that preceded the behavior):

Republic of the Philippines  
 Department of Education  
 REGION X - NORTHERN MINDANAO  
 SCHOOLS DIVISION OFFICE MISAMIS ORIENTAL  
 DAVAO CENTRAL SCHOOL

---

**SPECIAL EDUCATION**

NAME OF CHILD: \_\_\_\_\_ DATE ADMITTED: \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

DIAGNOSIS/ IMPRESSION: \_\_\_\_\_

**ASSESSMENT FORM**

**AREA I: BASIC READINESS: SELF-HELP & INDEPENDENT LIVING SKILLS DEVELOPMENT**

Objectives: 1. To develop control of one's body movement  
 2. To develop fine motor coordination/control and visual-motor coordination  
 3. To develop basic skills for independent living

Current/Learning Experiences: \_\_\_\_\_

**A. GROSS MOTOR**

M	D	A.1. Head Balance
_____	_____	1. Raises head in prone, supine and sitting positions
_____	_____	2. Turns head without difficulty
<b>A.2. Body Turning</b>		
_____	_____	1. Supine to side lying
_____	_____	2. Supine to prone
_____	_____	3. Prone to supine
_____	_____	4. Rolls over with ease
<b>A.3. Crawling</b>		
_____	_____	1. On stomach; pulls arms/ pushes with legs
_____	_____	2. Four-point: on elbows and knees/ on hands and knees
<b>A.4. Sitting</b>		
_____	_____	1. Sits from supine – with or without assistance
_____	_____	2. Maintains balance – lone enough/ across – leg sitting

_____	_____	10. Picks/releases objects with tongs
_____	_____	11. Molds with clay
_____	_____	12. Cuts with scissors – strips / line (straight and curve) Shapes / around pictures
_____	_____	13. Works on 1 pc. puzzles; / multi-pc. puzzles
_____	_____	14. Pastes shapes within outlines (simple-complicated)
_____	_____	15. Folds paper – simple to complicated / 16 tears paper
_____	_____	16. Opens lock with key
_____	_____	17. Turns pages of a book - _____ # of pages
_____	_____	18. Hammers pegs
_____	_____	19. Sews with sewing board
_____	_____	20. Scoops beans

**B.3. Pre-writing/Writing**

1. Holds crayon/pencil properly

2. Scribbles

3. Shades (a basic shape to simple object) within boundaries

4. Imitates/copies 0, 1 strokes, x, +, □, △, ◇

5. Traces, connects from lines 2, /, - strokes, x, +, □, △, ◇, ), (, (, 0

6. Traces, copies number, letters of the alphabet, name (from left to right)

7. Prints numbers, alphabet, name with a model (capital/small letter)

8. Scriptwriting

9. Grasps objects; person

10. Copies designs

**C. SELF - HELP (Activities of Daily Living-ADL)**

**C.1. Feeding**

1. Drinks from glass/bottle/can

2. Drinks through a straw

3. Eats with fingers when appropriate

4. Eats with spoon and fork

5. Uses knife for spreading/cutting

6. Pours liquid into glass with less or no spillage

7. Scoops food with less spillage

8. Displays good table manners–chews with mouth closed, uses napkin, does not talk while eating, etc.

9. Cooking

**C.2. Toileting**

1. Indicates need on time to avoid accidents, gestures/verbal

2. Uses CR independently

3. Completes toileting (flushes, washes, puts-on clothes)

4. Indicates when wet or soiled

**C.3. Dressing**

1. Takes-off, shirt/blouse, dress, skirt/pants, underwear, shoes/socks

**B. FINE MOTOR**

preferred hand: \_\_\_\_\_

**C.4. Hygiene and Grooming**

\_\_\_\_\_ 1. Washes hands/face with soap and water

\_\_\_\_\_ 2. Dries face/hands with towel

\_\_\_\_\_ 3. Bathes – with or without help

\_\_\_\_\_ 4. Brushes teeth – places toothpaste, gargles – w/ or w/o assistance

\_\_\_\_\_ 5. Combs hair

\_\_\_\_\_ 6. Keeps nose clean & dry, ears, too (Issue/hanky)

\_\_\_\_\_ 7. Cleans nails

**C.5. Care and Grooming**

\_\_\_\_\_ 1. Folds clothes, underwear, socks

\_\_\_\_\_ 2. Washes and hangs out hanky/towel

\_\_\_\_\_ 3. Cleans shoes

\_\_\_\_\_ 4. Fixes own things (bag, box, cabinet)

\_\_\_\_\_ 5. Sets table properly

\_\_\_\_\_ 7. Wipes table after eating

\_\_\_\_\_ 8. Washes dishes

\_\_\_\_\_ 9. Sweeps with broom/mops floor

\_\_\_\_\_ 10. Uses dust pan

\_\_\_\_\_ 11. Dusts furniture

\_\_\_\_\_ 12. Cleans mirror

\_\_\_\_\_ 13. Returns chairs, trays & materials, toys after use

\_\_\_\_\_ 14. Rolls and unrolls area rug or mat

\_\_\_\_\_ 15. Throws trash in waste can

\_\_\_\_\_ 16. Garden work – water plants; picks dried leaves

\_\_\_\_\_ 17. Cares for pets

**C.6. Travel Skills**

\_\_\_\_\_ 1. Knows address

\_\_\_\_\_ 2. Knows phone number

\_\_\_\_\_ 3. Can get a ride – to home/school

\_\_\_\_\_ 4. Knows traffic signs – traffic signals; when and where to cross the street (pedestrian lane), using over/underpass, bus/jaypee stop

\_\_\_\_\_ 5. Knows danger signs – e.g. open manholes; deep excavation; train crossing; no pedestrian allowed; no crossing; no loading & unloading, etc.



## During Implementation: Implementing and Evaluating the Plan in Class

**ABC (Antecedent, Behavior, Consequence)-** Each behavior is a result of something (stimuli). If the behavior occurs, the first thing to do is to identify what triggered the behavior, what are the possible causes of the behavior. In knowing the Antecedent of the behavior, it will be addressed immediately and properly. Every disruptive behavior is followed by consequences. Avoid worsening the behavior by shouting or making it a class issue, focus on the student and the student's behavior. Consequences must be used consistently.

