

Functional Behavior Analysis and Behavior Modification for Disruptive Behavior

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“Client”

Pseudonym: Mr. Bingley

Age: 5 years old

Grade: Transitional Kindergarten

Gender: Male

Location of observations: Wild Wood Elementary

Problematic Behavior # 1

Mocking teachers after they talk to him. This interrupts learning and is inappropriate in the classroom setting.

Antecedents

Situations: Whenever a teacher tries to redirect or give him consequences

People: Teachers and authority figures

Consequences

- ❖ The client’s behavior is being maintained by the positive social reinforcement from the teacher that is desired by the client.
- ❖ This reinforcement is occurring on a continuous schedule, because after every behavior he is given this consequence.



Problematic Behavior # 2

The use of physical force or touching his friends to get their attention. Mr. Bingley should not be touching friends without consent and goes against classroom rules.

Antecedents

Situations: Any time of day when friends do not respond immediately

People: Friends and classmates

Consequences

- The client’s behavior is being maintained by positive social reinforcement because of the attention from friends' reactions.
- This reinforcement is occurring on a variable ratio schedule; his friend's response is given after an inconsistent number of times the behavior has occurred.

References

Boyd, L. A., Keilbaugh, W. S., & Axelrod, S. (2006, June 14). *The direct and indirect effects of positive reinforcement on on-task behavior* ScienceDirect. Science Direct. <https://www.sciencedirect.com/science/article/abs/pii/S0005789481801086>

Rafi, A., Ansar, A., & Sami, M. A. (2020, June 26). *View of the implication of positive reinforcement strategy in dealing with disruptive behaviour in the classroom: A scoping review*: Journal of rawalpindi medical college. Journal RMC. <https://journalrmc.com/index.php/JRMC/article/view/1190/675>

Behavior Modification Plan #1

Target Behavior: Following directions during dance sessions.

Implemented Consequence: Positive social reinforcement with stickers.

Observed Results: Overall class is very receptive, and Mr. Bingley has improved behavior during this time.

Potential Reasons: Research shows that consequences are most effective if they are Behavior-Specific Praise (Rafi et al., 2020).

Behavior Modification Plan #2

Target Behavior: Overall good classroom behavior throughout the day.

Implemented Consequence: Praise and stickers; positive social reinforcement on fixed interval schedule.

Observed Results: Partial success with stickers.

Potential Reasons: Research shows that direct praise as a technique for behavior management is more successful than ignoring said behavior (Boyd et al., 1980)

Recommendations

- ❖ Focus on social reinforcement
- ❖ One-on-one teacher interaction as rewards
- ❖ Limit usage of consumables as rewards.

