

Steps for Modifying Cheating Behavior

- **Step 1. Determine that the target behavior is important for the student.**

Mr. Alderondo starts out by making a case for the importance of the target behavior. Troy's cheating behavior may have at least two negative consequences. First, cheating may erode any trust that teachers or other students have for Troy. He may begin to develop a reputation that precludes the development of friendships in the future. Second, cheating affects the validity of the quiz results. Mr. Alderondo uses the quiz scores as formative evaluation to modify instructional approaches to meet the needs of each student. By not getting an accurate assessment of Troy's ability, a mismatch may develop between Troy's skill level and instruction.

- **Step 2. Clearly define the behavior.**

Mr. Alderondo defined cheating behavior as copying answers from another student's paper. Instances of looking at another student's paper during quizzes were also documented.

- **Step 3. Collect baseline data.**

Mr. Alderondo collected baseline data for a period of 5 days. He then graphed the resulting data. The baseline data validated that Troy's cheating behavior was frequent enough to warrant further investigation. (See Figure 4.)

- **Step 4. Conduct an ABC analysis to determine the events that trigger the target behavior and the consequences that maintain the target behavior.**

Mr. Alderondo conducted an ABC analysis to help determine why Troy cheated on quizzes. In this case, Mr. Alderondo collected the ABC data while he collected baseline. That is, for each instance of the cheating