



CLASSROOM-MANAGED  
BEHAVIOR  
INTERVENTION #3

# TRAINING NORMS

## Be Responsible

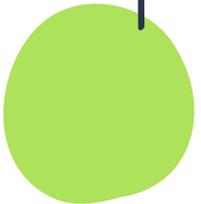
- X Actively participate...ask questions

## 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

→

DR. GEOFF COLVIN

DR. GEORGE SUGAI

DR. KATHLEEN LANE

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# THE ABCS OF BEHAVIOR

## Antecedent (trigger)

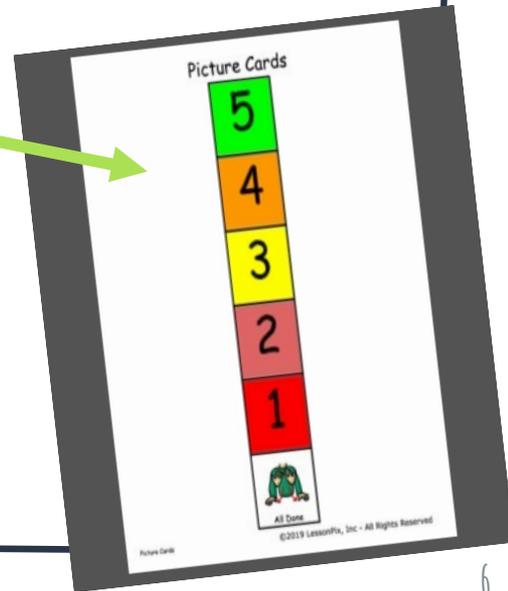
- X Time of day
- X People
- X Setting
- X Physical surroundings
- X Particular activities
- X Verbal demands
- X Tasks

## Behavior

## Consequence

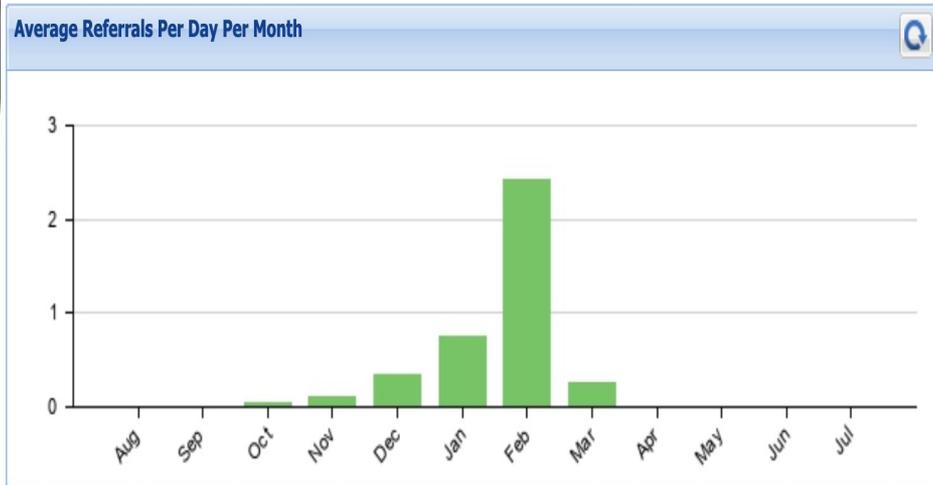
# ANTECEDENT INTERVENTIONS

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



# 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

# 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 rounded square on the left. A dark blue line forms a large rounded rectangle on the right, with a wavy line at the top and an arrow at the bottom right. The text is centered within this rectangle.

