

Teaching Function of Behavior to All Staff

A School-wide Intervention

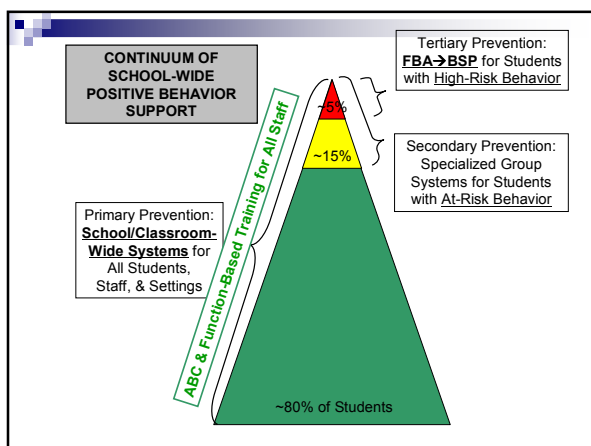
Chris Borgmeier, PhD
Portland State University
cborgmei@pdx.edu
www.web.pdx.edu/~cborgmei/

Reasons Student Commonly Misbehave

- Student(s) don't know expectations
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
 - Obtaining attention from adults/peers
 - Escape from difficult task or non-desired activity

GREEN ZONE

YELLOW & RED ZONE



Understanding Chronic Misbehavior

- If a student repeatedly engages in a **problem behavior**, he/she is most likely doing it for a reason, because it is **paying off** for the student
 - The behavior is **Functional** or **serves a purpose**
- Behavior is a form of **communication**, **unfortunately** some students learn that **Problem Behavior** is the best way for them to get their needs met

Understanding Chronic Misbehavior

- Recognize that **recurring misbehavior** occurs for a reason, and take this into account when determining how to respond to misbehavior.
- We can understand how to intervene most effectively with a student by identifying the **function (or purpose)** of their behavior

Why is Understanding
the Function of
Behavior Important?

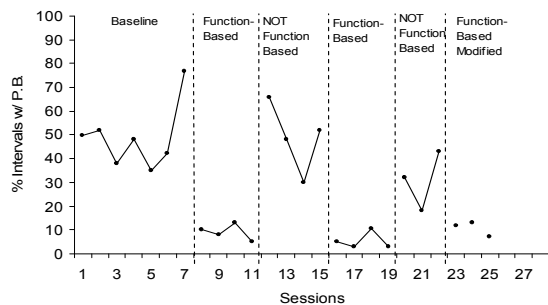
What is Function-Based Support?

- FBS is using an assessment of the purpose or function of student behavior to inform our Behavioral Interventions
 - Interventions should be based on the Function of Student Behavior
 - When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change
 - i.e. Time out for a student who is acting out to avoid math problems

Carter's Behavior Intervention Plans Function = Escaping from Difficult Task

	Antecedent	Cons for Problem Beh	Cons. For Replacement Beh
#1 Function Based	Tutor difficult math (Mult. tables) Precorrect to Self Mgmt plan = ask for teacher help	Redirect & prompt alt. behavior "ask for help" when off-task	Provide academic support Assess on task beh every 5 min. Provide choice of reinforcer
#2 Non-Function Based	Prompt Approp Beh. & remind student he can earn time w/ peer	If not on task, ignore problem behavior	Praise for raised hand Allow time to visit w/ peers for mtg expectations

% Intervals w/ P.B. for Carter



Function-Based Interventions

- **Indicated Interventions** – an intervention consistent with the function of behavior that reinforces desired behavior or extinguishes negative behavior; *expected to increase desired behavior or decrease negative behavior*
- **Contra-indicated interventions** – an intervention that reinforces negative behavior, usually consistent with the function of behavior; *expected to increase the severity or frequency of negative behavior*
- **Neutral interventions**- interventions that are not related to the function of behavior, may be positive or negative in impact

ABC Training Curriculum

Chris Borgmeier, PhD
Portland State University
cborgmei@pdx.edu
www.web.pdx.edu/~cborgmei

Acknowledgements

- Thanks to:
 - Michele Cook (Gresham Barlow SD) & Ericka Guynes (David Douglas SD) for their assistance in developing the ABC Training Curriculum
 - Cindy Anderson, Terry Scott, Rob Horner, George Sugai & the greater PBS Community from whom slides & materials may have been borrowed for use in this curriculum

ABC Training Curriculum

■ Purpose:

