Behavior Support for Intensive Interventions

Module 1
Course Introduction and Behavioral Theory 1
Workbook

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National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

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Table of Contents

Module 1 Checklist

The purpose of this checklist is to help organize activities for this Module. There are some activities that you will do on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this module are listed in the "Online" column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	Classroom Application
Intro	Video		❑ Watch Module 1 Introduction Video Presentation	
Intro	Readings		❑ Read Allday (2018)	
Intro	1.1	❑ Stop & Jot: *What do you know re: behavior support?*		
Part 1	Video		❑ Watch Module 1 Part 1 Video Presentation	
Part 1	Guided Notes	❑ Complete guided notes		
Part 1	1.2	❑ Stop & Jot: *Effective Teacher Behaviors*		
Part 1	1.3		❑ Discussion Board: *Effective Teacher Behaviors*	
Part 2	Video		❑ Watch Module 1 Part 2 Video Presentation	
Part 2	Guided Notes	❑ Complete guided notes		
Part 2	1.4	❑ Stop & Jot: *Thinking about Behavior*		
Part 2	1.5	❑ Quiz: *Antecedents*		
Part 2	1.6	❑ Quiz: *Behaviors*		
Part 2	1.7	❑ Quiz: *Observable & Measurable*		
Part 2	1.8	❑ Quiz: *Consequence*		
Part 2	1.9	❑ Evaluate an Example: *ABCs in real life*	•	
Part 3	Video		❑ Watch Module 1 Part 3 Video Presentation	
Part 3	Guided Notes	❑ Complete guided notes		
Part 3	1.10		• Discussion Board: *Antecedents and Consequences*	
Part 3	1.11	• Stop & Jot: *Extinction*		
Part 4	Video		❑ Watch Module 1 Part 4 Video Presentation	
Part 4	Guided Notes	❑ Complete guided notes		
Part 4	1.12	❑ Stop & Jot: *Function*		

	1.13		❑ Discussion Board: *Function*	
Closing	Module Quiz		❑ Quiz: *Module 1*	

Module 1 Timeline

Week 1 Week of _____	Week 2 Week of _____	Week 3 Week of _____
Start Module	**Continue Module**	**Complete Module & Classroom Application Activity** ❑ All module activities must be completed and submitted by _____.

Module 4 Guided Notes & Activities

By the end of Module 1, you should be able to:
1. Describe the rationale and importance of behavior support
2. Define and identify elements of basic behavioral theory
   o Three-term contingency
   o Reinforcement
   o Punishment
   o Extinction
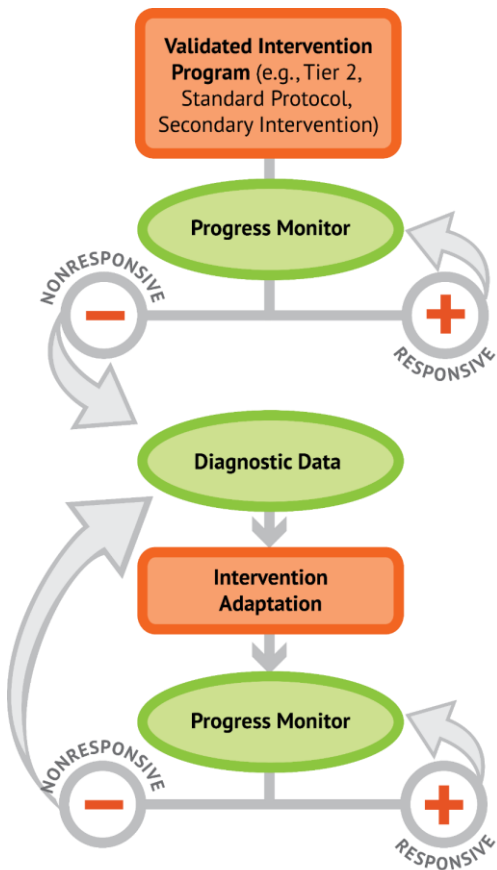3. Define and describe function of behavior

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Activity 1.1   Stop & Jot
What do you know about behavior support?
Workbook

What do you know?

What do you want to know?

DBI for Intensive Intervention

Part 1   Why do we need to focus on behavior?

United States, We Have a Problem

- _____ of beginning public school teachers leave within their first 2 years
- _____ leave within their first 5 years

Why do teachers leave?

Most consistently listed factors:

- Lack of _____ training
- School _____
- Poor student _____ and _____
- Inadequate pre-service training on _____
  _____, and
- Lack of _____ and _____ for handling student behaviors

"Education is the most powerful weapon which you can use to change the world"

-Nelson Mandela

Activity 1.2   Stop & Jot
Effective Teacher Behaviors
Workbook
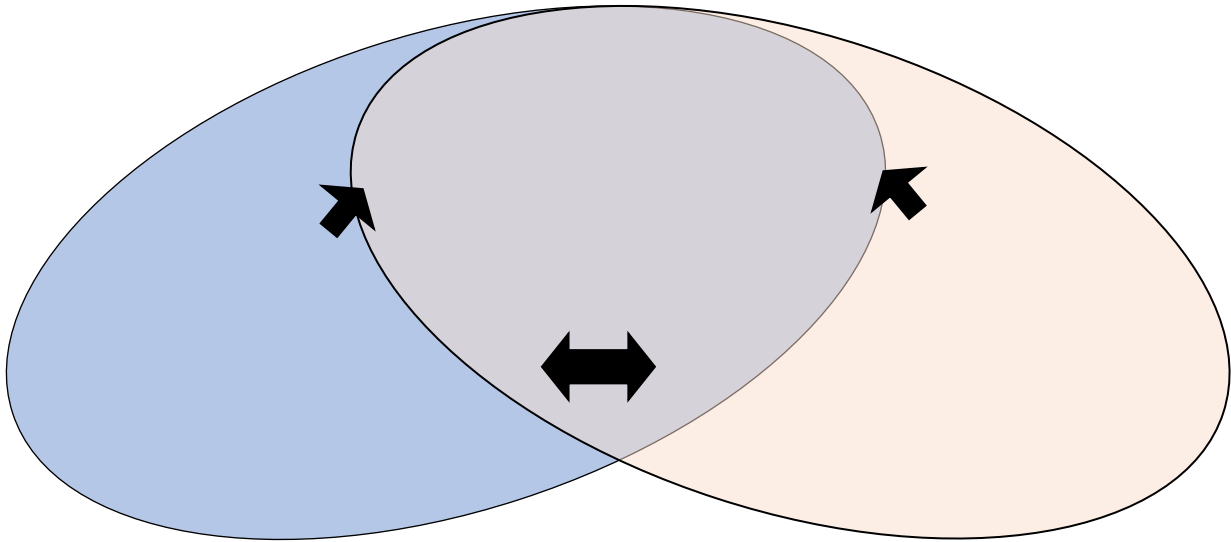
Use the videos linked below to prompt your thinking. Then, respond to the question below.