Table 2  
*Antecedent, Behavior and Consequence data sheets*

Learner:		Date:
Antecedent	Behavior	Consequence

Table 3  
*Antecedent, Behavior and Consequence data sheets*

Learner:		Date:	
Antecedent	Behavior	Consequence	
<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>	
<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>	
<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>	
<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>	

Table 4  
*Setting Event, Antecedent, Behavior, Consequence*

Learner:		Date:	
Setting Event	Antecedent	Behavior	Consequence

Table 5  
*Setting Event, Antecedent, Behavior, Consequence*

Learner:		Date:	
Setting Event	Antecedent	Behavior	Consequence
<input type="checkbox"/> Hungry <input type="checkbox"/> Tired <input type="checkbox"/> Person Present <input type="checkbox"/> Change Medication <input type="checkbox"/>	<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>
<input type="checkbox"/> Hungry <input type="checkbox"/> Tired <input type="checkbox"/> Person Present <input type="checkbox"/> Change Medication <input type="checkbox"/>	<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>
<input type="checkbox"/> Hungry <input type="checkbox"/> Tired <input type="checkbox"/> Person Present <input type="checkbox"/> Change Medication <input type="checkbox"/>	<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>
<input type="checkbox"/> Hungry <input type="checkbox"/> Tired <input type="checkbox"/> Person Present <input type="checkbox"/> Change Medication <input type="checkbox"/>	<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>
<input type="checkbox"/> Hungry <input type="checkbox"/> Tired <input type="checkbox"/> Person Present <input type="checkbox"/> Change Medication <input type="checkbox"/>	<input type="checkbox"/> Demand <input type="checkbox"/> Item Restricted <input type="checkbox"/> Attention Restricted <input type="checkbox"/> Unstructured Time <input type="checkbox"/> Transition <input type="checkbox"/>	<input type="checkbox"/> Tantrum <input type="checkbox"/> Eloping <input type="checkbox"/> Flopping <input type="checkbox"/> Refusal <input type="checkbox"/> Aggression <input type="checkbox"/>	<input type="checkbox"/> Offered Choice <input type="checkbox"/> Reprimand <input type="checkbox"/> Discussion <input type="checkbox"/> Removed Item <input type="checkbox"/> Ignored <input type="checkbox"/>

## Diagram 2

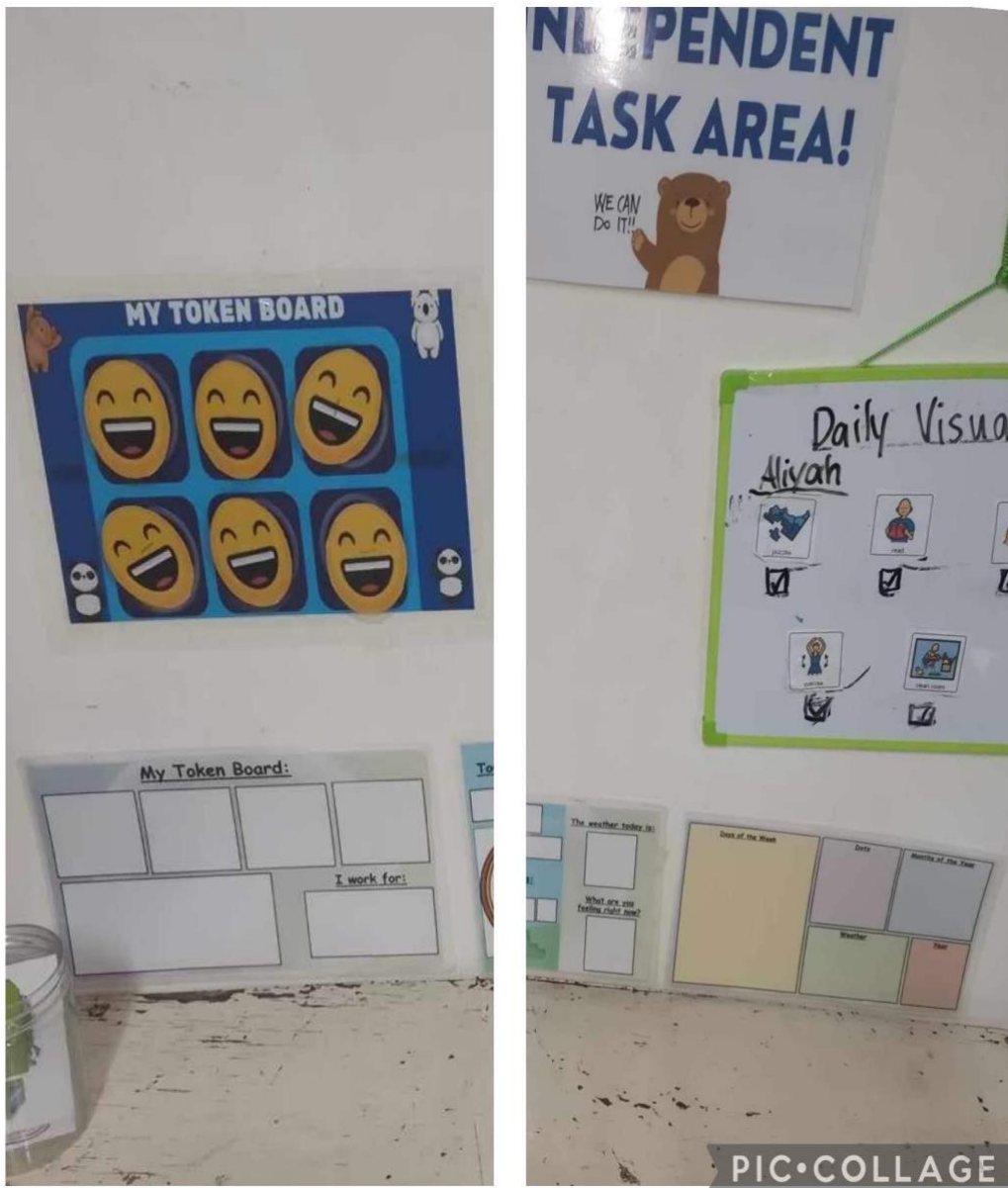
*Group and individual activities to further evaluate the effectiveness of the Plan made. Making visual schedules for learners to fully understand and prepare for the day.*



**Reinforcements-** Giving rewards in a form of verbal praises, written remarks, and edibles is a great way to maintain/increase positive behavior and most likely for the student to be more motivated to behave appropriately in class. Also providing visual schedules (what activities the learner expected to do; what comes after another) associated with visual contracts (reinforcements; what will the learner get/access after the activity) is one way to effectively motivate and increase appropriate behavior and meet expected behavior outcomes.