- ☐ Curriculum for SW-PBS teams to use to provide training to school staff members
- ☐ The curriculum is intended to be guide, providing simple, accessible resources for training
- ☐ It is highly recommended to include the building behavior specialist in training efforts
- ☐ The goal was to create lessons that could be completed in brief (20 min.) portions of staff meetings

ABC Training Curriculum

■ Each lesson contains

- ☐ Powerpoint & materials
- ☐ Staff Activity as part of the lesson
- ☐ Homework for practice

ABCs & Function of Behavior

I. Introduction

Staff Training

ABC Training series

- This is the first of a series of 5 trainings on understanding student behavior & linking it to intervention
- This is part of our schools ongoing development & implementation of PBS systems in our district
- The content of this training will be directly linked to our school Intervention team process for supporting students who are at-risk for problem behavior

Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

IT WORKS!

ABC's of Understanding Chronic Behavior Patterns

- What happens **before (A or antecedent)** the behavior occurs? What is the trigger?
- What is the **behavior (B)**?
- What happens **after (C or outCome/Consequence)** the behavior occurs? What is the **outCome**?



Summary Statement

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

During (some routine)
When (some **Antecedent** condition occurs)
student will (engage in a specific **Behavior**)
because (a predictable **outCome** will occur)
therefore the function of the behavior is to
access /escape/avoid (something in the environment)
(choose one)

Summary Statement

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

During **Science or Social Studies**
When **asked to read out loud in class**
student will **Verbally refuses, disrespects teacher**
because **his teacher calls on someone else**
therefore the function of the behavior is to
access /escape/avoid **oral reading**
(choose one)

ABC & Learning: An example

Learning & $A \rightarrow B \rightarrow C$

What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class		

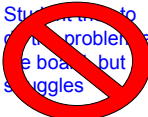
Learning & $A \rightarrow B \rightarrow C$

What did the student learn?

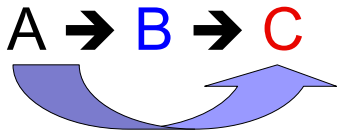
A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	

Learning & $A \rightarrow B \rightarrow C$

What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class by Mr. Brown	 Student tries to do the problem at the board, but struggles	Peers laugh at student and one says aloud, "that one is so easy" Bad Outcome for Student

Student w/ Problem Behavior



Jimi has Learned that:

When (A) asked to do a difficult math problem on the board in front of his class by his math teacher, if he

(B)behavior, tries his best and can't do the problem

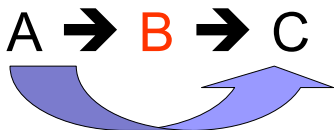
The out(C)ome is: he gets made fun of by his peers, called stupid and laughed at

Negative OutCome (Punisher) = DECREASE of **Desired Behavior** in that situation in the future

Learning & A→B→C

A	B	C
Student is asked to do a math problem in front of the class	Student is asked to do a math problem at the board, but struggles	Peers laugh at student and one says aloud, "that one is so easy" Punishing Consequence
NEXT DAY		
Student is asked to do a math problem in front of the class	Student: -Hits peer -Calls teacher name or -Disrupts	Teacher calls on someone else & sends student to back of room TASK & Failure AVOIDED!!!

Student w/ Problem Behavior



Jimi has Learned through repeated experiences, that **when (A)** asked to do math problems (dbl digit multiplication or division) at his desk or on the board in front of his class, if he **(B)**, calls the teacher names, refuses work or throws his paper on the ground, **the out(C)ome** is he gets sent to the back of the room and avoids the difficult math problem & embarrassment of failing in front of his peers.

*Function = **Problem Behavior** helps Student **AVOID** task.

What is the Pay Off?

- We need to understand behavior from the student perspective...
 - What is the student gaining (or trying to get) from engaging in this behavior
 - What is the most important thing that the student is **gaining** or **avoiding** by using this behavior

Behavior is Functional, Not GOOD or BAD

- Functional = it pays off for the student in some way... so they do it again
 - We may see the behavior as being “good” or “bad”, but the student does it because it is effective, it pays off for them

Sample Summary Statement

BRENDA HITS OTHER STUDENTS - WHY WOULD SHE DO THIS?