Video Link (Part 1): https://youtu.be/rPPwuWwQlg0

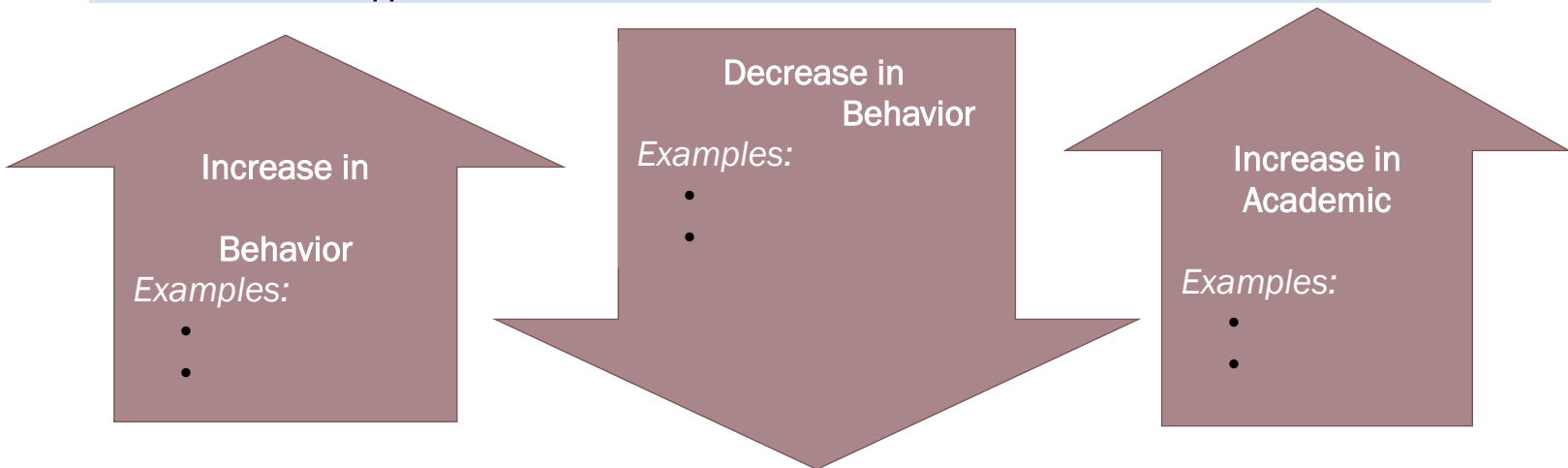Video Link (Part 2): https://youtu.be/nYBK7vj1S5Y

What 3 words would you use to describe the classroom environment of the most <u>effective</u> teacher you've had?

8

Goal of Teaching

Behavior problems disrupt _____. Engaging _____ prevents behavior problems.

Effective Behavior Support Leads To:

Increase in Behavior
Examples:
-
-

Decrease in Behavior
Examples:
-
-

Increase in Academic
Examples:
-
-

Research-Based Classroom Management

1. Maximize _____ in your classroom.
2. Post, teach, review, monitor and reinforce a small number of _____stated expectations.
3. Actively engage students in _____ ways.
4. Establish a continuum of strategies to _____ appropriate behavior.
5. Establish a continuum of strategies to _____ to inappropriate behavior.

	Specific Praise	General Praise	OTR	Corrective/ Reprimand
Reinke et al. (2012)[1]	0.13	0.43	1.43	0.67
Scott et al. (2011)[2]	0.06 (overall positive)		0.57	0.07
Hirn & Scott (2014)[3]	0.03 (overall positive)		0.47 Group 0.06 Indiv.	0.08
Pas et al. (2015)[4]	0.12 (approval)		0.93	0.27

Do States Require Classroom Management Instruction?

Does it have to be research based?

