

Module 7 Discussion Questions

1. Understanding the Purpose of a Hypothesis

- What challenges do you face when trying to identify the function of a behavior?
- Think of a student you support. Which part of the hypothesis template (antecedent, behavior, function) is the hardest to define, and why?

2. Using Data to Inform Thinking

- Which data-collection method (e.g., ABC, frequency, duration, interval, anecdotal notes) feels most manageable to use in your current setting?
- How can schools create systems that make regular data collection more feasible and more consistent?

3. Designing Supports That Match the Function

- Why is it important that replacement behaviors meet the *same* function as the original behavior?
- Which supports from the module (e.g., breaks, routines, check-ins, environmental adjustments, skill-building strategies) do you use most often? Which would you like to incorporate more?

4. Collaboration in Forming a Hypothesis

- What insights do paraprofessionals, specials teachers, or families offer that classroom teachers might miss?
- How might a team respond when different adults interpret the same behavior differently?
- What are effective ways to involve families in understanding the “why” behind a behavior?

6. Moving From Hypothesis to BIP Development

- Why is it important to identify only a small number of high-impact goals when writing a BIP?
- How do you ensure that goals and supports remain developmentally, culturally, and contextually appropriate?

7. Planning Supports Across Levels (High → Medium → Low)

- Why is it important to plan from the start for fading supports?
- What signs let you know that a student is ready to move from high to medium support? How do you avoid fading supports too quickly?

8. Responding Early and Preventing Escalation

- What are some of the early warning signs that you tend to notice first in students?
- What strategies help you respond early rather than waiting until the behavior escalates?
- How does validating a student's feelings (“It looks like this is getting frustrating..”) affect the situation?

9. Crisis Responses

- What challenges arise when trying to stay calm and supportive during a student crisis?
- Which de-escalation strategies from the module feel most realistic to implement in your classroom?

10. Progress Monitoring and Adjusting the Plan

- How often do you think BIPs should be reviewed in your current setting?
- How might involving students in progress monitoring increase motivation and ownership?