

Behavior Management & SEAT

~~Before implementing a behavior management system, it's imperative to know several different things, such as identifying and developing reinforcers for your students, and most importantly, what the function of their behavior is.~~

ALL behavior is a form of communication and serves a function (to *get* something or *get out of* something). There are 4 functions of behavior, and you can easily remember them with this simple acronym: SEAT...

S-sensory (taps the pleasure zone in the brain)

E-escape (trying to escape or avoid something)

A-attention (when a student is trying to get your attention or that of his/her peers)

T-tangible (can be a toy/object or power/control).

One behavior that looks the same can have very different functions. Ask yourself: "What is he/she getting from it?" When you figure out the function of the behavior, you'll want to *try* to be proactive instead of reactive. Here is one example (of many) for how to be proactive vs. reactive for just one example of each function...

Sensory: give a squishy ball vs. "stop it"

Escape: provide a first, then or when, then vs. stopping them

Attention: positive reinforcement/attention before the behavior vs. ignoring the behavior or worse, providing negative reinforcement and increasing the likelihood of more of the behavior you want to be rid of. (Sometimes ignoring works but just think-if a new, appropriate behavior is fragile and not reinforced, the likelihood of it being maintained is decreased.)

Tangible: for an item--teach them to ask for the item or earn it vs. take it away from them; for power--give them an amount of control that is acceptable by you (for example, I had a kid who was bossy, so I gave him the job of picking who got to go line up first from our whole group activity.)

Every behavior that you experience will fit into one of these 4 functions, and knowing the function will allow you to figure out how to modify the behavior, if needed.

Functions of Behavior

Sensory - taps the pleasure zone in the brain

Escape - trying to escape or avoid something

Attention - when a student is trying to get your attention or that of his/her peer's

Tangible - can be a toy/object or power/control

Antecedent, Behavior, Consequence (A, B, C) Data

Date: _____ Student: _____ Circle One: Mon Tues Wed Thurs Fri

Time and Activity	Antecedent What happened right before the behavior?	Behavior What was the behavior?	Consequence What did you do?	What did they do in response to what you did?	Possible Function
Key					
A. Arrival	A. Transition	A.	A. Redirection	A. Stopped	Sensory
B. Transition	B. Instruction/Directive	B.	B. Verbal reprimand	B. Continued	Escape
C. Circle	C. New task	C.	C. Choices provided	C. Intensified	Attention
D. Snack	D. Told "NO"		D. Changed activity	D. Cried	Tangible
E. Centers	E. Waiting		E. Changed materials	E. Apologized	S= gains pleasure
F. Subject Area	F. Down time		F. Ignored	F. Left area/activity	E=escape or avoid
G. Testing situation	G. Invasion of space		G. Peer attention	G. Verbal protest	A=attention yours
H. Departure	H. Attention to others		H. Time out	H. Flop to floor	or peers
I.	I. Independent work		I. Teacher attention	I. Throw object-what?	T=toy/object
J.	J.		J. Provided prompt	J. Hit-whom?	Power/control
K.	K.		K.	K.	

Behavior of Interest:

- A. _____
- B. _____
- C. _____