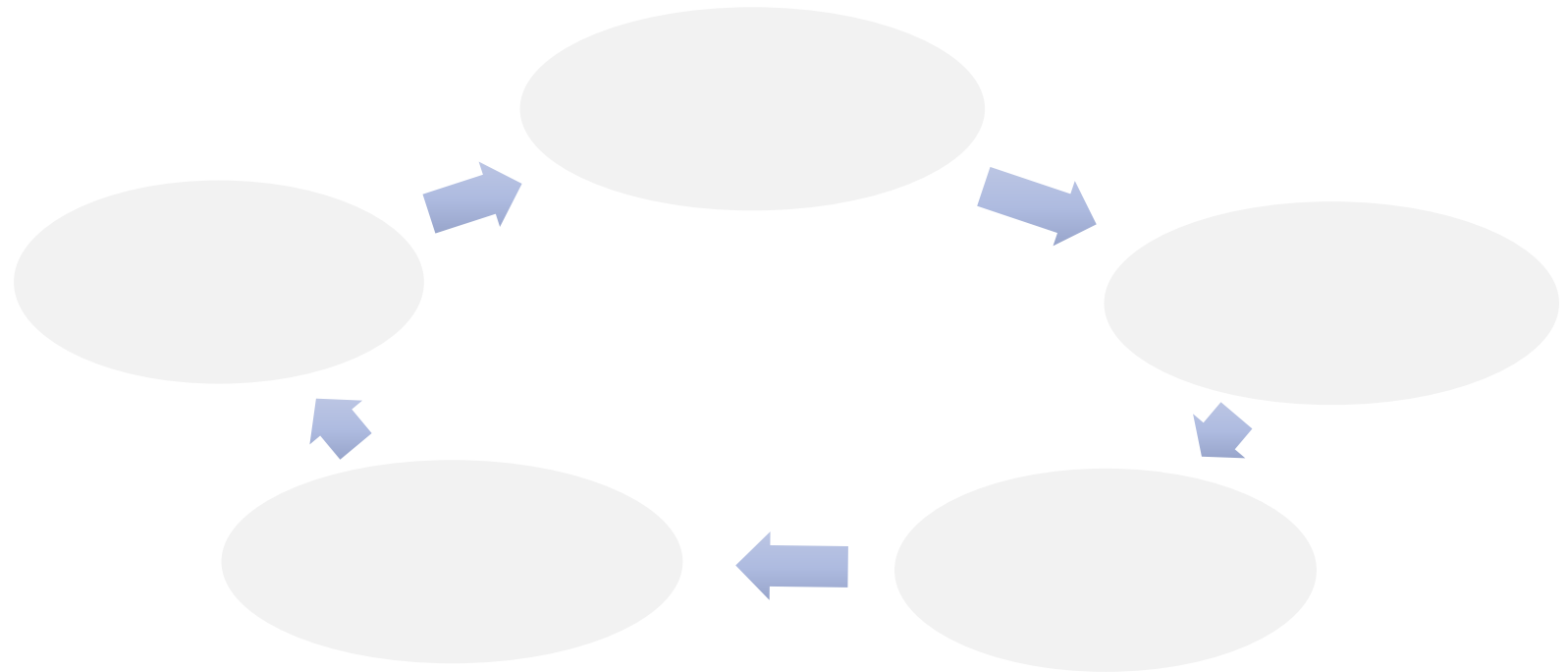(Freeman, Simonsen, Briere, & MacSuga-Gage, 2014)
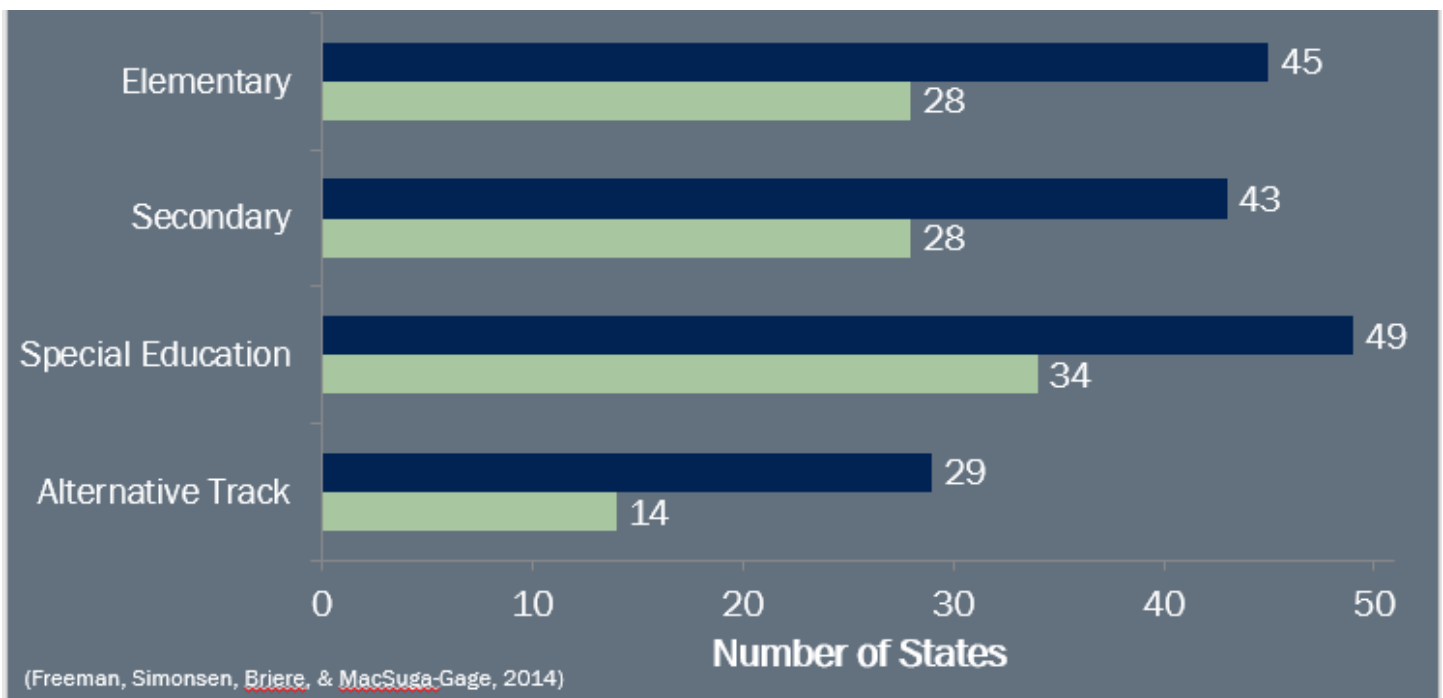
Challenges of Past Responses to Problem Behavior

- Overuse of _____ management (zero tolerance)
- Adoption of _____ based practices
- Information not used to guide _____ _____
- Lack of investment in classroom _____
- Use of "_____" approach to teaching & learning

"Get Tough" Doesn't Work

So why do we keep doing it?

- Fosters environments of _____
- Triggers and reinforces _____ behavior
- Shifts _____ away from school
- _____ child-adult relationship
- Weakens relationship between _____ and _____ behavior programming

Science of behavior has taught us that students are not _____ with "bad behaviors" and do not _____ when presenting continent aversive consequences.

