Functional Behavior Supports for Students with TBI

A key aspect of supporting students with TBI is often managing problem behaviors. An important thing to remember when dealing with problem behaviors is that all behaviors have a function. In general terms, the function of every behavior is to obtain or get something (either tangible or intangible) or to escape or avoid something.

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When trying to understand the function of a behavior it is vital to look at all the events leading up to and following the problem behavior. Before you can develop an intervention, you need to understand:

**Setting event:**
A setting event can be anything that increases the likelihood of the problem behavior occurring. Example: Not eating breakfast.

**Trigger:**
Or antecedent, can be anything that happens that directly triggers the behavior. Example: Being teased at recess.

**Problem Behavior:**
The identified behavior of concern. Example: Hitting another student.

**Maintaining Consequences:**
The reinforcer of the behavior. It increases the likelihood of the problem behavior happening again. It can be both a positive or negative consequence as long as the problem behavior is reinforced. Example: Teasing stops.

Remember, every behavior has a function. If you can figure out the function of the behavior before you put in place plans to change it, you have increased your likelihood of a successful intervention! Tools to conduct Functional Behavioral Assessments are available on the CBIRT website.

Learn More..................................................................................................................www.cbirt.org
Behavior tools direct link....................................................................................http://www.cbirt.org/tbi-education/behavior/

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