### Diagram 3

*Providing reinforcement and ensuring the learners that the contract made for appropriate behavior is true.*



**Progress behavior monitoring-** collecting data is a must, no data that means that the behavior didn't occur. In collecting data of the behavior's frequency, duration, and intensity we will be able to create a description of the behavior. In gathering data and putting it in a chart, we will be able to visually know if the behavior is increasing or decreasing. Looking at the monitoring plan, it will be easy to identify the effectiveness of the strategies and plan what to do next.

Table 6

*Teacher-made Problem behavior data sheets. Intervals can be modified according to set minutes (either 2, 5, or 10), depending on the frequency of the behavior.*

Name of learner: \_\_\_\_\_ Date: \_\_\_\_\_

Time (minutes)	1	2	3	4
0	1	2	3	4
5	1	2	3	4
10	1	2	3	4
15	1	2	3	4
20	1	2	3	4
25	1	2	3	4
30	1	2	3	4
35	1	2	3	4
40	1	2	3	4
45	1	2	3	4
50	1	2	3	4
55	1	2	3	4
60	1	2	3	4
0	1	2	3	4
5	1	2	3	4
10	1	2	3	4
15	1	2	3	4
20	1	2	3	4
25	1	2	3	4
30	1	2	3	4
35	1	2	3	4
40	1	2	3	4
45	1	2	3	4
50	1	2	3	4
55	1	2	3	4
60	1	2	3	4

- 1: Hitting
- 2: Crying
- 3: Shouting
- 4: Non-Compliance

Table 7

This is the overview of the Problem behavior data sheets of Learners 1, 2 and 3. Just to give a glimpse of how to track the behavior. This data sheet consists of different identified disruptive behavior.

*Nonoral 7: Nurpo*

DATE	PKS Data	Rating	DATE	PKS Data	Rating
Time Interval	0	1	2	3	4
0	1	2	3	4	
2	1	2	3	4	
4	1	2	3	4	
6	1	2	3	4	
8	1	2	3	4	
10	1	2	3	4	
12	1	2	3	4	
14	1	2	3	4	
16	1	2	3	4	
18	1	2	3	4	
20	1	2	3	4	
22	1	2	3	4	
24	1	2	3	4	
26	1	2	3	4	
28	1	2	3	4	
30	1	2	3	4	
32	1	2	3	4	
34	1	2	3	4	
36	1	2	3	4	
38	1	2	3	4	
40	1	2	3	4	
42	1	2	3	4	
44	1	2	3	4	
46	1	2	3	4	
48	1	2	3	4	
50	1	2	3	4	
52	1	2	3	4	
54	1	2	3	4	
56	1	2	3	4	
58	1	2	3	4	
60	1	2	3	4	
62	1	2	3	4	
64	1	2	3	4	
66	1	2	3	4	
68	1	2	3	4	
70	1	2	3	4	
72	1	2	3	4	
74	1	2	3	4	
76	1	2	3	4	
78	1	2	3	4	
80	1	2	3	4	
82	1	2	3	4	
84	1	2	3	4	
86	1	2	3	4	
88	1	2	3	4	
90	1	2	3	4	
92	1	2	3	4	
94	1	2	3	4	
96	1	2	3	4	
98	1	2	3	4	
100	1	2	3	4	

1 - NC  
 2 - classroom  
 3 - non-oral

*Non Oral L. Guijano*

DATE	PKS Data	Rating	DATE	PKS Data	Rating
Time Interval	0	1	2	3	4
0	1	2	3	4	
2	1	2	3	4	
4	1	2	3	4	
6	1	2	3	4	
8	1	2	3	4	
10	1	2	3	4	
12	1	2	3	4	
14	1	2	3	4	
16	1	2	3	4	
18	1	2	3	4	
20	1	2	3	4	
22	1	2	3	4	
24	1	2	3	4	
26	1	2	3	4	
28	1	2	3	4	
30	1	2	3	4	
32	1	2	3	4	
34	1	2	3	4	
36	1	2	3	4	
38	1	2	3	4	
40	1	2	3	4	
42	1	2	3	4	
44	1	2	3	4	
46	1	2	3	4	
48	1	2	3	4	
50	1	2	3	4	
52	1	2	3	4	
54	1	2	3	4	
56	1	2	3	4	
58	1	2	3	4	
60	1	2	3	4	
62	1	2	3	4	
64	1	2	3	4	
66	1	2	3	4	
68	1	2	3	4	
70	1	2	3	4	
72	1	2	3	4	
74	1	2	3	4	
76	1	2	3	4	
78	1	2	3	4	
80	1	2	3	4	
82	1	2	3	4	
84	1	2	3	4	
86	1	2	3	4	
88	1	2	3	4	
90	1	2	3	4	
92	1	2	3	4	
94	1	2	3	4	
96	1	2	3	4	
98	1	2	3	4	
100	1	2	3	4	

1 - NC  
 2 - classroom  
 3 - non-oral

9-5-23  
 1-11 NC  
 2-11 classroom  
 3-11 non-oral  
 4-11 non-oral  
 5-11 non-oral

*Jeani Noaly Siddik*

DATE	PKS Data	Rating			
Time Interval	0	1	2	3	4
0	1	2	3	4	
2	1	2	3	4	
4	1	2	3	4	
6	1	2	3	4	
8	1	2	3	4	
10	1	2	3	4	
12	1	2	3	4	
14	1	2	3	4	
16	1	2	3	4	
18	1	2	3	4	
20	1	2	3	4	
22	1	2	3	4	
24	1	2	3	4	
26	1	2	3	4	
28	1	2	3	4	
30	1	2	3	4	
32	1	2	3	4	
34	1	2	3	4	
36	1	2	3	4	
38	1	2	3	4	
40	1	2	3	4	
42	1	2	3	4	
44	1	2	3	4	
46	1	2	3	4	
48	1	2	3	4	
50	1	2	3	4	
52	1	2	3	4	
54	1	2	3	4	
56	1	2	3	4	
58	1	2	3	4	
60	1	2	3	4	
62	1	2	3	4	
64	1	2	3	4	
66	1	2	3	4	
68	1	2	3	4	
70	1	2	3	4	
72	1	2	3	4	
74	1	2	3	4	
76	1	2	3	4	
78	1	2	3	4	
80	1	2	3	4	
82	1	2	3	4	
84	1	2	3	4	
86	1	2	3	4	
88	1	2	3	4	
90	1	2	3	4	
92	1	2	3	4	
94	1	2	3	4	
96	1	2	3	4	
98	1	2	3	4	
100	1	2	3	4	