Positive Behavioral Interventions and Supports (PBIS) Logic

Successful individual student behavior support is linked to _____ _____ or school _____ that are effective, efficient, relevant and durable.

PBIS is a data-drive framework to organize empirically-supported prevention and intervention practices.

Supporting _____
Outcomes

Supporting
_____
Staff Behavior

Supporting
_____
Decision Making

OUTCOMES

SYSTEM

DATA

PRACTICES

Supporting _____
Evidence-Based Interventions
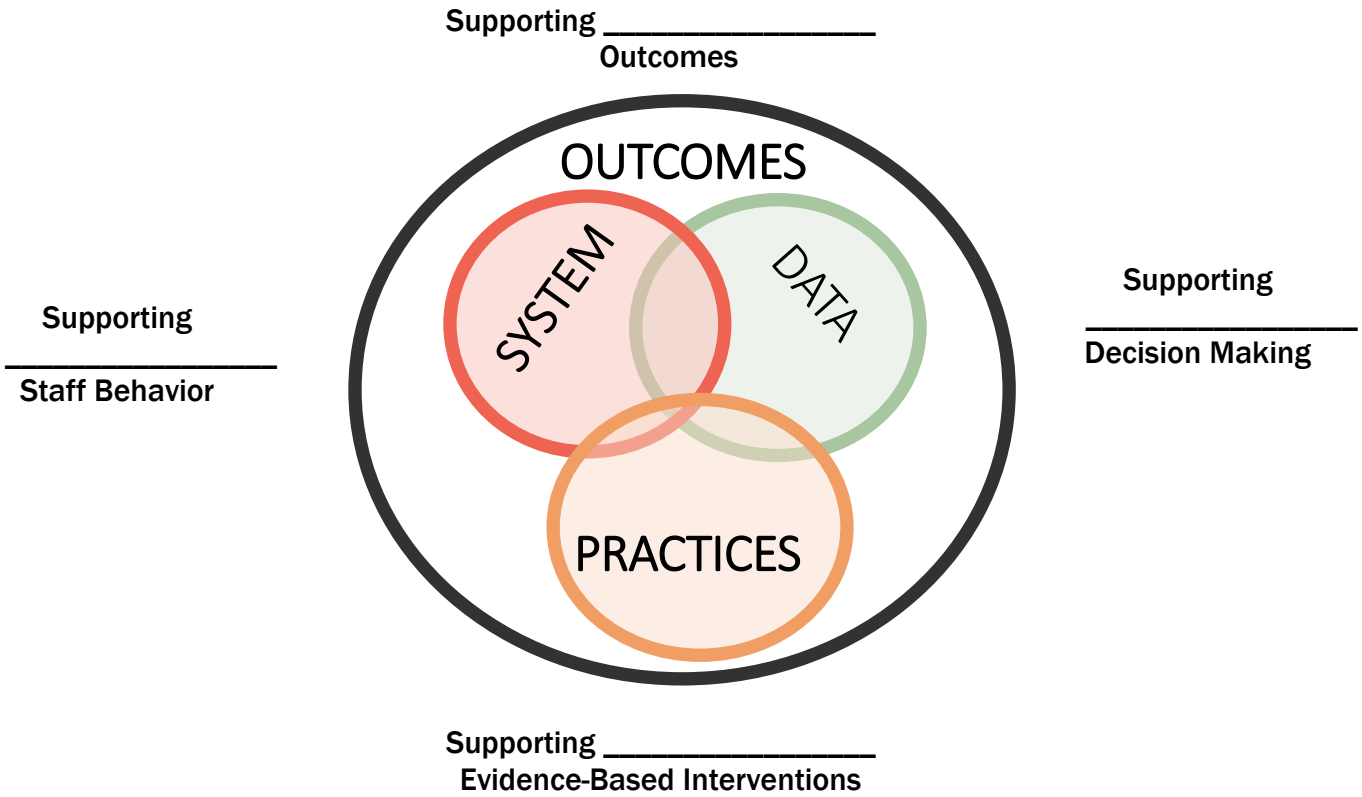
Activity 1.3   Discussion Board
Effective Teacher Behaviors
Online

Please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

1. Have you seen a "get tough" approach used in schools or classrooms?
2. Was it effective? Why or why not?
3. Share your initial impressions of the PBIS logic.

You may use the space below to write down your thoughts before posting.

Part 2   **What are the elements of basic behavioral theory?**

Activity 1.4   Stop & Jot
Thinking about Behavior
Workbook

Take a moment to response to the following questions:

