

FUNCTION-BASED THINKING

Snapshot

Behavior Science

Tier 2 behavior interventions and supports is grounded in the science of applied behavior analysis, which is the design, implementation and evaluation of environmental modifications to produce socially significant improvement in behavior.



Knowledge of the "ABC's" of behavior is a central focus in understanding applied behavioral analysis. "ABC" is an acronym for:

ANTECEDENTS "PREVENT"	BEHAVIOR "TEACH"	CONSEQUENCES "REINFORCE"
<u>Design</u> supportive environments using antecedent strategies (i.e., CICO System, prompts, pre-corrects) <u>promoting</u> a positive and safe school climate for individuals within the Tier II Target Group	<u>Teach</u> social, academic, behavior and self-monitoring skills using SWPBIS expectations specific to the goals of individuals within the Tier II Target Group	<u>Provide</u> specific performance feedback using Daily Point Reports and a continuum of positive reinforcements, supporting targeted social skill(s) and intrinsic motivation of socially appropriate behaviors for individuals within the Tier II Target Group

ANTECEDENTS

are cues, prompts, signals, questions, commands, & reactions happening right before the behavior occurs; they are the happenings occurring before the behavior, setting the stage or triggering the behavior.

BEHAVIOR

is the observable, measurable and clearly defined actions or reactions of the individual to the environment or antecedent.

CONSEQUENCES

are the outcome or feedback occurring immediately following the behavior; positive corrective feedback helps students learn and use appropriate behavior in

the future.

Behavioral Framework

- ▲ Behavior support is about the design of effective environments.
- ▲ Taking the time to understand why a student continues to engage in problem behavior in a specific routine is important.
- ▲ Without understanding the ABC's of behavior, an intervention plan is as likely to make a problem worse as to make it better.

What we know for sure about behavior

- ▲ At-risk students persevere when they feel supported and successful.
- ▲ Punishment does not work; you can't take away enough.
- ▲ Punishment destroys motivation to cooperate.
- ▲ Specific praise works.
- ▲ Teach and practice the behaviors you want.

Function-based (F-B) Thinking

- ▲ A systematic method to understand and address less complex behavioral issues
- ▲ A helpful tool in gaining AND utilizing information

What is the behavior?

When and where does it occur?

What are the reinforcers/consequences?

What is the motivation for the behavior?

What replacement behaviors can be taught, practiced and reinforced?



HWY ABC's of Behavior

PACK YOUR BAGS



Instructions: On your luggage card complete the sentence starters. Give directions for Stand Up, Hand Up, Pair Up: with your partner share what's on your luggage, on the signal change places and report out what you heard your partner say (practice active listening and turn taking)

My traveling strengths are...



What motivates me to do something I like is...

What motivates me to do something I don't like is...

What motivates me to do something new I have never done before is ...



HWY ABC's of Behavior

ROAD SIGNS



Instructions: Individually complete the Synectic (metaphor), share at your table, popcorn a few answers from the group or have a team select one from their table to share out with the whole group

Understanding problem behavior is like...because....





HWY ABC's of Behavior

THE "WHAT"



Always start with the "What"
Define behavior that is:



- ➔ OBSERVABLE
- ➔ MEASUREABLE
- ➔ CLEARLY DEFINED, where a person unfamiliar with the student could recognize the behavior without any doubts

Behavior is the observable, measurable and clearly defined actions or reactions of the individual to the environment or antecedent. When working with behavior change, focus on one behavior at a time. Start with the behavior of highest need, rate and/or intensity. Taking care of that behavior may eliminate many other little behaviors. It is important to remember when describing behavior, we are using words which are specific, observable and measurable to the behavior and not the person.

Instructions: Complete Chart

Defining Problem Behavior

NONEXAMPLES	EXAMPLES

Instructions:

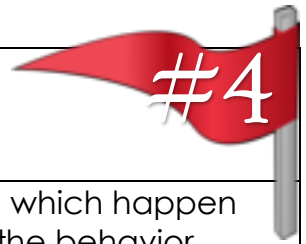
Do not go back to your school and tell people who say "bad behavior" or "problem behavior" they are wrong. Just repeat back to them, "So, the behavior you would like to target for change is _____ (label the behavior in measurable and observable terms)." What will happen is, the staff will pick up your words and start to use them without even realizing you have changed their mindset."