1 - classroom  
 2 - non-oral  
 3 - non-oral  
 4 - non-oral

sit down!  
 # 1-0  
 star-1

*Jerviel Nrah Siddik*

DATE	PKS Data	Rating	DATE	PKS Data	Rating
Time Interval	0	1	2	3	4
0	1	2	3	4	
2	1	2	3	4	
4	1	2	3	4	
6	1	2	3	4	
8	1	2	3	4	
10	1	2	3	4	
12	1	2	3	4	
14	1	2	3	4	
16	1	2	3	4	
18	1	2	3	4	
20	1	2	3	4	
22	1	2	3	4	
24	1	2	3	4	
26	1	2	3	4	
28	1	2	3	4	
30	1	2	3	4	
32	1	2	3	4	
34	1	2	3	4	
36	1	2	3	4	
38	1	2	3	4	
40	1	2	3	4	
42	1	2	3	4	
44	1	2	3	4	
46	1	2	3	4	
48	1	2	3	4	
50	1	2	3	4	
52	1	2	3	4	
54	1	2	3	4	
56	1	2	3	4	
58	1	2	3	4	
60	1	2	3	4	
62	1	2	3	4	
64	1	2	3	4	
66	1	2	3	4	
68	1	2	3	4	
70	1	2	3	4	
72	1	2	3	4	
74	1	2	3	4	
76	1	2	3	4	
78	1	2	3	4	
80	1	2	3	4	
82	1	2	3	4	
84	1	2	3	4	
86	1	2	3	4	
88	1	2	3	4	
90	1	2	3	4	
92	1	2	3	4	
94	1	2	3	4	
96	1	2	3	4	
98	1	2	3	4	
100	1	2	3	4	

1 - classroom  
 2 - non-oral  
 3 - non-oral  
 4 - non-oral

train-1  
 queen-1  
 fur-1  
 B-1

writing: 1, 2, 4

play-1  
 ball-1  
 A-1

*Vhong Ardie L. Quijand*

DATE	PBX Data	Rating	DATE	PBX Data	Rating
Time Interval			Time Interval		
01	1	2	01	3	2
02	1	2	02	3	2
03	1	2	03	3	2
04	1	2	04	3	2
05	1	2	05	3	2
06	1	2	06	3	2
07	1	2	07	3	2
08	1	2	08	3	2
09	1	2	09	3	2
10	1	2	10	3	2
11	1	2	11	3	2
12	1	2	12	3	2
13	1	2	13	3	2
14	1	2	14	3	2
15	1	2	15	3	2
16	1	2	16	3	2
17	1	2	17	3	2
18	1	2	18	3	2
19	1	2	19	3	2
20	1	2	20	3	2
21	1	2	21	3	2
22	1	2	22	3	2
23	1	2	23	3	2
24	1	2	24	3	2
25	1	2	25	3	2
26	1	2	26	3	2
27	1	2	27	3	2
28	1	2	28	3	2
29	1	2	29	3	2
30	1	2	30	3	2
31	1	2	31	3	2
32	1	2	32	3	2
33	1	2	33	3	2
34	1	2	34	3	2
35	1	2	35	3	2
36	1	2	36	3	2
37	1	2	37	3	2
38	1	2	38	3	2
39	1	2	39	3	2
40	1	2	40	3	2
41	1	2	41	3	2
42	1	2	42	3	2
43	1	2	43	3	2
44	1	2	44	3	2
45	1	2	45	3	2
46	1	2	46	3	2
47	1	2	47	3	2
48	1	2	48	3	2
49	1	2	49	3	2
50	1	2	50	3	2
51	1	2	51	3	2
52	1	2	52	3	2
53	1	2	53	3	2
54	1	2	54	3	2
55	1	2	55	3	2
56	1	2	56	3	2
57	1	2	57	3	2
58	1	2	58	3	2
59	1	2	59	3	2
60	1	2	60	3	2

A - 11  
 B - 11  
 C - 11  
 sig. accuracy - 1  
 duration - 1

**Planning Teaching Strategies-** the team should outline the interventions. The plan will be used to meet the goal of reducing/decreasing, and replacing inappropriate behaviors to more desirable behaviors, and to reinforce the present appropriate behaviors.

**Data Collection and interpretation Procedures-** it is a process that is already established and decided ahead of time based on the hypothesized function of the behavior. The behavior is collected by identifying its frequency, duration and intensity, and the data is interpreted based on its level, variability, and trend.

**Planning the learners' supports-** helping learners' self-regulation is one way to plan the supports needed. Visual cues and videos on how to self-regulate are highly encouraged.

**Creating a duration of the plan-** the plan is checked monthly and revised quarterly.



**Post-Implementation: Results to the Improvement Plan or BIP (Behavior Intervention Plan).**

Based on what is sustaining the behavior, interventions and supports are created. In light of this, it is more probable that there is a great impact of effectiveness based on the accurate and consistent data implementing the BIP and FBA.

