Follow the steps below to understand how functions of behavior are systematically influenced by motivation and the cultural context. You should be focusing on one student when completing these steps.

Step 1 – Cultural Reflection: Observe the behavior and consider points of cultural incongruity for the student which may contribute to the problem behavior. Examine what is happening in the classroom environment and how environmental factors can shape behavior. Behaviors are preceded by some kind of incident, or *antecedent*. Before you can fully understand the antecedent, you need to understand the cultural context of the environment. Answer the following statements as honestly as possible to begin the process of critical self-reflection.

What stereotypes do I hold on to or believe about the student? What preconceived notions do I have about the student (i.e., their home life, the structure and function of their family)?

> He often comes late to school and comes late to class. He just appears lazy to me.
> His parents never respond to my e-mails or phone calls, so I assume they don't really care much about his grades. I also know that when his brother went here, he was constantly being sent to the principal's office. There seems to be a lack of discipline at home.

Consider the perspective of the student in the following statements. Think critically about how the student would respond to each of the below statements. Make any notes in the areas where you think you may need to examine further.

> *When problems come up in the classroom, my teacher remains calm.*
> Yes – I tend to be calm.

> *When I break a rule in the classroom, my teacher tries to understand why.*
> Maybe not. I think I try to just simply correct the problem. This doesn't seem to always work.

> *My teacher thinks about how their actions and words affect me and my behavior in the classroom.*
> I don't think I consider how what I say affects him. I need to do some more self-reflection.

> *My teacher is interested in learning about me.*
> I would hope he would say this. But maybe because he is often late to class I don't make time during or after class to talk to him about things other than the work he is missing.

> *My teacher listens to my ideas, even when they disagree with me.*
> I think I do this.

> *My teacher lets me express my feelings, even when it makes them uncomfortable.*
>
> I could maybe do better at this. I think sometimes I just end the discussion without leaving space for him to share his feelings or ideas.

> *My teacher asks me about my culture and what it means to me.*
>
> Again, I don't think I ask him much about himself. Mostly just discuss his missing work.

> *My teacher highlights things about my culture in class that have made me feel proud.*
>
> I could probably do a better job about including *ALL* of my students into my instruction.

Step 2 – Assessment: Assess the ABCs (**A**ntecedents, **B**ehavior, and **C**onsequences), incorporating possible motivations related to culture and cultural difference.

Antecedent: What happened before the behavior? Consider the following: structure of the class at the time (independent work, group work), content presented and level of difficulty, physical location of student, possible cultural mismatches in values or expectations.

> Lecture-based instruction

Behavior: What did the student do? Describe what is observable: who, what, when, how.

> Calling out

Consequences: Consider responses to the behavior from all stakeholders.

Student: How did the student respond? What did the student ultimately achieve from the exhibited behavior?

> He rolls his eyes at me and makes a disrespectful sound with his teeth when I correct him. He is able to express himself and it is also engaging to him.

Teacher: What did I normally do or say? What did I look like? What did I sound like? (e.g., ignore the behavior, give attention to the student, tone was harsh)

> I immediately respond to his calling out and tell him not to do it again. While I remain calm, my tone is one of frustration. I correct him publicly in front of the class and wait for him to get quiet.

Other classmates and adults: How did other students and other adults (if present) react to the behavior of the target student?

> Several students near him laugh at the exchange. Others immediately look at me as if to say, "What are you going to do about it?"

Cultural appropriateness: Is the consequence culturally appropriate? Or is it causing unexpected distress due to differences in cultural expectations?

> When I correct him in front of others, maybe he feels like he needs to "save face."

Conclusion: After monitoring a few examples of the behavior from the targeted student, are you noticing any patterns or themes that will help you hypothesize the motivation for the behavior? What is maintaining the behavior and why is it happening?

> It seems that whenever I begin direct instruction, he is more disruptive. He seems to like the attention from his peers because I mostly provide him with negative attention.

Step 3 – Plan: Develop and implement a plan that will support behavior change by altering the **A**s and/or altering the **C**s and teaching a replacement behavior.

What changes need to be made to ensure student success?

> During direct instruction, I tend not to allow opportunities for students to participate. I think that if I employ some opportunities to respond within my lectures, it might be more engaging and lead to fewer inappropriate instances of calling out.

What replacement behavior do I need to teach and reinforce?

> I want students to raise their hand and wait to be called on to participate. I need to teach them to do this and reinforce that behavior in a positive way. I can try planned ignoring of the calling out behavior as well.

How will I evaluate the effectiveness of my plan in a *measurable* way?

> I will tally incidences of calling out and compare that to data collected before I implemented my plan.

When will I evaluate the effectiveness of my plan?

> After one week of making my lectures more engaging and also praising students for meeting my expectation of raising their hands.