Antecedents	Behavior	Consequences
Susan calls Brenda a	Brenda punches Susan on	Susan stops laughing and

Summary Statement

**WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER
BRENDA HURTS THEM BECAUSE THEY GO AWAY**

Brenda spells a word incorrectly during an oral review and the child behind her laughs	Brenda pulls the child's hair	Brenda is sent to the office
Brenda is playing blocks with Ben. Ben takes a block from Brenda	Brenda hits Ben over the head with another block	Ben puts the block down and runs away

ABC Data Sheet: Activity 1

Student: _____ Date: _____

The purpose of this activity is to determine the function of a behavior. The student will be asked to perform the behavior and the staff will observe the behavior. The staff will record the behavior and the function of the behavior. The staff will then discuss the results of the activity with the student and the parent.

Behavior	When (Antecedent)	What (Consequence)	Function (Hypothesis)
1. Behavior			
2. Behavior			
3. Behavior			
4. Behavior			
5. Behavior			

Summary Statement

When _____, the student _____ because _____.

When _____, the student _____ because _____.

When _____, the student _____ because _____.

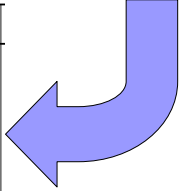
ABC Curriculum Lesson 2 Highlights

Staff use of Possible Motivation requires knowledge of ABC & Behavioral Function

Summary Statement

WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER
BRENDA HURTS THEM _BECAUSE_ THEY GO AWAY (Avoid Peers)

Possible Motivation
<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Obtain items/ activities
<input checked="" type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Avoid task or activities
<input type="checkbox"/> Don't know
<input type="checkbox"/> Other _____



Function of Behavior =
Possible Motivation on Referral

Name: Brenda

Date: 6/8/07 **Time:** 9:40

Teacher: Mr. B

Grade: K 1 2 3 4 5 6 7 8

Referring Staff: Mr. B

Location

☐ Play ground ☐ Library

☐ Cafeteria ☐ Bathroom

☐ Hallway ☐ Bus

☒ Classroom ☐ Other _____

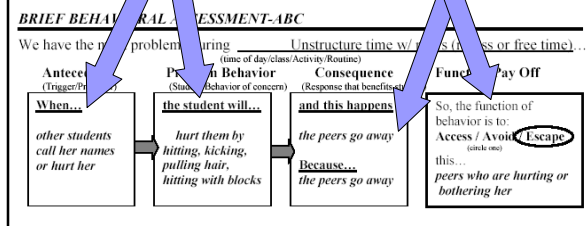
Problem Behavior	Possible Motivation	Administrative Decision
Minor Inappropriate language	Pretend peer attention	Loss of privilege
<input checked="" type="checkbox"/> Physical contact	Obtain adult attention	Time in office
Defiance	Obtain items/activities	Conference with student
Disruption	Avoid Peer(s)	Parent contact
Property misuse	Avoid Adult	Individualized instruction
Major Abusive language	Avoid task or activity	In-school suspension (1 hour-1 day)
Fighting/Physical aggression	Don't Know	Out of school suspension (1 hour-1 day)
Overt Defiance	Other	Other
Harassment/bullying		
Disruption		
Other		

Others involved in incident: ☐ None ☒ Peers ☐ Staff ☐ Teacher ☐ Substitute
☐ Unknown ☐ Other

Staff will work with the Intervention team to develop ABCs for intervention

Summary Statement

**WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER
BRENDA HURTS THEM BECAUSE THEY GO AWAY (Avoid Peers)**



ABC Curriculum

Lesson 3

Highlights

ABC Practice

(review & practice)

Will this response
Increase or Decrease
the Problematic Behavior?

- Suspension
- Verbal Reprimand
- Spanking
- Time Out

■ *IT DEPENDS ON THE STUDENT RESPONSE!!*

- We often assign value to consequences, based on what we think.... BUT...
 - What we need to do is look thru the student's eyes (Function of Behavior)
 - What is the impact of our response on the student's behavior?