Table 8

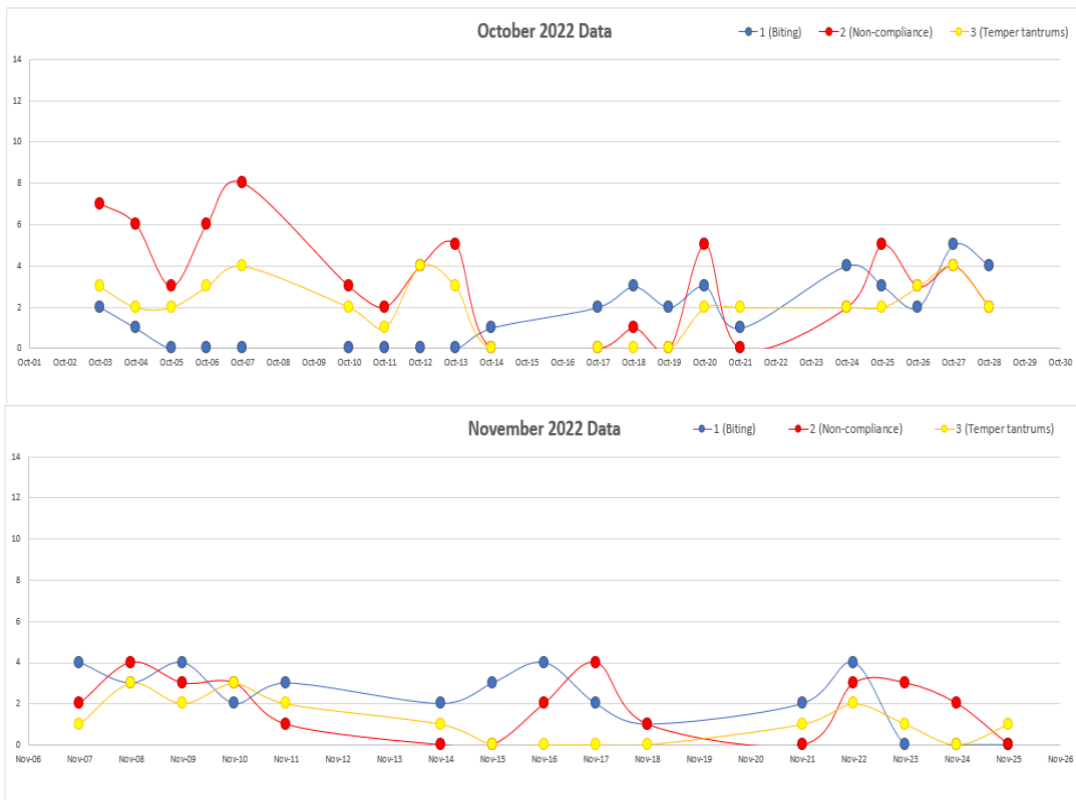
*Problem behavior data of **Learner 1** for 3 consecutive months. The behaviors that are observed in the learners are Biting, Non-compliance, and Temper Tantrums.*

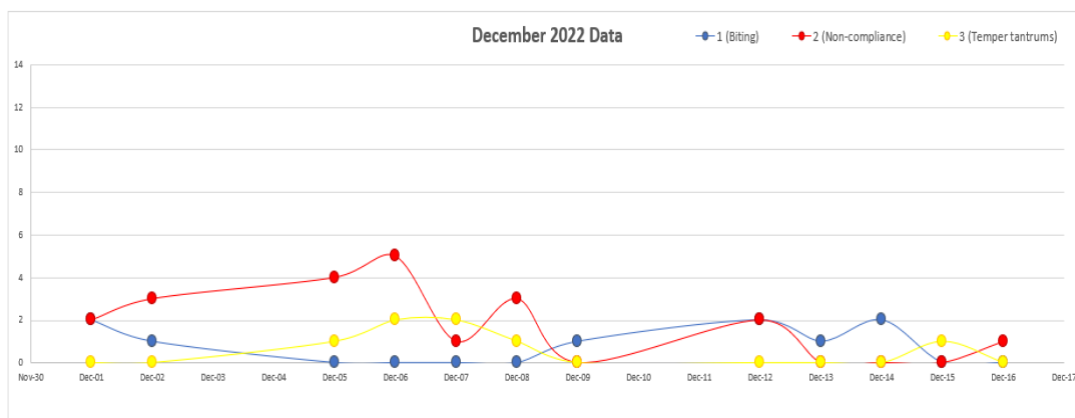
Student 1			
1-Biting			
2-Non-compliance			
3-Temper tantrums			
	1 (Biting)	2 (Non-compliance)	3 (Temper tantrums)
10-03-2022	2	7	3
10-04-2022	1	6	2
10-05-2022	0	3	2
10-06-2022	0	6	3
10-07-2022	0	8	4
10-10-2022	0	3	2
10-11-2022	0	2	1
10-12-2022	0	4	4
10-13-2022	0	5	3
10-14-2022	1	0	0
10-17-2022	2	0	0
10-18-2022	3	1	0
10-19-2022	2	0	0
10-20-2022	3	5	2
10-21-2022	1	0	2
10-24-2022	4	2	2
10-25-2022	3	5	2
10-26-2022	2	3	3
10-27-2022	5	4	4
10-28-2022	4	2	2
	1 (Biting)	2 (Non-compliance)	3 (Temper tantrums)
11-07-2022	4	2	1
11-08-2022	3	4	3
11-09-2022	4	3	2
11-10-2022	2	3	3
11-11-2022	3	1	2
11-14-2022	2	0	1
11-15-2022	3	0	0
11-16-2022	4	2	0
11-17-2022	2	4	0
11-18-2022	1	1	0
11-21-2022	2	0	1
11-22-2022	4	3	2
11-23-2022	0	3	1
11-24-2022	0	2	0
11-25-2022	0	0	1

	1 (Biting)	2 (Non-compliance)	3 (Temper tantrums)
12-01-2022	2	2	0
12-02-2022	1	3	0
12-05-2022	0	4	1
12-06-2022	0	5	2
12-07-2022	0	1	2
12-08-2022	0	3	1
12-09-2022	1	0	0
12-12-2022	2	2	0
12-13-2022	1	0	0
12-14-2022	2	0	0
12-15-2022	0	0	1
12-16-2022	0	1	0

**Figure 2**

Problem behavior graph of **Learner 1** for 3 consecutive months. The behavior in **blue lines** is for biting, the **red lines** is for non-compliance, and **yellow lines** is for temper tantrums.





### Data Interpretation

According to the graph, there has been a significant improvement in the child's conduct when compared to the first, second, and third graphs. This does not indicate a trend in the child's behavior because the first and second graphs have significant levels of problem or disruptive behavior and high variability. We consistently used positive reinforcements (verbal and written praises, edibles, and toys) to increase motivation and compliance.

The third graph demonstrates clearly that the behavior has changed from high level of problem behavior to moderate level of problem behavior with moderate variability and minor decrease, but there is still no discernible trend in the behavior.

