

ATTENTION	Ways this student SHOWS what they need	Ways this student can GROW to ask for what they need
<p><b>About “The Attention Door”:</b></p> <p><i>Sometimes students open doors to their other needs, or open a window showing you a need, by using challenging behavior that gets attention.</i></p>	<p><u>Simple ways the student shows that attention is a gateway to getting what they need:</u></p> <ul style="list-style-type: none"> <li>• I look at the teacher right before I misbehave.</li> <li>• I often get a verbal reprimand after I misbehave.</li> <li>• I use challenging behavior right in front of others looking at me.</li> <li>• I misbehave and other kids laugh.</li> </ul> <p><u>More complex ways:</u></p> <ul style="list-style-type: none"> <li>• I often misbehave and a teacher comes over, then I get some help with my work.</li> <li>• I often misbehave and a teacher comes, then I get offered something else to do instead.</li> <li>• I don’t usually misbehave, but if given a hard task I use a challenging behavior and am given easier work.</li> </ul> <p><u>What’s important about complex (multiple) functions?</u></p> <ul style="list-style-type: none"> <li>• These complex ways of meeting our needs show that behavior can have “multiple functions”. All functions are important and should be addressed.</li> <li>• It’s a multiple function if a child uses behavior that gets attention (attention primary function), and then also gets something to do or play with (tangible secondary function), or an easier task.</li> <li>• Someone might use behavior that gets attention and then also gets information or assistance.</li> </ul>	<p><u>Ways a teacher can help, and things to do before starting a task</u></p> <ul style="list-style-type: none"> <li>• Before starting work, remind and show the student how they can ask for help.</li> <li>• Before starting a task, remind and show the student how they can get you to come say hi.</li> <li>• Remind the student what they are working on, and when they’ll be all done</li> <li>• Remind the student what they are working for, and how they can ask for a break</li> </ul> <p><u>Things to do during a task</u></p> <ul style="list-style-type: none"> <li>• Honor the student’s appropriate requests for attention or help, especially when doing it for the first few times</li> <li>• Catch the student doing their work or asking for help and let them know they’re doing it well (don’t wait for them to mess up before saying something)</li> <li>• Stay calm and follow the plan if a student uses challenging behavior</li> <li>• Help other students do their own work</li> <li>• Help other students notice the positives about this student, not just what they are doing that is silly or different</li> <li>• Teach the student how to tell they are almost done (or use a countdown device that gives these cues, so they don’t have to use challenging behavior to produce the cues)</li> </ul> <p><u>What a student can learn (in their own way)</u></p> <ul style="list-style-type: none"> <li>• I can ask for help (or an easier task sometimes)</li> <li>• I can say “am I almost done?”</li> <li>• I can say “what’s coming next?”</li> <li>• I can say “I need to talk”</li> <li>• I can ask for information or feedback about my task</li> </ul>

ESCAPE	Ways this student SHOWS what they need	Ways this student can GROW to ask for what they need
<p><b>Behavior that says “I need a way out of here”:</b> <i>Sometimes students get out of a challenging, scary, or emotionally hard situation, by using challenging behavior that gets them out or stops what is going on.</i></p>	<p><u>Simple ways the student shows that they need escape or are trying to avoid something:</u></p> <ul style="list-style-type: none"> <li>• I start using challenging behavior when given something to work on.</li> <li>• I use challenging behavior in the middle of tasks I don’t like.</li> <li>• I use challenging behavior when asked to do something you think I can do, but that is really hard for me.</li> <li>• I use challenging behavior when I have to do something that really scares me.</li> <li>• I use challenging behavior before or during a transition to somewhere I don’t want to go.</li> </ul> <p><u>More complex ways:</u></p> <ul style="list-style-type: none"> <li>• I often misbehave and then I get an easier thing to do.</li> <li>• I get frustrated on my work and use challenging behavior, and someone gives me help so it’s not so hard.</li> <li>• I use refusal and get to avoid doing the next activity or transition.</li> <li>• I get asked to leave the room or school because of my behavior.</li> <li>• I stay home sick when I don’t want to do something that day.</li> <li>• I take a nap or lay on the floor when it’s time to do something I can’t stand, or work with someone who makes me do hard things.</li> </ul>	<p><u>Ways a teacher can help, and things to do before starting a task</u></p> <ul style="list-style-type: none"> <li>• Before starting work, remind and show the student how they can ask for a break</li> <li>• Before starting a task, remind and show the student when their next break or stopping point is coming</li> <li>• Remind the student what they are working on, and when they’ll be all done</li> <li>• Remind the student what they are working for, and how they can ask for things they need</li> </ul> <p><u>Things to do during a task</u></p> <ul style="list-style-type: none"> <li>• Give the student a break when they ask appropriately, even when you have to prompt this at first</li> <li>• Catch the student doing their work or asking for help and let them know they’re doing it well and offer a break before they need one</li> <li>• Look for little signs they need a break and help them practice taking breaks BEFORE getting “upset”, “overwhelmed”, “tired”, or “overstimulated”. For example, if she usually starts fidgeting at the table and then stands up in her chair, you needed to ask her to say “all done” when she was ready to get down earlier. Later you can work on more time at the table, but right now it’s important to honor her appropriate requests when she does try to use them.</li> <li>• Stay calm and follow the plan if a student uses challenging behavior</li> <li>• Teach the student how to tell they are almost done (or use a countdown device that gives these cues, so they don’t have to use challenging behavior to produce the cues)</li> <li>• Teach the student to say “I’m all done” or “break please”</li> </ul>

