

Communicative Function of Behavior

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Assessment Goal: Identify a better way for the individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes.

Do not confuse the form of the behavior with the function of the behavior. The **form** of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, sensory system (seeking and avoiding of input). Regardless of the topography/form of the behavior, what it looks like, analyze the behavior for the function it serves for the individual. Ask questions, observe, use data collection/interview forms. Consider antecedents, consequences and environmental features in your analysis.

Get/Obtain:	Protest/Escape/Avoid:
Choice	Tasks, a demand or request being made
Attention in the form of: social status in a group interaction with peer(s) interaction with adults	A specific person, a group of people
Objects, including \$	Objects, undesired
Internal events (e.g., brain chemical release/ on some occasions in self abusive behavior)	Internal events (e.g., upcoming seizure/migraine)
Make instructional material more meaningful	Lack of meaning/relevance of instructional material
Self-stimulation	Protest, a past action by a person (do not use “revenge, vengeance”)
Play, fun	Protest, a lack of choice (do not use “control”)
Replication of a chain of behavior	Avoidance of step one in an anticipated chain of behavior
Justice or fairness	Protest, a lack of fairness, justice (do not use “revenge, vengeance”)
Sensory input	Sensory input

DO NOT USE: POWER-----REVENGE-----CONTROL-----VENGEANCE

All behavior plans should subsequently be based on an analysis of the function of the behavior. We do not want to write a plan to help a youngster get better “revenge” but we *can* write a plan to help the student “protest the past action of others.”