1. What are some typical patterns of behavior you have seen in classrooms?

2. Why do you think they continue?

Conceptual Foundations of CW-PBIS

_____

_____

_____

_____

_____

Apply _____ to support all
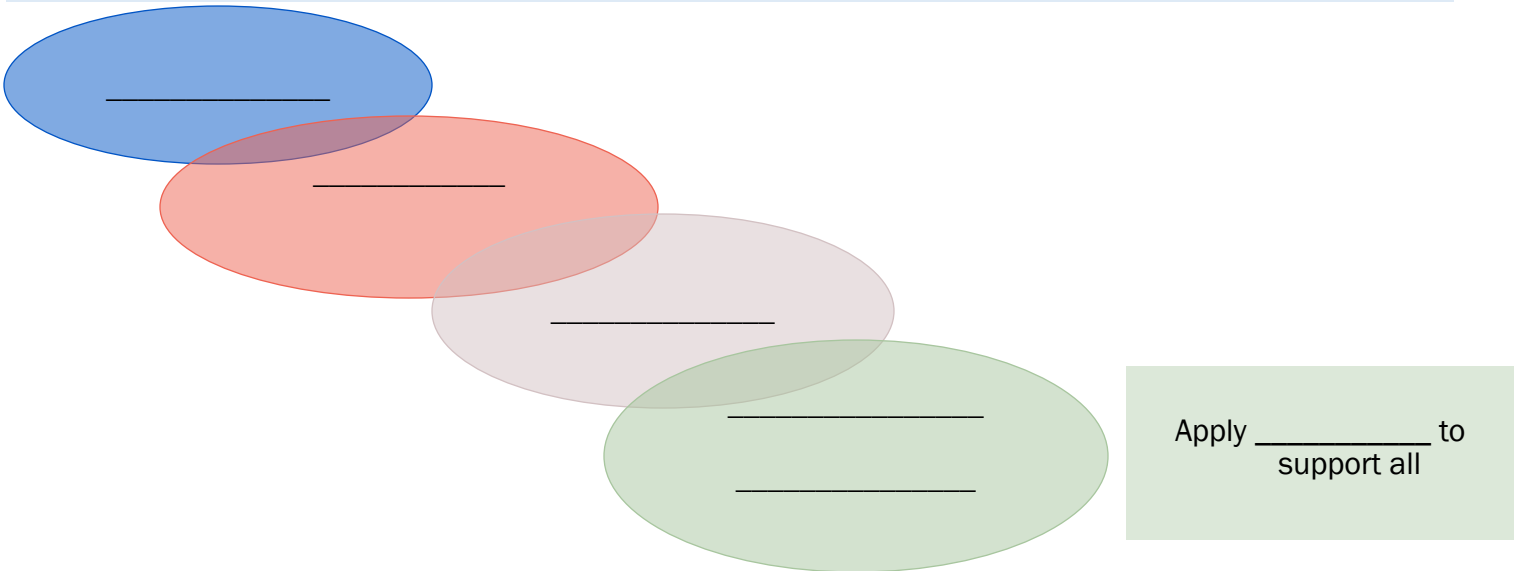
Why does this matter?

- A basic understanding of science of behavior _____ gives us tools to observe, measure, teacher and correct behaviors _____ and _____.

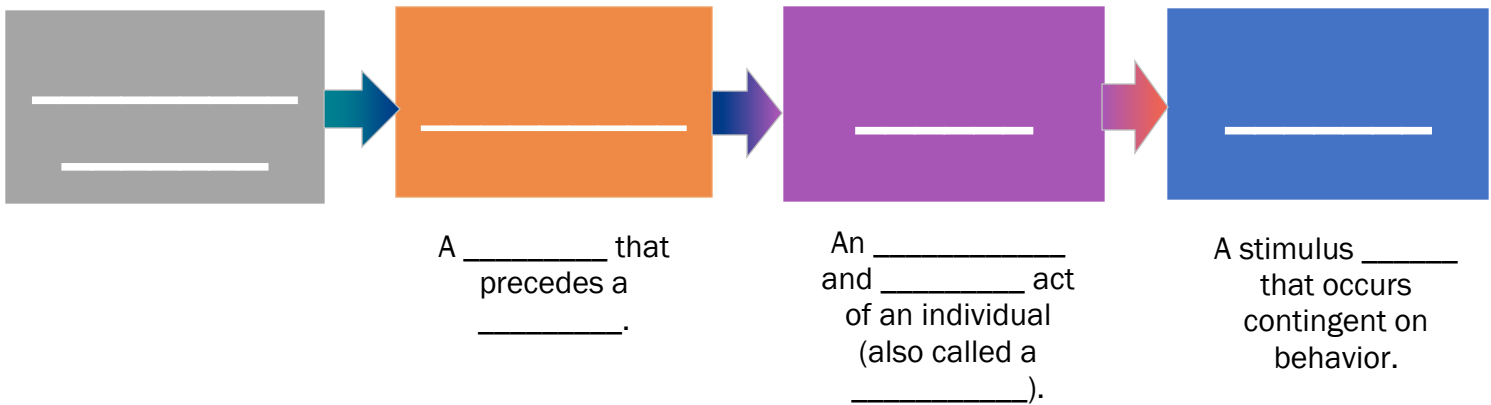- Moves us away from _____, _____ and _____ about motivations or intentions to a conversation that recognizes that
  - Behavior is _____, and
  - Behavior occurs in the context of an _____ and _____

Building Blocks of Behavior

Three Term Contingency

_____ _____	A _____ that precedes a _____.	An _____ and _____ act of an individual (also called a _____).	A stimulus _____ that occurs contingent on behavior.

Examples: Identify the antecedent, behavior and consequence

When Jonas is asked to complete an independent assignment, he disrupts his peers and refuses to begin the assignment. After this behavior, the teacher immediately sits with him and helps him complete the work.

At home, Emily has several chores (feed the dog, dog her laundry, and clean up her room). On Monday, Emily was tired. Her mom reminded her to do her chores, but Emily said "No" and went up to her room. When Emily's favorite episode came on TV later, she was not allowed to watch because her chores were not done.
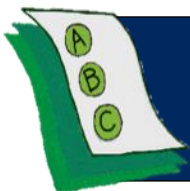
Activity 1.5   Quiz
What's the "antecedent"?
Workbook

Look at the following scenarios. Underline the antecedent.

1. The teacher said, "line up", and the students pushed their chairs and made a line at the door.
2. The teacher said, "put your books away", and the students put their books back in their backpack.
3. When he was given a difficult math assignment, he put his head down and refused to begin the work.
4. The principal entered the room to observe math instruction, and the teacher provided more opportunities to respond.
5. She felt mad, so she hit.
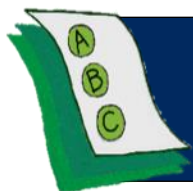
Activity 1.6   Quiz
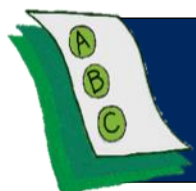### *Which one is NOT a behavior?*
Workbook

Look at the following rows. Circle the one in each row that is NOT a behavior.

1. Hits   Spits   Angry   Bites

2. Hurts   Cries   Slaps   Whines

3. Smiles   Laughs   Wiggles   Happy

Activity 1.7   Quiz
Observable and Measurable?
Workbook

Look at the list below. Circle the items that are observable and measurable.