Table 9

*Problem behavior data of **Learner 2** for 3 consecutive months. The behaviors that are observed in the student are SIB, Non-compliance, and Temper Tantrums.*

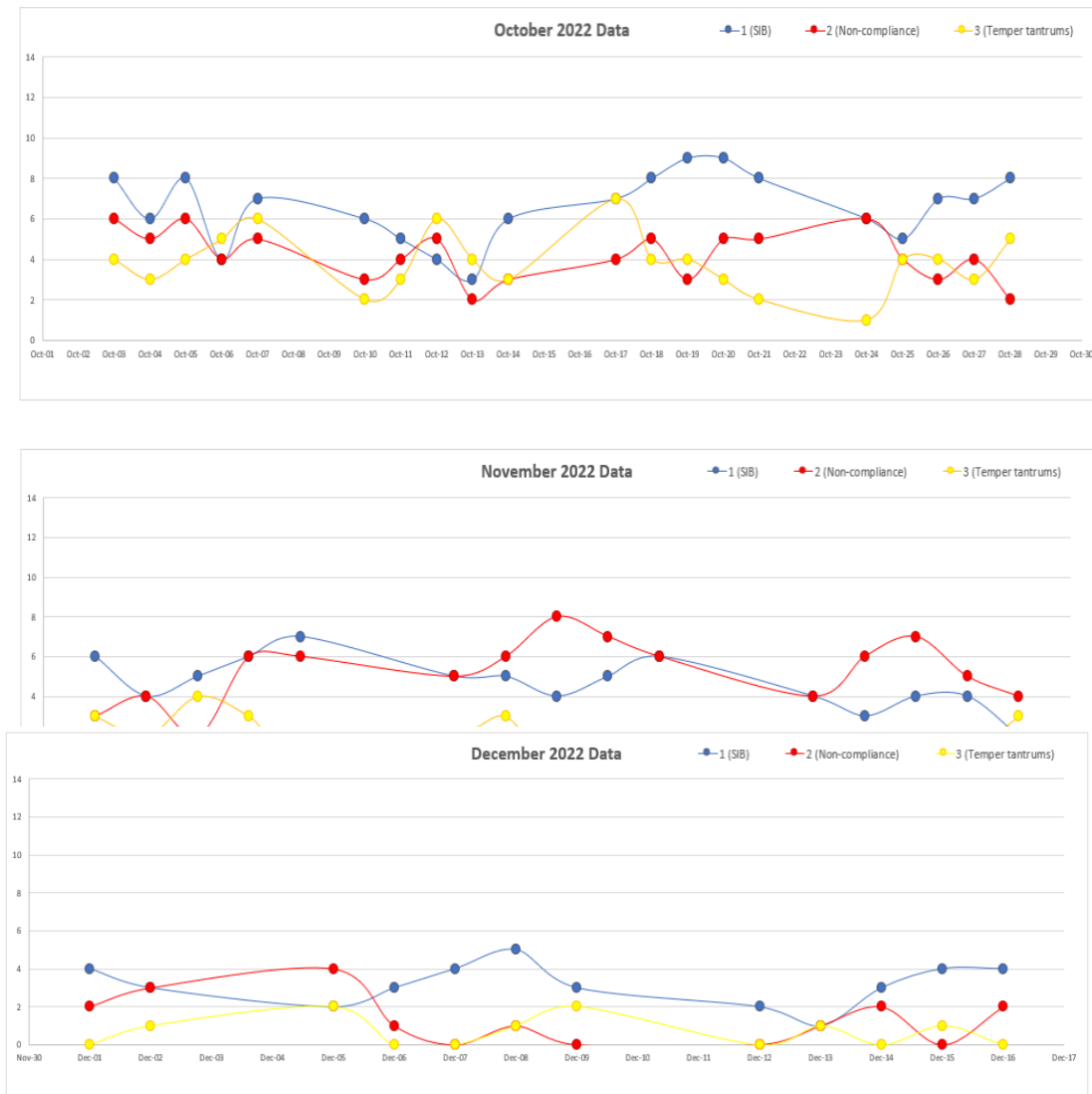
Student 2			
1-SIB			
2-Non-compliance			
3-Temper tantrums			
	1 (SIB)	2 (Non-compliance)	3 (Temper tantrums)
10-03-2022	8	6	4
10-04-2022	6	5	3
10-05-2022	8	6	4
10-06-2022	4	4	5
10-07-2022	7	5	6
10-10-2022	6	3	2
10-11-2022	5	4	3
10-12-2022	4	5	6
10-13-2022	3	2	4
10-14-2022	6	3	3
10-17-2022	7	4	7
10-18-2022	8	5	4
10-19-2022	9	3	4
10-20-2022	9	5	3
10-21-2022	8	5	2
10-24-2022	6	6	1
10-25-2022	5	4	4
10-26-2022	7	3	4
10-27-2022	7	4	3
10-28-2022	8	2	5

	1(SIB)	2 (Non-compliance)	3 (Temper tantrums)
11-07-2022	6	3	3
11-08-2022	4	4	2
11-09-2022	5	2	4
11-10-2022	6	6	3
11-11-2022	7	6	1
11-14-2022	5	5	2
11-15-2022	5	6	3
11-16-2022	4	8	0
11-17-2022	5	7	2
11-18-2022	6	6	1
11-21-2022	4	4	0
11-22-2022	3	6	0
11-23-2022	4	7	0
11-24-2022	4	5	1
11-25-2022	2	4	3

	1(SIB)	2 (Non-compliance)	3 (Temper tantrums)
12-01-2022	4	2	0
12-02-2022	3	3	1
12-05-2022	2	4	2
12-06-2022	3	1	0
12-07-2022	4	0	0
12-08-2022	5	1	1
12-09-2022	3	0	2
12-12-2022	2	0	0
12-13-2022	1	1	1
12-14-2022	3	2	0
12-15-2022	4	0	1
12-16-2022	4	2	0
		1	

**Figure 3**

*Problem behavior graph of **Learner 2** for 3 consecutive months. The behavior in **blue lines** is for SIB, the **red lines** is for non-compliance, and **yellow lines** is for temper tantrums.*



### Data Interpretation

When compared to the first, second, and third graphs, the graph demonstrates that the child's behavior has much improved. Due to the first and second graphs' large amounts of problematic or disruptive conduct and their high variability, this does not suggest a behavioral trend in the child. To increase motivation and compliance, we frequently used positive reinforcement (compliments verbally and in writing, treats, and toys).

The third graph clearly shows that the behavior has changed from being a high level of problem behavior to being a moderate level of problem behavior with considerable fluctuation and a little decline, but there is still no identifiable trend in the behavior.

