Activity: Corey

This document is intended for use during the FBA/BIP Focus Days for practice identifying behavior, antecedents, consequences, and setting events from a scenario. This example is adapted from Hirsch, S.E., Bruhn, A.L., Wills Lloyd, J. & Katsiyannis, A. (2017). FBAs and BIPs: Avoiding and Addressing Four Common Challenges Related to Fidelity. *Teaching Exceptional Children, 49*, 369-379

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**Scenario:**

During observations in Math class, Corey engaged in a high rate of yelling out when asked to do something or when working independently and consequently receives teacher and peer attention. In addition, whenever Mr. Wilson prompts Corey to use a break card (per his behavior plan), behavior escalated, with Corey often yelling, “No, I don’t want to leave my friends!” During the teacher interviews, Mr. Wilson commented, “I comfort Corey and explain it is okay” and “When Corey engages in challenging behaviors, we talk through the problem.”

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most likely:</strong></td>
<td><strong>When:</strong></td>
<td><strong>Student does:</strong></td>
<td><strong>And as a result:</strong></td>
<td><strong>In order to Get/Avoid</strong></td>
</tr>
</tbody>
</table>

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