1. Gets out of desk and hits another student.

2. Has school phobia.

3. Spacey

4. Reads 120 wpm.

5. Says she hears voices.

6. Emotionally disturbed

7. Doesn't like classmates
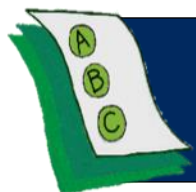
Activity 1.8   Quiz
What's the consequence?
Workbook

Look at the items below. Underline the consequence in each item.

1. After the students lined up, they were allowed to go to recess.
2. After the teacher yelled at the class they were quiet.
3. When she hit, she felt bad.
4. After the students put away their lab materials, they were allowed to leave for lunch.
5. After the student ripped up his paper, the teacher walked away.

Activity 1.9   Evaluate an Example
ABC's in "real life"
Workbook

Watch the Video Example #1 of Dr. Terry Scott. Identify the antecedent, behavior and consequence (ABC's) using the chart below.

Video 1 Link: http://video.louisville.edu/vod/flashmgr/sefrey01/Video/1438268257305-iPhone.mp4

Antecedent	Behavior	Consequence	Comments
• What occurs right before the problem behavior? • What are other individuals doing in the environment? • Where is the student when the problem behavior occurs? • Who is near the student when the problem behavior occurs?	• What is the student doing that is disruptive or undesired?	• What happens immediately after the undesired or problem student behavior?	• Are you aware of anything additional that may be impacting the student s behavior?

Watch Video Example #2 of Dr. Terry Scott. Identify the ABC's using the chart below.

Antecedent	Behavior	Consequence	Comments
• What occurs right before the problem behavior? • What are other individuals doing in the environment? • Where is the student when the problem behavior occurs? • Who is near the student when the problem behavior occurs?	• What is the student doing that is disruptive or undesired?	• What happens immediately after the undesired or problem student behavior?	• Are you aware of anything additional that may be impacting the student s behavior?

Part 3	What are the elements of basic behavioral theory?

ABC's of Behavior

Antecedents, behaviors and consequences are _____ and _____!

Reinforcement vs. Punishment

Reinforcement: when a consequence of a behavior functions to _____ the _____ of future occurrences of that behavior.

Punishment: when a consequence of a behavior functions to _____ the _____ of future occurrences of that behavior

	Give (+)	Take ( )
Inc. (⬆)	_____ _____	_____ _____
Dec. (⬇)	_____ _____	_____ _____

What is the future probability of behavior?

What changes in the environment as a result of the behavior?
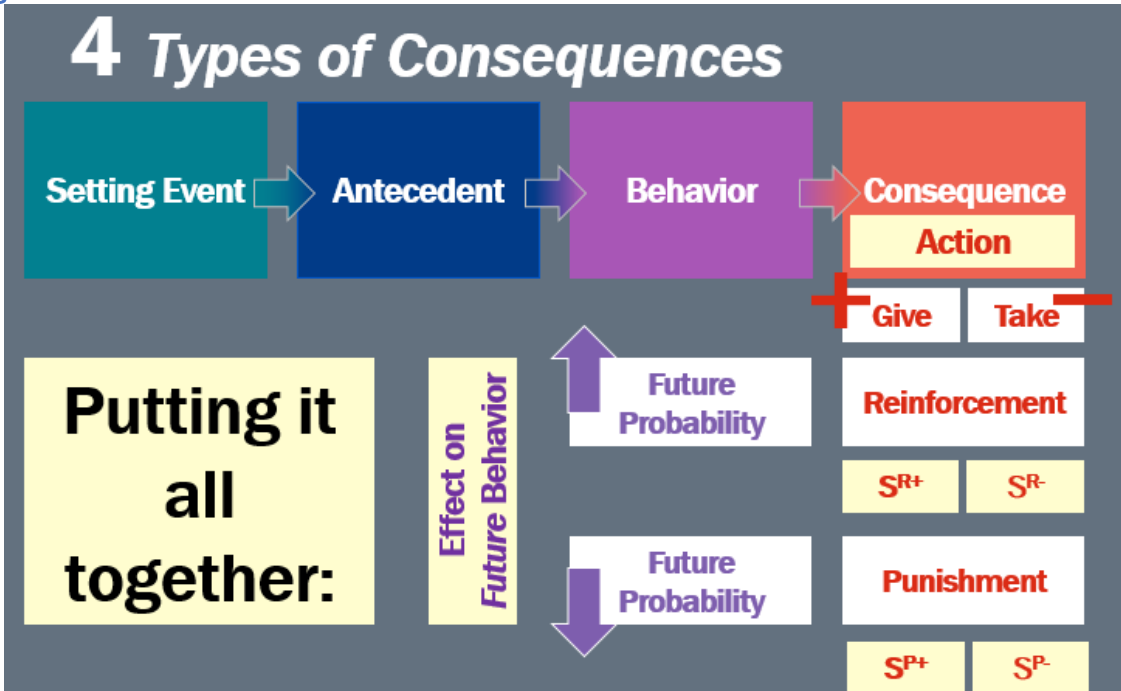
Examples

Jonas
When Jonas is asked to complete an independent assignment, he *disrupts his peers and refuses to begin the assignment*. After this behavior, the teacher immediately sits with him and helps him complete the work. In the future, Jonas continues to disrupt peers and refuses to complete work, whenever he is told to work independently.

Antecedent (S^D)	Behavior(s)		Consequence
Positive Reinforcement	Action (+ or)		
	Effect (⬆ or ⬇)		

Emily
At home, Emily has several chores (feed the dog, do her laundry, and clean up her room). On Monday, Emily was tired. Her mom reminded her to do her chores, but Emily said "No" and went up to her room. When Emily's favorite episode came on TV later she was not allowed to watch because her chores were not done. (Her mom took her TV privileges away). In the future, Emily is less likely to say no and disappear to her room when asked to complete her chores.

Antecedent (S^D)	Behavior(s)		Consequence
Positive Reinforcement	Action (+ or)		
	Effect (⬆ or ⬇)		

Antecedent (S^D)	Behavior(s)		Consequence
Positive Reinforcement	Action (+ or)		
	Effect (⬆ or ⬇)		

Mark
During lunch with peers, Mark made a derogatory comment toward one of his peers. The peer punched him. In the future, Mark was less likely to make derogatory comments (at least toward that peer).