# 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

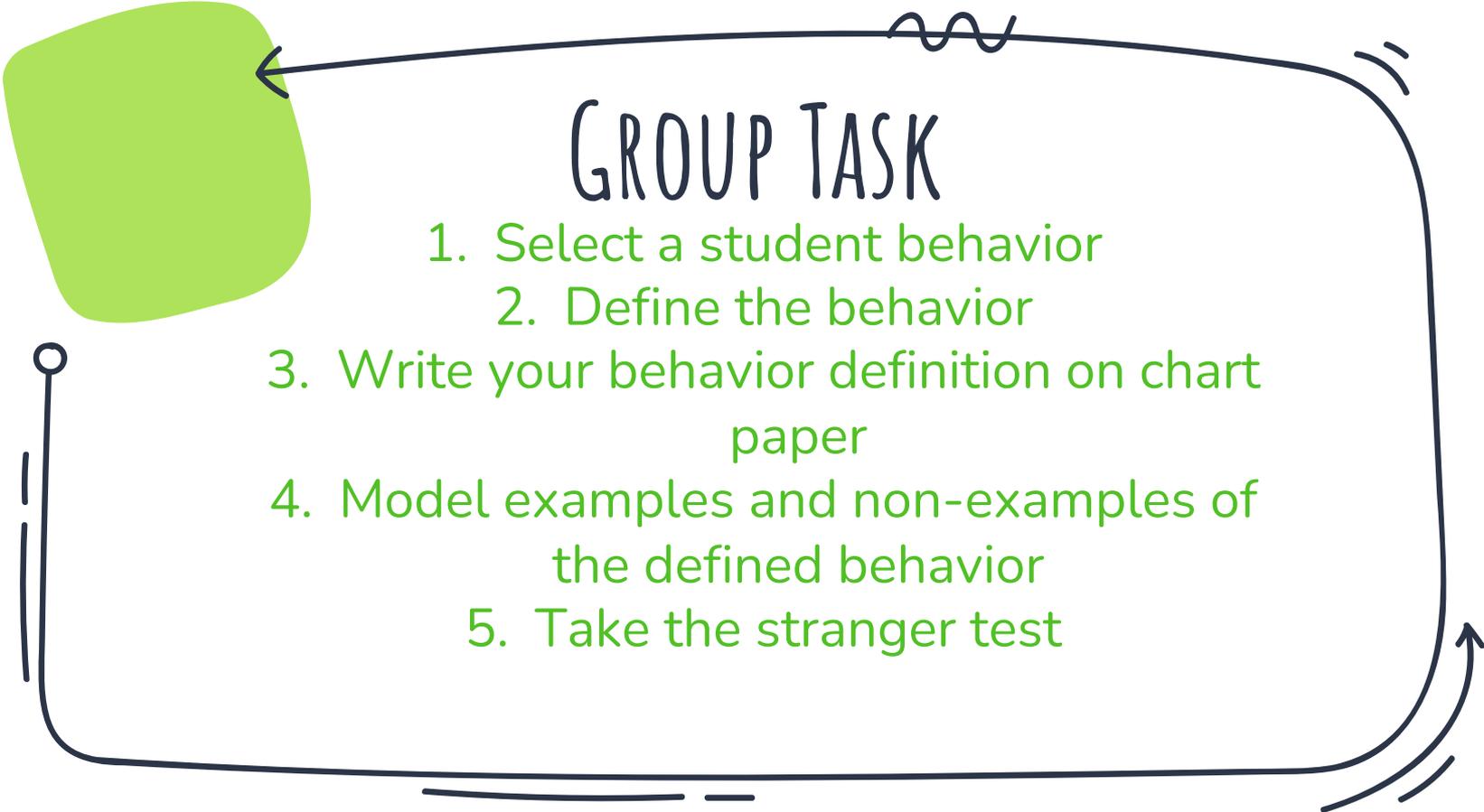
- X **A definition must allow any observer to read the definition and determine whether or not the behavior is occurring.**
- X Non Example – Bryce is off-task.
- X Example - Bryce is looking around the room, talking with other students, staring out the window, playing with items, and/or resting his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

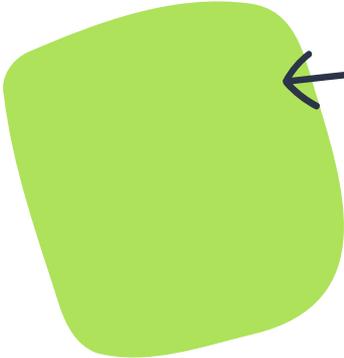
## KEY POINTS

- 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**



# 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



# 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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