-Dr. Laura Riffel, www.behaviordocor.org



HWY ABC's of Behavior

THE "WHERE" & "WHEN"



Antecedents are cues, prompts, signals, questions, commands, reactions which happen right before the behavior occurs; they are setting the stage or triggering the behavior.



Where (routine)

➔ ID the routine (where) behavior occurs

When (Antecedent/Trigger)

➔ ID the event, action, or object occurring right before the misbehavior (when)

During lunch when told to shut up by a peer, Ben hits the student

During Language Arts, when asked to read aloud in class, Teresa gets up and makes jokes.

During chemistry lab when corrected Jessie starts crying.

Traditionally, approaches to discipline have been punitive in nature, where the emphasis is on negative consequences or what is done following the behavior to punish or suppress the undesired behavior. PBIS focuses heavily on **prevention practices** or **antecedents**; in other words, the things we can do to set students up to behave in socially appropriate ways.

- Δ Clarify expectations so all students understand what they are expected to do.
- Δ Teach those expectations to students in an ongoing way so as to ensure students know how to behave successfully across multiple settings
- Δ Effectively respond to behavior – appropriate or inappropriate – to shape the behavior you seek.

Instructions: Create a simple list of common antecedents to undesired behaviors.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



HWY ABC's of Behavior

THE "CONSEQUENCE" / THE "WHY"



The two-step rule for determining the consequence of the behavior:

Step 1

Determine the consequence or outcome of what happened right after the behavior.

Step 2

Determine the function (or purpose) the behavior is serving for the student

- ➔ "What is the pay-off?"
- ➔ Understand from the students' perspective

Consequences are the outcomes or feedback occurring immediately following the behavior; positive corrective feedback helps students learn and use appropriate behavior in the future. Punishers or negative consequences may stop the undesired behavior for the moment, only to return and require further action. Punishers and negative consequence often become "reinforcers." The basic definition of a "reinforcer" is anything driving the behavior up or serves to *reinforce* the undesired behavior. Typically, people think of punishment when they hear the word consequence. When we are thinking of consequences in *function of behavior* terms, we are thinking about what is specifically maintaining the behavior. We need to ask ourselves "what the child is trying to get" or "what they are trying to avoid" by having the behavior; what purpose or function does the behavior serve?

Instructions: Fill in the blanks.

<p>To Obtain/_____:</p> <ul style="list-style-type: none"> Δ Peer Attention Δ Adult A_____ Δ Desired Activity Δ Desired Object/Items Δ Sensory Δ _____ 	<p style="text-align: center;">Problem Behavior (B) leads to Obtain/Get Something (C) and Escape/Avoid Something (C). These are supported by Sensory Stimulation, Social, and Tangible Activity, all leading to Adult/Peer interaction.</p>	<p>To _____/Escape</p> <ul style="list-style-type: none"> Δ Difficult task Δ Boring _____ Δ Easy task Δ Physical _____ Δ Non-preferred activity Δ Peer _____ Δ Adult (reprimands, attention) Δ Sensory
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HWY ABC's of Behavior

"HYPOTHESIS" / "SUMMARY STATEMENT"

Putting It All Together



The **hypothesis** or **summary statement** integrates our understanding of the problem behaviors within a specific routine. Strategies based on the hypothesis statement will be used to...

- ▲ prevent the problem behavior
- ▲ teach an alternative behavior
- ▲ increase desired alternative behavior
- ▲ decrease the problem behavior

"Tracy" Summary Statement

Where(routine) _____

When _____

Tracy does _____

As a result, _____

Therefore _____

"Frustrated Fred" Summary Statement

Where(routine) _____

When _____

Frustrated Fred does _____

As a result, _____

Therefore _____