Antecedent (S^D)	Behavior(s)		Consequence
Positive Reinforcement	Action (+ or)		
	Effect (⬆ or ⬇)		

Activity 1.10   Discussion Board
Share Examples of Antecedents and Consequences
Online

Please complete a discussion board post that answers the following question. Once you've posted, please respond to at least two of your classmates' posts.

1. Develop an example for each type of consequence (**Positive and Negative Reinforcement and Positive and Negative Punishment**).

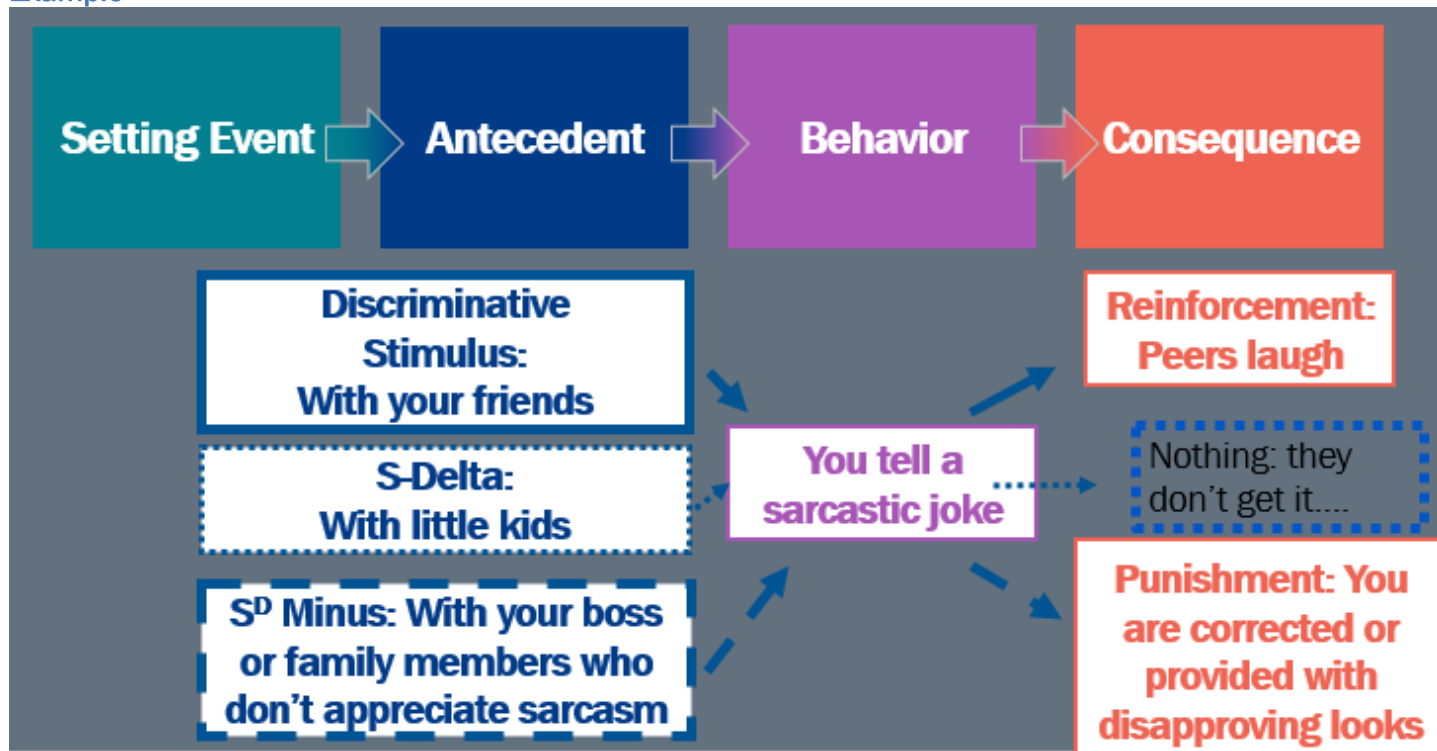You may use the space below to write down your thoughts before posting.

Remember! You only know if a consequence is reinforcing or punishing by looking at the _____ on future _____.

3 Types of Antecedents

1. _____
2. _____
3. _____

Which type of antecedent is the most likely to occasion the behavior? _____

Example

Extinction

When the consequences that function to reinforce a behavior (i.e. reinforcers) are _____ or _____ from occurring, the behavior will eventually disappear.

An extinction burst is a temporary _____ in behavior following the removal of reinforcement.

Example: Sarah

Every time Sarah talks out in class, the teacher gives her attention. Realizing that this is reinforcing her behavior, the teacher stops giving her attention for talking out.   _____

At first, Sarah increases the amount of talking out in an attempt to get the teacher's attention (it's always worked in the past).   _____

Over time, Sarah stops talking out for teacher attention.   _____

Example: Karen

After realizing that Karen was being positively reinforced for her problem behavior, her teacher decided to no longer give Karen help and attention when she engages in problem behavior.   _____

Initially, Karen became more disruptive in class.   _____

Over time, Karen eventually stopped engaging in problem behavior when she was presented with difficult work.   _____

Activity 1.11   Stop & Jot
Examples of Extinction
Workbook

1. Develop an example to illustrate extinction.

2. Develop an example of an extinction burst.
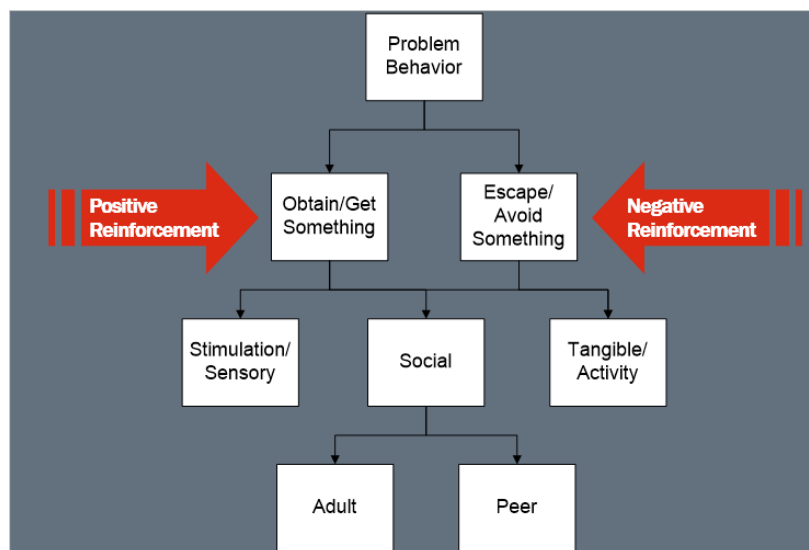
Part 4   How do we determine the function of behavior?