TANGIBLE	Ways this student SHOWS what they need	Ways this student can GROW to ask for what they need
<p><b>Behavior that says “I need something over here”:</b></p> <p><i>Sometimes students ask for stuff they need (food, drinks, materials) by using challenging behavior that shows someone they need something new, or behavior that simply gets what they need.</i></p>	<p>Ways the student shows that they need an item:</p> <ul style="list-style-type: none"> <li>• I grab things from people and eat them or drink them or use them myself.</li> <li>• I use challenging behavior when given something to work on and I often get something better or easier.</li> <li>• I use challenging behavior if I’m bored and people give me more work or projects or toys.</li> <li>• I use unexpected or challenging behavior when there’s nothing to do and people turn on a television or ipad or computer.</li> <li>• I use challenging behavior at lunch and I get more food or drinks.</li> <li>• I use challenging behavior and people give me things to do to calm down.</li> <li>• I use challenging behavior and get sensory items.</li> <li>• I use challenging behavior then I get fidget items.</li> </ul> <p>Note about sensory items, transition objects, or fidget toys:</p> <p><i>Nothing on this list is “bad” or “good”. It all depends on the timing. If the behavior stops in the moment but gets worse over time and you still need the item, it may need to be looked at so you can help figure out how to use more supportive timing.</i></p>	<p>Ways a teacher can help, and things to do before starting a task</p> <ul style="list-style-type: none"> <li>• Before starting work, remind and show the student how they can ask for what they need.</li> <li>• Help the student practice communication: the student asks for the item with appropriate communication, and their “access” to what they need is “contingent on” (it only happens when) communicating that need.</li> <li>• <b>Example:</b> I am a teacher holding milk, and I am going to hold onto it until the student signs or says “milk please”. The student can’t grab it freely, and it’s not available right after a meltdown.</li> <li>• Remind the student what they are working for, and how they can ask for things they need</li> </ul> <p>Things to do during a task</p> <ul style="list-style-type: none"> <li>• If a student asks for something appropriately, give them a little, then keep working (giving them a chance to ask again and practice some more)</li> <li>• Use visuals that remind the student of how they can ask for things in the middle of work</li> <li>• Don’t give an object for transitions or calming right after challenging behavior. Instead, continue to have the student ask for things.</li> <li>• If the student won’t ask for things, you can still model (e.g., If I am a teacher, I can say “milk please” or touch a card that says “milk” a second before I hand the milk)</li> <li>• Help people block access to things the student would take without asking; put an ipad up high so they have to ask</li> <li>• Use careful timing, trying to avoid accidentally giving something to do right after a challenging behavior.</li> <li>• Stay calm and follow the plan if a student uses challenging behavior</li> </ul>

SENSORY or AUTOMATIC or MEDICAL	Ways this student SHOWS what they need	Ways this student can GROW to ask for what they need
<p><b>Behavior that says "something is wrong, and I am doing this with my body to meet a need I can't communicate to you"</b>  <i>Sometimes students show us a sensory or medical related need by doing behaviors that others don't really understand.</i></p>	<p><u>Ways the student might show that they are doing this behavior related to a physical or medical or sensory need:</u></p> <ul style="list-style-type: none"> <li>• I do things “out of the blue” and I don’t get anything in particular like attention and escape; I keep doing this even if I’m alone.</li> <li>• I use a particular behavior when there’s really nothing going on in my environment; for example I “self-stim” when I’m all done with work, or when no one is talking to me</li> <li>• I do this more when I don’t feel good; when I’m sick I use challenging behavior more</li> <li>• I use a challenging behavior that helps to let someone know I am hurting</li> <li>• I stay up at night doing this even if no one tries to stop me</li> </ul> <p>Things people should know</p> <ul style="list-style-type: none"> <li>• Sometimes when a child uses inappropriate behavior, it simply feels good to their body, produces some sensation they like, or it helps them block out pain (such as hitting your jaw if you have a toothache).</li> <li>• If there are behaviors that produce self stimulation for the person, we can help, but this <u>is only needed if the behavior is harmful if not stopped.</u></li> <li>• Some behaviors are not inappropriate but just annoying to others. Others occur more when someone is sick or doesn’t feel well</li> </ul>	<p><u>Ways a teacher can help, and things to do</u></p> <ul style="list-style-type: none"> <li>• Rule out a medical condition: talk to the psychologist or family if you suspect something might be wrong (hearing or vision deficit; untreated dental or medical pain; the student is in distress)</li> <li>• Help the student ask for what they need appropriately (if they want to stim visually, visual stim toys could be available on work breaks after they ask appropriately; if the child sniffs inappropriate items, an OT and BCBA can collaborate to make an olfactory sensory tasks and do these at appropriate times)</li> </ul> <p><u>Before starting work, remind and show the student how they can ask for what they need.</u></p> <ul style="list-style-type: none"> <li>• Help the student practice communication: the student asks for the item with appropriate communication, and their “access” to what they need is “contingent on” (it only happens when) communicating that need.</li> <li>• <b>Be careful not to give sensory items during or right after challenging behavior</b></li> <li>• Remind the student what they are working for, and how they can ask for things they need</li> </ul> <p>All the time</p> <ul style="list-style-type: none"> <li>• Watch for ways the person communicates what they need, and how often they use it</li> <li>• Try to get them what they need regularly, BEFORE they have to use challenging behavior to tell someone</li> <li>• Team collaboration is important to help figure out the timing of preventative stimulation (giving sensory input in appropriate ways before challenging behavior)</li> <li>• Communicate with families on each of these functions</li> </ul>

Resource: Big Functions of Behavior

Student's Name:

Date and Time of Observation:

Observation Setting:

Things we observed or discussed about the student's behavior that might fit in any of these categories:

Follow up plans:

People who contributed to this observation: