



CLASSROOM-MANAGED BEHAVIOR INTERVENTION #3

TRAINING NORMS

Be Responsible

- X Actively participate...ask questions

Be Respectful

- X Allow others to listen, turn off cell phone, avoid sidebar conversations
- X Share "air time"
- X Attend to presenter, refrain from using your computer

Be Safe

- X Take care of your own needs

PURPOSE AND OUTCOMES

Learning Intentions

Increased strategies to reduce classroom behaviors

Success Criteria

- X Lower teacher stress
- X Improved teacher student relationships
- X Increased instructional time
- X Retained classroom control



←—————→

BASED ON THE WORK OF

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THE ABCS OF BEHAVIOR

Antecedent (trigger)

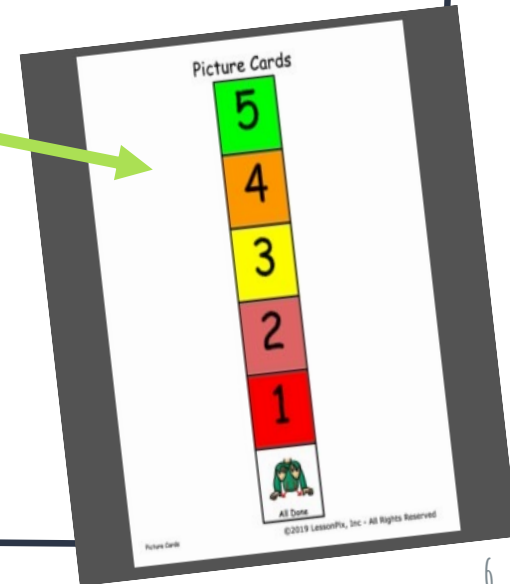
- X Time of day
- X People
- X Setting
- X Physical surroundings
- X Particular activities
- X Verbal demands
- X Tasks

Behavior

Consequence

ANTECEDENT INTERVENTIONS

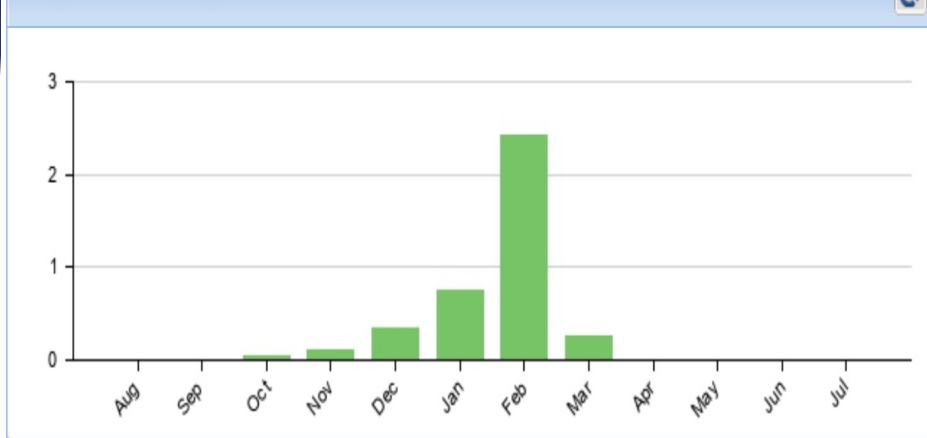
- X Choice (3) → Do you want to do the pink worksheet, blue worksheet, or the green worksheet?
- X Priming
- X High-probability sequence
- X Noncontingent reinforcement → Give me five
Spin in a circle
Wiggle your body
Now lets lineup
- X Time delay → Wait, wait, wait
- X Prompting
- X Contriving motivating operations



THOUGHTS TO PONDER

X Behavior is learned (function)

Average Referrals Per Day Per Month



X Behavior is lawful (function)

- Has a cause
- Not random
- Not unpredictable

X Behavior is escalated through successive interactions (practice)

X Behavior can be changed through instructional approach

THE ABCS OF BEHAVIOR

Antecedent

- X Time of day
- X People
- X Setting
- X Physical surrounding
- X Particular activities
- X Verbal demands
- X Tasks

- Escape
- Attention
- Sensory
- Access to tangibles or activities

Consequence

- X Adult or peer attention
- X Removal of difficult task
- X Presentation of something the child wants
- X Time-out
- X Sent to office
- X Sent to counselor
- X ISS or OSS

THE ABCS OF BEHAVIOR

Antecedent

- X Time of day
- X People
- X Setting
- X Physical surrounding
- X Particular activities
- X Verbal demands
- X Tasks

Behavior

- X Operationally defined
- X Replacement behavior
- Select one
- Serves the same function
- Incompatible with target behavior

Consequence

- X Adult or peer attention
- X Removal of difficult task
- X Presentation of something the child wants
- X Time-out
- X Sent to office
- X Sent to counselor
- X ISS or OSS



A hand-drawn diagram featuring a light green irregular blob in the top-left corner. A dark blue line forms a rounded rectangular frame around the text. The frame has a wavy line at the top, a small circle at the bottom-left, and an arrow at the bottom-right. An arrow also points from the top of the frame to the green blob.

DEFINE THE BEHAVIOR

Observable, Measurable,
Objective, Specific

WHY DEFINE BEHAVIOR?

- X It makes it easier to collect data
- X Focus on interactions between the student and the environment
- X Increase student and staff understanding of what is expected
- X Optimize available services and supports
- X Facilitates better intervention design
- X Monitor progress
- X Identify change
- X Improved communication

DEFINE THE BEHAVIOR

- X A definition must allow any observer to read the definition and determine whether or not the behavior is occurring.
- X Non Example – Bryce is off-task.
- X Example - Bryce is looking around the room, talking with other students, staring out the window, playing with items, and/or resting his head on the desk.

ADDITIONAL EXAMPLES

- X Hitting an adult's bare arm with an open hand or closed fist with sufficient force to make a sound audible from a distance of 3 feet.
- X Eloping (moving more than 5 feet away from supervising staff) when told to sit at the table for work.
- X Running: Rapidly moving one's feet at a pace that exceeds normal walking speed for at least 5 steps.

KEY POINTS

- X Do not use the word you are defining within your definition (i.e. defining darting as: darting in a forward or lateral motion)
- X When errors in data collection occur, refine your definition
- X Include as many examples and non-examples as is necessary to ensure clarity
- X **Anyone reading the definition should be able to tell instantly whether or not the behavior occurred**



A hand-drawn diagram illustrating a group task process. It features a large, rounded rectangular frame with a dark blue outline. Inside the frame, the title 'GROUP TASK' is written in a large, dark blue, hand-drawn font. Below the title, five steps are listed in a green, hand-drawn font. The steps are: 1. Select a student behavior, 2. Define the behavior, 3. Write your behavior definition on chart paper, 4. Model examples and non-examples of the defined behavior, and 5. Take the stranger test. To the left of the frame, there is a green, irregularly shaped blob. A dark blue arrow points from the top of the frame to this blob. Another dark blue arrow points from the bottom of the frame, loops around the left side, and points back to the top of the frame, creating a circular flow. The entire diagram is set against a white background.

GROUP TASK

1. Select a student behavior
2. Define the behavior
3. Write your behavior definition on chart paper
4. Model examples and non-examples of the defined behavior
5. Take the stranger test

A hand-drawn rectangular frame with rounded corners. In the top-left corner, there is a solid green rounded square. The frame is decorated with various hand-drawn elements: a wavy line at the top, a small circle on the left side, and several curved lines and arrows at the bottom and right sides, suggesting a flow or a path.

STRANGER TEST

Share out

THOUGHTS TO PONDER

- X Behavior is learned (function)
- X Behavior is lawful (function)
 - Has a cause
 - Not random
 - Not unpredictable
- X Behavior is escalated through successive interactions (practice)
- X Behavior can be changed through instructional approach
 - Replacement behavior



when little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.

-l.r. knost

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