Function of Behavior

All behavior serves a function:

- Learners trying to _____ or _____ desired activities, tangible items, attention of stimulation (S^{R+}).
- Learners trying to _____ or _____ activities, items, attention, or stimulation (S^{R-}).

Focus on Function of Behavior

When an individual is exhibiting _____ (or any) behaviors, look at the function:
1. What typically _____ the problematic behaviors?
2. What typically _____ the problematic behaviors?
3. What _____ are the behaviors serving for that individual?

Jonas

When Jonas is asked to complete an independent assignment, he disrupts his peers and refuses to begin the assignment. After this behavior, the teacher immediately sits with him and helps him complete the work. In the future, Jonas continues to disrupt peers and refuses to complete work, whenever he is told to work independently.

What is the function of Jonas' behavior?

                A. Get or Obtain Something   B) Escape or Avoid Something

Henry

When Henry is presented with difficult school work, he complains and puts his head down on his desk. Henry's teacher takes his work away. In the future, Henry continued to complain and put his head down whenever he was presented with difficult work.

What is the function of Henry's behavior?

                A. Get or Obtain Something   B) Escape or Avoid Something

Scenario 1

A high school teacher is delivering a lesson on music theory. In the middle of the lecture, a student calls out repeatedly. Each time, the teacher calls on the student and allows them to ask their question or share their opinion.

What is the hypothesized function of the student's behavior? _____

Scenario 2

A parent asks a child to clean up their room. The child begins to whine and scream. The parent gives up, and the child does not clean.

What is the hypothesized function of the child's behavior? _____

Put It All Together

During teacher lecture, Martha repeatedly and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Antecedent:_____   Behavior: _____   Consequence:_____

Function: _____

Put It All Together

When given a difficult writing assignment, Susannah regularly throws her pencil down, rips up her paper, and puts her head down. Her teacher ignores this behavior (and Susannah never completes her assignment).

Antecedent:_____ Behavior: _____ Consequence:_____

Function: _____

Put It All Together

In the hallway with peers, Tim often teases, trips or pushes a student who talks and walks a little slower than others. Each time, Tim's peers laugh and pat him on the back.

Antecedent:_____ Behavior: _____ Consequence:_____

Function: _____

Activity 1.12   Stop & Jot
Examples of Function
Workbook

Return to the antecedent, behavior, consequence chains you noted in the Video Example #2 in Activity 1.9.

- Assuming those patterns continued over time, what is the hypothesized function of each of the behaviors you noted?
- Note the behaviors from Video #2 in Activity 1.9 below. Then, write the hypothesized function.

Behavior • What is the student doing that is disruptive or undesired?	Hypothesized Function

Now develop your own example based on your experiences.

| Day	Time	Antecedent • What occurs right before the problem behavior? • What are other individuals doing in the environment? • Where is the student when the problem behavior occurs? • Who is near the student when the problem behavior occurs?	Behavior • What is the student doing that is disruptive or undesired?	Consequence • What happens immediately after the undesired or problem student behavior?	Comments • Are you aware of anything additional that may be impacting the student's behavior?

Activity 1.13   Discussion Board
Function Discussion
Online

Please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

1. How does an understanding of the context in which behavior occurs (ABC) help you develop interventions?
2. Share a time you think you have seen a mismatch between function and intervention.

You may use the space below to write down your thoughts before posting.

PBIS Big Ideas
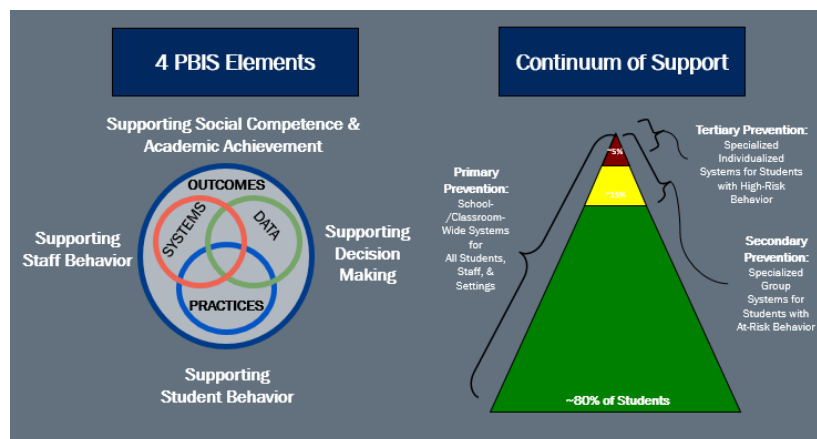
Additional Resources

Blank ABC Report Form and Function Related Interventions
https://intensiveintervention.org/sites/default/files/HO-3c-ABC-Report-Form_508.pdf

Completed ABC Report Form (Example)
https://intensiveintervention.org/sites/default/files/Handout4-%20ABC_Report_Form_Example%20.pdf

ABC Checklist
https://intensiveintervention.org/sites/default/files/Handout_3_ABC_Checklist%20.pdf

Common Problem Behaviors and Some Usual Suspects for Functional Antecedents & Consequences
https://intensiveintervention.org/sites/default/files/Handout2-Common_Problem_Behaviors%20.pdf