Proactive v. Reactive
PBS v. Aversive approach

PBS v. Aversive Model (ABC)

A	B	C
PBS (Positive Behavior Support) – Proactive		
Emphasis on Interventions to prevent problem behavior	Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior
Traditional Aversive/Punitive Model - Reactive approach		
Limited focus on Antecedent Interventions	Little focus on teaching behavior	Emphasis on <u>punitive</u> response to negative behavior

Traditional / Punitive Approach (ABC)

A	B	C
Student Situation & what the student has learned		
Asked to do math problem at the board in front of class of peers	1 st time tried to do problem	Peers laughed and said "that one's easy"
	Ever since – students acts out behaviorally	Teacher usually calls on other student to do problem, peers laugh
Traditional Aversive Model - Reactive approach		
No intervention – ask students to do problem on board as usual "should be able to do it just like everyone else"	No focus on teaching – student "would have learned it if he was paying attention in class"	Emphasis on <u>punishing</u> response – send student to Behavior Intervention Center or office

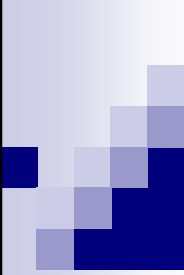
PBS Approach (ABC)

A	B	C
Student Situation & what the student has learned		
Asked to do math problem at the board in front of class of peers	1 st time tried to do problem	Peers laughed and said "that one's easy"
	Ever since – students acts out behaviorally	Teacher usually calls on other student to do problem, peers laugh
PBS (Positive Behavior Support) – Proactive approach		
Give student a problem they can be more successful by practicing problem ahead of time w/ student	<u>Teach & Practice:</u> a. to more politely refuse problem b. Math skills needed to problem	<u>Reward student for</u> a. Refusing politely, instead of w/ negative behavior b. Trying & success w/ math problem

HOMEWORK 4 – PBS v. Trad'l Aversive

Identify Proactive & Reactive responses for the student you have been collecting ABC data on for previous lessons.


Proactive - Positive Behavior Support (see slide # 10 for example)		
<u>Antecedent</u> (how to prevent problem behavior & set student up to be successful)	<u>Teaching Behavior</u>	<u>Outcome</u> (focus on acknowledging desired behavior)
Reactive - Traditional/Aversive Model		
<u>Antecedent</u>	<u>Teaching Behavior</u>	<u>Outcome</u> (Punitive Response)



ABCs & Function of Behavior


5. ABC Practice & Effective Intervention (Attention)

Staff Training



“Have you ever seen....”

- *“Lance, since you don’t seem to want to be a part of our reading group, why don’t you go to time out.”*
- *“Phoebe, I’m taking your book away because you obviously aren’t ready to learn.”*
- *“You want my attention?! I’ll show you attention,...come out to the hallway with me and we’re going to have a talk before you go to see the Principal.”*



PBS – Proactive Intervention

A	B	C
PREVENTION Interventions occurring before the behavior occurs	TEACH Behaviors to use instead of the problem behavior	RESPONSE TO BEHAVIOR Intervention occurs after (in response to) positive or negative behavior
PBS (Positive Behavior Support) – <u>Proactive</u>		
Emphasis on Interventions to prevent problem behavior	Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

Proactive (PBS) Interventions Attention Seeking

A - PREVENTION

Interventions occurring before the behavior occurs

Prevention (give attention early for positive)

- Check-in – provide adult attention immediately upon student arrival
- Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff
- Place student in desk where they are easily accessible for frequent staff attention
- Give student frequent intermittent attention for positive or neutral behavior
- PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention

Proactive (PBS) Interventions Attention Seeking

B - TEACH

Behaviors to use instead of the problem behavior

Teach student more appropriate ways to ask for adult attention

Identify and teach specific examples of ways to ask for attention

- Raise hand and wait patiently for teacher to call on you
- likely need to differentiate (large group, small \ group, work time, etc.)

Proactive (PBS) Interventions Attention Seeking

C - RESPONSE TO BEHAVIOR **Intervention occurs after (in response to) positive or negative behavior**

- Respond quickly if student asks appropriate for adult attention
- Give the student frequent adult attention for positive behavior
- Student earns 'lunch w/ teacher' when student earns points for paying attn in class & asking appropriately for attention
- Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior
 - Limit verbal interaction – create a signal to prompt the student to stop the problem behavior
 - Avoid power struggles

Proactive (PBS) Interventions Attention Seeking

C

Sometimes students need additional encouragement to engage in the desired behavior...

