

## **REPLACEMENT BEHAVIORS**

**New behaviors the student can substitute for problem ones that will still reach the student's desired outcome.**

**A newly learned behavior is only a replacement behavior if it achieves the SAME outcome the student initially desired.**

# Outcome Analysis Worksheet

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: State the problem in your own words.**

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**Step 2: Circle the specific student behaviors in Step 1 that were problematic. (if no behaviors were described, restate the problem with more detail about what actually happened.)**

**Step 3: Select a particular incident when the problem occurred and described what has happening before the problem began. (Summarize antecedent conditions by describing the situation and any precipitating action or event.)**

a. What was going on? \_\_\_\_\_

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b. Who was involved? \_\_\_\_\_

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c. When did it occur? \_\_\_\_\_

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d. What was the precipitating action/event? \_\_\_\_\_

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# Outcome Analysis Worksheet for Single Incident

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Select an incident that is typical of this student's problem behavior and describe what happened just before it began.
  - a. What was generally going on at the time?
  - b. Who was involved?
  - c. When did it occur?
  - d. What was the precipitating, "trigger" action/event?
2. Follow the behavioral incident to its conclusion.  
(Describe the actions & words of the student and teacher/other)

The student (what the student did)	Then the teacher/other...(what the teacher or other person did to respond)
then the student...	then the teacher/other...
then the student...	then the teacher/other...
then the student ...	then the teacher/other...
then the student...	then the teacher/other...
then the student...	then the teacher/other...

3. What caused the incident to end?
4. What is your the hypothesized outcome(s) achieved by the student in this situation.

**Outcome Analysis Worksheet, Page 2**

**Step 4: Follow the incident to its conclusion.** (Describe the student/teacher actions until it ends.)

The student (what the student did)...

then the teacher/other (what the teacher/other did to respond)...

\_\_\_\_\_

\_\_\_\_\_

then the student..

then...

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**Step 5: List the hypothesized outcome(s) achieved by the student in this situation.** (Use the outcome description sheet as a guide.)

Outcome #1: \_\_\_\_\_

**Step 6: Repeat Steps 1-5 for at least two more behavioral incidents.** (You may include a positive behavioral incident, as well.)

Outcome #2: \_\_\_\_\_

Outcome #3: \_\_\_\_\_

**Step 7: Select the priority or predominate outcome. Write it below.**

Theme: \_\_\_\_\_

## **Pro-Active Instructional Approach to Behavior: Steps for Implementation**

1. Observe the student's behavior(s) in context.
2. Complete an Outcome Analysis.
3. Hypothesize the student's priority outcome/motivation.
4. Develop a needs-based program that supports and teaches the student appropriate ways to get needs met.
  - A. Arrange the environment so the student has access to his/her priority outcome/motivation.
  - B. Determine and provide for the awareness, knowledge and skills needed by significant others in the environment.
  - C. Determine replacement behaviors that:
    - allow the student to achieve the priority outcome/motivation
    - are more desirable than the current behaviors and are acceptable to teachers/parents
    - are within the capabilities of the student
    - are immediately effective
    - are as close to those in a natural environment as possible
  - D. Decide how to teach and support the new behavior(s):
    - Direct instruction/lesson plans
    - Teachable moments/application opportunities

# Some Suggestions for Instructional Modifications

## Formal      Informal

## Environmental

### Outcome: Power/Control

Negotiation

Reflect questions and demands with questions: restatements

Increase choice opportunities

Self-control

Involve child in planning and setting up of activities

Increase shared tasks

Accepting consequences

Highlight control issue and time aspects of trade offs

Decrease number and length of highly supervised tasks

Staying out of fights

Decentralize instruction

Limit power plays

Dealing with accusation

Arrange space so power interactions can be easily and quickly terminated

### Outcome: Protection/Escape/Avoidance

Asking questions

Strengthen (acknowledge) informal task negotiations

Increase opportunity to negotiate task, activity or rewards

Suggesting an activity

Increase praise for effort

Increase ways to select, shift, or end activities

Expressing feelings

Reinforce seeking peer help

Increase number and duration of predictable class activities

Increase opportunities for group activities

Formal Informal

Environmental

Outcome: Attention

Asking for help	Target several accomplishments, tasks, to acknowledge/praise	Increase ways to be noticed
Asking questions/	Acknowledge publicly and privately unique contributions	Increase ways to contact others permission
Introducing	Increase attention on non-performance events, features, activities and/or talents	Increase times it is OK to yourself contact others informally
Beginning a conversation	Increase questioning for opportunities to "shine"	Increase number and types of activities in classroom
Suggesting an activity		Increase activities that utilize a broad spectrum of talents and skills
Sharing		

**Instructional Plans  
for Teaching Replacement Behaviors**

Student:

Outcome Theme:

Date:

What does this student need to learn?

**Environmental** strategies to help student reach outcome:

Strategies to teach student more acceptable behaviors to reach outcome:

**Direct Instruction** (Set up in advance by you)

**Informal/Unscheduled** (The "teachable" moment)



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The student (what the student did)...

then the teacher/other (what the teacher/other did to respond)...

_____	_____
then the student...	then...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Step 5: List the hypothesized outcome(s) achieved by the student in this situation. (Use the outcome description sheet as a guide.)**

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