

An Initial Line of Inquiry Protocol

Strengths of student:

Slow Triggers (Setting Events)	Fast Triggers (Antecedents)	Behavior Problem	Actual Consequences	Perceived Function (Why?)
<p>Events that may occur before and/or during the targeted response that causes the student to respond to a "typical" situation in an "atypical" way.</p> <p>Specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history of problems with peers...</p> <p>Examples Home life not so hot No friends Reputation precedes him Meds??? autism</p>	<p>Events with a discrete onset and offset, that occur immediately before the challenging behavior (e.g., task demand)</p> <p>Examples Pencil in hand Paper at desk Telling him to sit</p>	<p>An observable and measurable description of the behavior(s) of concern.</p> <p>Examples Loud noises Refusal to sit Running around the room climbing</p>	<p>Those events that occur after the behavior (e.g., peer attention) or as a result of the behavior (e.g. suspension, detention, ...)</p> <p>What usually happens after the behavior occurs? (what is the teacher's reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle ...)</p> <p>Examples release of energy attention from adult (bargaining/power struggle) avoiding the task control</p>	<p>Team members initial explanation(s) of why behavior is occurring.</p> <p>Why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)</p> <p>Examples: We think it is because the student does not have appropriate coping skills to use when he gets angry.</p> <p>We think that it is because the students does not know how to make friends and does not have specific friendship making skills.</p> <p>We think it is because the students hates to be wrong and he would "rather be bad than stupid."</p>

An Initial Line of Inquiry Eliciting Questions

Strengths of student: 1) "What does he/she do that is helpful to other students?" 2) "How does he/she show respect?" 3) "What are his/her greatest attributes?"

Slow Triggers (Setting Events)	Fast Triggers (Antecedents)	Behavior Problem	Actual Consequences	Perceived Function (Why?)
<p>"What specific things can you think of that DO NOT CAUSE the behavior to occur, but make it more likely that it will occur?"</p> <p>Additional questions:</p> <p><u>Physical and Mental Health</u></p> <ul style="list-style-type: none"> - Are there any chronic health problems, e.g., nutrition, allergies, sleep patterns, medications & side effects - Are there any issue concerning mental health or emotional well-being? - Problems with vision, hearing? <p><u>Belonging & Inclusion</u></p> <ul style="list-style-type: none"> - Does the student have any problems interacting with friends? - Where does the student sit in his/her class? - Does the student participate in any extracurricular activities? - Does the student eat lunch with friends? Play at recess? - Does the student participate in any clubs or social clubs? - Is the student having any academic problems? - Does the student prefer any courses over another or do better in certain courses than others? - Does the student have any IEP accommodations and are these being provided? <p><u>Dignity & Respect</u> (interactions & rapport)</p> <ul style="list-style-type: none"> - When adults interact with him, do they interact the same way they would any other student/popular students? - Is his/her dignity maintained when consequences are delivered? 	<p>"What sets his/her problem behavior off?"</p> <p>"What is going on when he/she does these things?"</p> <p>"What else is going on when the problem behavior occurs?"</p> <p>"Does getting started on ALL assignments create difficulty or only certain types?"</p> <p>"If written tasks are a problem, are they across ALL subjects?"</p> <p>"Are there problems with transitions?"</p> <ul style="list-style-type: none"> - specific kids? - Specific adults? <p>Other general features?</p>	<p>"What does he/she specifically do that is a problem?"</p> <p>"What does he/she do that aggravates other students?"</p> <p>"How does he/she show disrespect?"</p> <p>"What does the behavior look like?"</p>	<p>"What do you do when the problem behavior occurs?"</p> <p>"What happens immediately after the behavior?"</p> <p>Naturally occurring and structural.</p> <p>"What do you do immediately when the student engages in the problem behavior?"</p> <p>"What do other students do immediately after he/she engages in the problem behavior?"</p>	<p>What do you think he/she gets by behaving this way?"</p> <p>"What might he/she be getting or avoiding?"</p> <p>"What else might he/she get or access as a result of engaging in the behavior?"</p> <p>"Does his/her behavior result in a power struggle?"</p> <p>"Does his/her behavior help to clarify the parental (family) system?"</p> <p>gain access or connection to others get access to preferences obtain a sense of control clarify the rules clarify parental roles avoid unpleasant circumstances (e.g. work, person, place, activity reduce anxiety or release tension escape feeling inadequate sensory feedback -feels good reduce uncomfortable stimuli</p>

adapted from the Screening for Understanding of Student Problem Behavior...An Initial Line of Inquiry (Knoster, Llewellyn, and Lohrmann-O'Rourke, 1999)