Table 10

*Problem behavior data of **Learner 3** for 3 consecutive months. The behaviors that are observed in the student are Elopement, Non-compliance, Temper Tantrums, and Spitting.*

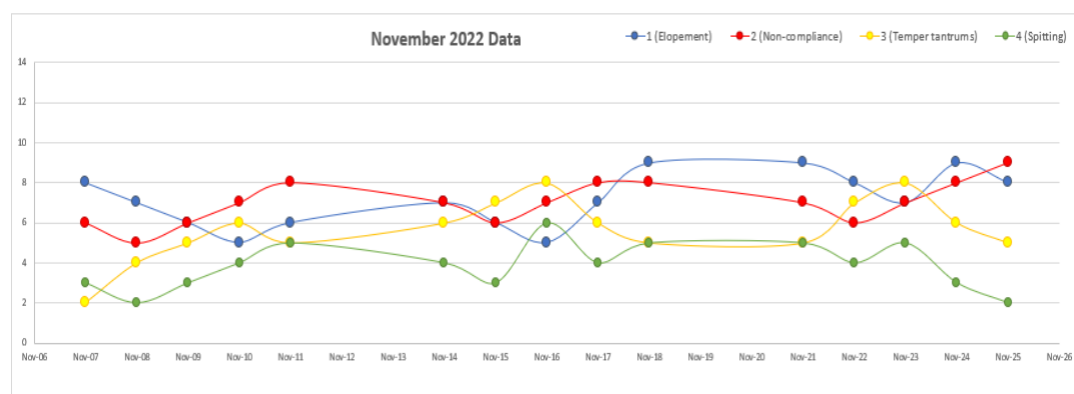
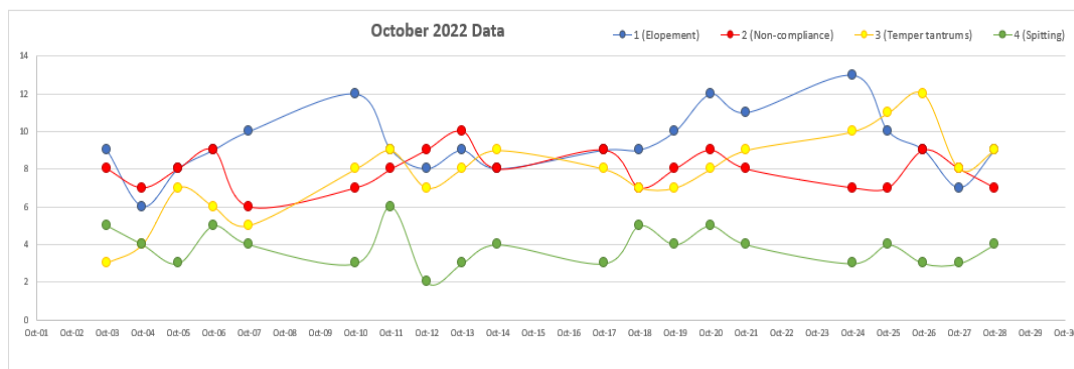
Student 3				
1-Elopement				
2-Non-compliance				
3-Temper tantrums				
4- Spitting				
	1(Elopement)	2 (Non-compliance)	3 (Temper tantrums)	4 (Spitting)
10-03-2022	9	8	3	5
10-04-2022	6	7	4	4
10-05-2022	8	8	7	3
10-06-2022	9	9	6	5
10-07-2022	10	6	5	4
10-10-2022	12	7	8	3
10-11-2022	9	8	9	6
10-12-2022	8	9	7	2
10-13-2022	9	10	8	3
10-14-2022	8	8	9	4
10-17-2022	9	9	8	3
10-18-2022	9	7	7	5
10-19-2022	10	8	7	4
10-20-2022	12	9	8	5
10-21-2022	11	8	9	4
10-24-2022	13	7	10	3
10-25-2022	10	7	11	4
10-26-2022	9	9	12	3
10-27-2022	7	8	8	3
10-28-2022	9	7	9	4

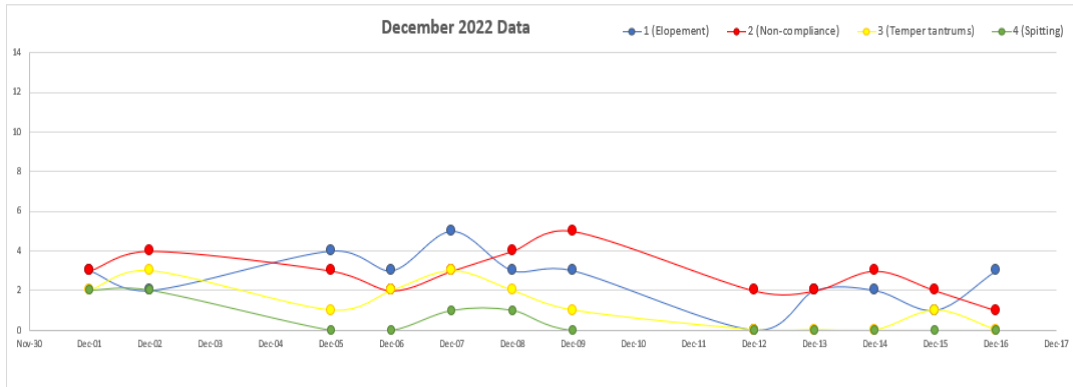
	1(Elopement)	2 (Non-compliance)	3 (Temper tantrums)	4 (Spitting)
11-07-2022	8	6	2	3
11-08-2022	7	5	4	2
11-09-2022	6	6	5	3
11-10-2022	5	7	6	4
11-11-2022	6	8	5	5
11-14-2022	7	7	6	4
11-15-2022	6	6	7	3
11-16-2022	5	7	8	6
11-17-2022	7	8	6	4
11-18-2022	9	8	5	5
11-21-2022	9	7	5	5
11-22-2022	8	6	7	4
11-23-2022	7	7	8	5
11-24-2022	9	8	6	3
11-25-2022	8	9	5	2

	1 (Elopement)	2 (Non-compliance)	3 (Temper tantrums)	4 (Spitting)
12-01-2022	3	3	2	2
12-02-2022	2	4	3	2
12-05-2022	4	3	1	0
12-06-2022	3	2	2	0
12-07-2022	5	3	3	1
12-08-2022	3	4	2	1
12-09-2022	3	5	1	0
12-12-2022	0	2	0	0
12-13-2022	2	2	0	0
12-14-2022	2	3	0	0
12-15-2022	1	2	1	0
12-16-2022	3	1	0	0

**Figure 4**

Problem behavior graph of **Learner 3** for 3 consecutive months. The behavior in **blue lines** is for elopement, the **red lines** is for non-compliance, **yellow lines** is for temper tantrums, and **green lines** for spitting.