When using additional incentives to encourage student positive behavior

If students desire adult attention, use it as an incentive

- lunch with teacher
- 1:1 game with favorite staff, etc.
- special teacher assistant

ABCs & Function of Behavior 6. Function-Based Interventions (Escape)

Staff Training

PBS – Proactive Intervention

A	B	C
PREVENTION Interventions occurring before the behavior occurs	TEACH Behaviors to use instead of the problem behavior	RESPONSE TO BEHAVIOR Intervention occurs after (in response to) positive or negative behavior
PBS (Positive Behavior Support) – <u>Proactive</u>		
Emphasis on Interventions to prevent problem behavior	Emphasis on explicitly Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

Proactive (PBS) Interventions Avoid Task

A - PREVENTION

Interventions occurring before the behavior occurs

Prevention (modify task or provide support)

Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)

Assign student to work with a peer

Provide additional instruction/support

Provide visual prompt to cue steps for completing tasks student struggles with

Provide additional support focused on instructional skills (Homework Club, study hall, etc.)

PreTeaching content

PreCorrect - Frequently & deliberately remind student to ask for help

Proactive (PBS) Interventions Avoid Task

B - TEACH

Behaviors to use instead of the problem behavior

Teach student more appropriate ways to ask for help from teacher or peers

Provide additional instruction on skill deficits

Identify and teach specific examples of ways to ask for help

-Raise hand and wait patiently for teacher to call on you

-teach student to use a break card

-likely need to differentiate (large group, small \ group, work time, etc.)

Proactive (PBS) Interventions Avoid Task

RESPONSE TO BEHAVIOR

C - Intervention occurs after (in response to) positive or negative behavior

■ Respond quickly if student asks for help or for a break

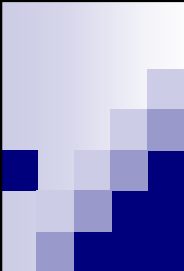
■ Reward students for on task, trying hard, work completion & for asking for a break or help appropriately

■ Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior

-However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work

Proactive (PBS) Interventions		
A	B	C
PBS (Positive Behavior Support) – Proactive Matching Interventions for ESCAPE/AVOID TASK -- CALVIN		
Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)	Teach student more appropriate ways to ask for help from teacher or peers	■Reward students for on task, trying hard, work completion & for asking for a break or help appropriately

Function-Based Interventions Antecedent-Setting Interventions	
The following are function-based interventions for students with behavior problems. They are designed to be used in conjunction with the ABC Training Curriculum.	
A - Antecedent-Setting Interventions These interventions are designed to be used in conjunction with the ABC Training Curriculum. They are designed to be used in conjunction with the ABC Training Curriculum.	
B - Behavior-Setting Interventions These interventions are designed to be used in conjunction with the ABC Training Curriculum. They are designed to be used in conjunction with the ABC Training Curriculum.	
C - Consequence-Setting Interventions These interventions are designed to be used in conjunction with the ABC Training Curriculum. They are designed to be used in conjunction with the ABC Training Curriculum.	



Pilot Study Data

ABC Training Curriculum

Curriculum Evaluation from PBS Team Members	
<i>Strong Disagree</i>	<i>Disagree</i>
<i>Neutral</i>	<i>Agree</i>
<i>Strongly Agree</i>	
1	2
3	4
5	
<i>N = 2 Teams; 7 respondents</i>	
The Curriculum was easy to use.	4.43
The training provided on using the curriculum was sufficient to successfully use the curriculum:	4.29
The curriculum provided sufficient guidance for teaching the lesson.	4.29
The team was able to successfully teach the lessons in the ABC Curriculum:	4.29
The lesson was effective in teaching staff to better understand ABC & Function of student behavior.	4.29
Teaching the lessons has helped to improve my understanding of ABC & Function of Student Behavior.	4.57
Our team used the curriculum as provided <u>without</u> making significant changes/additions to the original curriculum templates provided:	3.5

Describe changes made to curriculum

School 1

- changes were made to better address our student population
- modified & adjusted to meet needs of our diverse population

School 2

- deleted some material
- some slides were combined, few repeats
- scaled down ppt significantly in most lessons usually a time issue but some repetitive or review

Comments/ What worked?

- Ease of Curriculum/organization/ sufficient material
 - Having ppts and videos to use
 - Breaking curriculum into small chunks & having multiple lessons for review
 - Video examples!!
 - Summary statements & practice activities
 - Homework was valuable;
 - Tying together behavior, minors, referrals, and SIT
- Gives staff a common language for focus; helps us focus on behavior analytically not emotionally
- Having lesson modeled & giving teams time to plan how to implement in school
- Compensating Classified staff to attend staff training!!

Comments - Improvements

- Video didn't work
- More video examples (more age appropriate)
- Include a staff evaluation piece after lesson to assess understanding
- Too little time to present to staff