<ul style="list-style-type: none"> - Does the teacher interact with the student other times than when he/she is being delivered consequences? - Does the student interact appropriately with his/her peers? - Does he/she have opportunity to interact with his/her peers? - What is the Principal's relationship with the student? <p style="text-align: center;">Empowerment (predictability, choice, control)</p> <ul style="list-style-type: none"> - Does the student transition well from activity to activity? - Is there a consistent schedule in place and do the teachers abide by the schedule? - Does the student know how to follow the schedule – or does he/she have a personal schedule? - Does the student have any choices (of preferable activities) throughout the day? - Do changes in the schedule affect his/her behavior? - Do substitutes affect his/her behavior? - Does the student have materials/supplies to use freely at school to get his/her work done? - - Does the student have personal space? - Does he/she get to make choices during class (e.g. pen/pencil, loose-leaf/spiral bound, where to sit, by whom he sits, order of activities)? <p style="text-align: center;">Social & Academic Competence</p> <ul style="list-style-type: none"> - Does the student interact appropriately with his/her peers? - - - - Does the student know to raise his/her hand in class? - Does the student know how to share/take turns? - Does the student know how to follow directions – 1 step, 2 steps, 3 steps? - Is his/her IEP appropriate? - Are assignments appropriate? - - - - Does the student communicate effectively? - What's his/her grades? - Is he/she on grade level? Is he/she having difficulty with certain courses or 				<p>increase beneficial stimuli</p>
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<p>certain types of instructional activities? - Does the student accept corrections/corrective feedback appropriately?</p> <p><u>Environment</u></p> <ul style="list-style-type: none"> - What are the parent work schedules? - What's their home life like? - Are there any basic needs not being addressed , e.g., food, clothing, ...? - Any unique or upsetting events happen recently? - Noise issues? - Climate issues? - Light sensitivity? - Does he/she dress the same as the other students? - Is free and reduced lunch an issue? 				
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Initial Line of Inquiry (From Hypothesis to Strategies)

Given these circumstances (Slow triggers)	when this occurs... (Fast triggers)	the person does... (Behavior Problem)	in order to Get or Avoid (Perceived Function)	Reduction strategies
<p>Slow trigger strategies What can we do to address the physical and mental health issues that increase the likelihood the behavior of concern will occur?</p> <p>How can we increase the student's sense of belonging and active involvement in the full school experience?</p> <p>What can we do to ensure that the student feels he/she is respected/his/her dignity is maintained at all cost?</p> <p>What can we put in place to ensure the student feels empowered (has predictability, choice and some age appropriate control in his/her life)?</p> <p>What can we do to support the learner in his/her social competence?</p> <p>How can we restructure the learning to increase academic success?</p> <p>What recommendations can we make to ensure the student has rapport with anyone with whom the behavior may occur? What can we do to ensure those of us who work with the student have good rapport with him/her?</p> <p>What can we do to offset or support anything that is happening at home?</p>	<p>Fast trigger strategies</p> <p>What can we do about the fast triggers? (e.g., Change them/ use different cues; reorder them/Premack's principle (preferred before non/less preferred) also known as Grandma's rule.)</p> <p>How can we minimize them from happening? (e.g., Pre-task request; Behavior momentum)</p> <p>When the fast triggers are unavoidable, what can we put in place so that the student may not have to use the inappropriate behavior immediately following a fast trigger?</p>	<p>Alternative Skills: Teaching Strategies</p> <p>Short Term Goal: What can we teach the student to REPLACE the inappropriate behavior AND get or avoid the same thing in a socially appropriate way and in a way that is as effective and as efficient as the problem behavior?</p> <p>Is there a behavior already in his/her repertoire to REPLACE the inappropriate behavior AND get or avoid the same thing in a socially appropriate way and in a way that is as effective and as efficient as the problem behavior?</p> <p>Long Term Goal: Are there longer term behaviors or skills the student needs to learn to replace the inappropriate behavior such as coping, tolerating, and/or anger management?</p>	<p>Reinforcement Strategies</p> <p>What can we put in place that will increase the student's use of the alternative skill? How can we acknowledge the student in a way that is meaningful to the student for trying/doing the alternative strategy over the learned problem behavior?</p> <p>What does the student want, like, or enjoy?</p> <p>What can we do to reinforce the student in general? How can we acknowledge the student for doing the many (or few) things he/she does correctly all day long?</p> <p>How can we ensure that the strategy we put in place to reinforce either the short or long term goal is immediate AND contingent AND frequent?</p>	<p>Punishment Strategies</p> <p>What has been done already to decrease the behavior?</p> <p>What can we do when the student engages in the behavior of concern? How can we respond to it in a way that will decrease the likelihood it will occur again?</p> <p>When the behavior of concern does occur how will we all respond to it?</p> <p>What would reduce the behavior?</p> <p>Can we disregard the behavior? Disregard means to keep things, including teacher and peer interactions in the environment from changing after the behavior occurs? Ignore the behavior NOT the student.</p>