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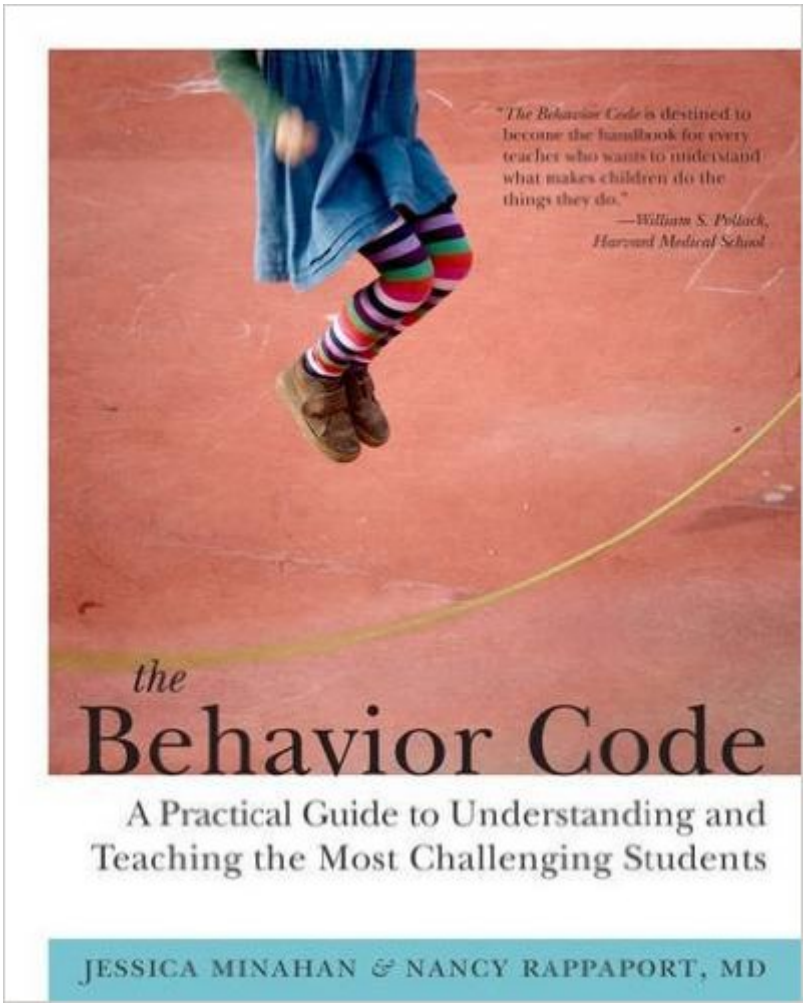
# The Behavior Code: A Practical Guide To Understanding And Teaching The Most Challenging Students

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## Synopsis

Based on a collaboration dating back nearly a decade, the authorsâ ”a behavioral analyst and a child psychiatristâ ”reveal their systematic approach for deciphering causes and patterns of difficult behaviors and how to match them with proven strategies for getting students back on track to learn.The Behavior Code includes user-friendly worksheets and other helpful resources.

## Book Information

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## Customer Reviews

The Behavior Code, by Jessica Minahan and Nancy Rappaport, is built on the idea that "behavior is communication" (p. 15) and that kids' actions represent their efforts to solve problems. Minahan and Rappaport specify that behavior can serve one or more of four functions: gaining attention, escaping something undesirable, gaining something desirable, and obtaining sensory satisfaction. Teachers need to look at kids' behaviors and figure out what they communicate in order to respond effectively. Minahan and Rappaport provide a template for interpreting challenging behaviors called the ABC data sheet (Antecedent, Behavior, Consequence; p. 204).Minahan and Rappaport also claim that behavior occurs in patterns with antecedents and responses as bookends (p. 23), and they provide an acronym to help teachers remember how to approach behaviors: F.A.I.R. stands for Functional hypothesis of behavior and antecedent analysis, Accommodations, Interaction Strategies, and Response Strategies (p. 31). This acronym means that when kids exhibit challenging behaviors, teachers should consider what occurred immediately before the behavior (antecedents). Then, they should plan accommodations that prevent those antecedents from arising until the student has been

trained in underdeveloped skills. While the student is learning replacement behaviors, coping strategies, and new skills, the teacher should engage in relationship building (interaction strategies) so that the student trusts him or her and is comfortable. Finally, if challenging behaviors still occur, despite the teacher's efforts, Minahan and Rappaport recommend response strategies to decrease the likelihood that they will occur again.

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