### Data Interpretation

Comparing the graphs to the first, second, and third graphs, the child's behavior has significantly improved. Due to the child's maximum levels of problematic or disruptive conduct and high variability in the first and second graphs, this does not suggest a behavioral trend. The learner showed challenging behaviors that needed constant prompts and redirection, we used strong reward (30 seconds to 1-minute YouTube time) to increase motivation. The third graph makes it very evident that the behavior has shifted from a high level of problem behavior to a moderate level of problem behavior with moderate fluctuation and a little decline, but there is still no discernible trend in the behavior.

### Summary of Results:

The primary objective of this research is to identify the effectiveness of the strategies used and implemented in class to reduce/eliminate problem behaviors. By visually analyzing the results from the gathered data of the students, it is impossible to overestimate the clear effects of the strategies of carefully planned target behavior interventions of the 3 identified students. We observed an overwhelming journey of growth as we helped our learners manage their behavior through carefully planned strategies and teaching them self-regulations. The observed results show that it is very possible to effectively change inappropriate behavior to more appropriate behaviors.



## **Result Alignment with Objectives:**

The Behavior Intervention Plan and Functional Behavioral Assessment had a great impact in improving the learners' disruptive behavior. These are the interventions that account for both learning and behavior challenges that really helped improve their behavior in class that made their performance. The disruptive behavior has reduced and thus eliminated through BIP and FBA. By using unique behavior modification approaches, regular observation, and individualized interventions, we have reduced occurrences of disruptive behavior among learners by 30%. With the help of organized and planned behavior coaching, and progress monitoring, we were able to improve the self-regulation abilities of learners who exhibited disruptive conduct, which resulted in a 25% drop in impulsive acts and outbursts. We promoted independent decision-making and responsible behavior in disruptive learners, leading to a 20% increase in self-initiated tasks and a reduced reliance on inter-supervisory supervision. continuously, by setting personalized goals, developing progressive skills, and continuing to self-assess.

The learners had difficulties across a variety of skill domains, as seen in the pre-implementation period, with inadequate cooking proficiency (84%) and personal hygiene practices (46%). Additionally, they have poor time management (38%) and decision-making (31%) abilities. However, our all-encompassing strategy intended to solve these flaws and improve them to competent levels. The learners went through a transformational experience while the implementation phase was in progress. The statistics from this stage revealed extraordinary development, showing that skills like cooking were mastered to a level of 100%, personal cleanliness was at 69%, time management was at 54%, and decision-making was at 46%. This concrete improvement proved that our customized strategy to improve these important life skills was effective.

The post-implementation findings demonstrated how successful this strategy was. Student 1 identified disruptive behaviors reduced in the post-implementation plan; biting behavior reduced by 73%, non-compliance behavior reduced by 68%, and temper tantrums behavior reduced by 83%. Student 2 identified disruptive behaviors; SIB behavior reduced by 81%, non-compliance behavior reduced by 80%, and temper tantrums behavior reduced by 90%. Student 3 identified disruptive behaviors; elopement behavior reduced by 83%, non-compliance behavior reduced by 79%, temper tantrums behavior reduced by 90%, and spitting behavior reduced by 92%. These results demonstrate the effectiveness of our strategy in changing/eliminating inappropriate behaviors into more appropriate behaviors.

## **Recommendations**

### **Emphasize routines:**

Classroom routines play a significant role in helping learners get through uncontrolled occurrence of problem behaviors. Routines can help learners keep track of both mentally and physically, it can help them make their day more positive and productive by knowing what activity needs to be done. By creating routines, the overwhelming activities will be easier to accomplish.

### **Stay calm, firm, and focus:**

When behavior problems occur in class, it is very important to know what to do in managing it. Never forget to stay calm, be firm, focus and show no emotion. If you feel anxious or mad, the learner will feel the same. When things get rough, don't let the child feel and show that you already lose control in the situation.

### **Limit eye contacts and commands:**

When engaging with a learner, limit eye contact and language. It can help a lot if we don't say too much, better to aim for short phrases or even just a couple of words, like; "sit down" instead of "come over here and sit down".

### **Make sure the area is safe before engaging:**

Always make sure that the learner is not close to anything harmful. Always make an area where a learner can throw tantrums.

### **Evidence-Based Impact:**

Our data are overwhelming in their support of our strategy's capacity for improvements. For instance, Learners responded negatively to any instructions or tasks given. Now, the learners are showing significant improvements in managing emotions by self-regulating and increased motivation in finishing tasks with less prompts.

As a result, the effectiveness of our modified strategies is measured not only by the facts but also by the daily activities of each learner that were permanently altered with strict compliance and consistency. Our dedication to individualized instruction, consistent implementation of rules and regulations, school to home activities, and teaching new skills paved the way to more productive days in school and at home, and more manageable behaviors in home or public places.

## References

- Bailey, J.S., & Pykes, D.A. (1989). *Behavioral diagnostics. Monograph of the American Association on Mental Retardation*, 12, 85-107.
- Battaglia A.A., Radley K.C., Ness E. J. (2015). *Evaluating the effects of on-task in a box as a class-wide intervention. Psychology in the Schools*, 52,743-755.
- Buck, G.H., Polloway, E.A., Kirkpatrick, M.A., Patton, J.R., & Fad, K.M. (2000). *Developing behavioral intervention plans: A sequential approach. Intervention in School and Clinic*, 36, 3—9.
- Bijou, S.W., Peterson, R.F., &Ault, M.H. (1968). *A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. Journal of Applied Behavior Analysis*, 1, 175-191.
- Campbell, S.B. (1994). *Behavior problems in preschool children: A review of recent research. Journal of child Psychology and Psychiatry*, 36, 113-149.
- Conroy, M.A., &Clark, D. (1999). *Building competence in the use of functional behavioral assessment. Preventing School Failure*, 43, 140-145.
- Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). *Responding to problem behavior in schools: The behavior education program. New York: Guilford.*
- Gresham, F.M., Watson, T.S., & Skinner, C.H. (2001). *Functional behavioral assessment: Principles, procedures, and future directions. School Psychology Review*, 20, 156—172.