Understanding Student Behavior in its Context

Division of Students with Disabilities and English Language Learners
Behavior Origins

> All Behaviors Communicate Something – Children Engage in Behaviors for a Reason.

If you can predict it…

…. you can prevent it!
Guiding Behavioral Principles, Summary

> Human behavior is pro-social
> Human behavior is important, understandable, & predictable
> Human behavior is learned
> Human behavior is malleable & teachable
> Behavior does NOT occur in a vacuum….it is affected directly by environmental events (culture and contextual fit)
> This is true for all students—severe disabilities as well!

From: D Browning Wright, from Nishioka and Sprague, 2010
Teacher Effectiveness

Instructional Expectations for 2011-2012 – Strengthening Teacher Practice

Our strongest school cultures demonstrate that when teachers thrive, students thrive. Decades of research prove what educators, students, and families know from direct experience: teachers have a greater impact on student success than any other school factor. To support teachers as we begin to integrate new, higher standards, principals will start aligning their teacher support and supervision practices with the demands of the Common Core.

To improve the instructional core across classrooms, all NYC school leaders are being asked to utilize a rubric that articulates what effective classroom teaching looks like to guide short, frequent cycles of classroom observation and collaborative examination of student work in the 2011-12 school year. When they do so, their teachers know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice.

Resources to Support Strengthening Teacher Practice

- **NEW!** Read about best practices to help principals develop supportive and professional dialogue.

- **NEW!** Learn about the observation cycle at MS 331 by engaging with a series of videos and other resources on providing effective feedback by clicking here.

- **NEW!** Charlotte Danielson has released an updated version of the Framework for Teaching. The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td>1e Designing Coherent Instruction</td>
</tr>
<tr>
<td>2. The Classroom Environment</td>
<td>2b Establishing a Culture for Learning</td>
</tr>
<tr>
<td></td>
<td>2d Managing Student Behavior</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>3b Using Questioning and Discussion</td>
</tr>
<tr>
<td></td>
<td>3c Engaging Students in Learning</td>
</tr>
<tr>
<td></td>
<td>3d Using Assessment in Instruction</td>
</tr>
</tbody>
</table>
Outcomes

> Understand and state the basic principles of behavior
  ▪ Functional
  ▪ Learned
  ▪ Predictable

> Recognize the basic components of the behavioral pathway using three examples.

> Identify and state three strategies that alter behavior outcomes.
Behavior -Specific Praise Statements!

> **Specific:** tells learners exactly what they are doing *correctly* and encourages occurrence in the future

"You worked with your partner and finished on time!"

> **Contingent:** occurs immediately following behavioral or academic expectations

> **Sincere and credible**

> **Ratio of 4:1** (positive statements to negative statements) can improve student academic and behavioral outcomes

<table>
<thead>
<tr>
<th>Less Effective Praise Statements</th>
<th>Effective Praise Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Good job!”</td>
<td>“Excellent job listening and following directions the first time.”</td>
</tr>
<tr>
<td>“Excellent!”</td>
<td>“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”</td>
</tr>
<tr>
<td>“Good work!”</td>
<td>“Way to go! You asked for help and completed your math work correctly before the end of class!”</td>
</tr>
<tr>
<td>Writing Rubric</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>• Information is often inaccurate and/or irrelevant.</td>
<td>• Accurate information without supporting evidence.</td>
</tr>
<tr>
<td>• Student is unable to accurately answer questions posed by the audience.</td>
<td>• Student is able to accurately answer a few questions posed by the audience.</td>
</tr>
<tr>
<td>• Audience does not know purpose of presentation.</td>
<td>• Some audience members can restate the purpose of the presentation.</td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>• Audience wonders who is presenting</td>
<td>• Uses some emotion, humor, or suspense</td>
</tr>
<tr>
<td>• Nothing funny, emotional, or suspenseful</td>
<td>• Uses presentation aids ineffectively</td>
</tr>
<tr>
<td>• No presentation aids used</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Little to no sequencing; topic is vague or unclear</td>
<td>• Displays some sequencing of ideas, but lacks elements: introduction, transitions, or conclusion</td>
</tr>
<tr>
<td>• No attempt for audience participation</td>
<td>• Audience participation attempts, but lacks appropriate focus</td>
</tr>
</tbody>
</table>
Why Focus on Behavior-Specific Praise Statements (BSPS)?

Research indicates using behavior-specific praise statements assist in:

> teaching new behaviors and maintaining acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)

> increasing on-task behavior (Fullerton, Conroy, & Correa, 2009)

> decreasing problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)

> providing more opportunities for building positive relationships with students
Flattery or Behavior Specific Praise Statements!

1) Turn to your left elbow partner and ask him or her to tell you one thing she/he do well for which they have been complimented in the past.

2) If s/he does not give enough detail, ask more questions until you are sure you understand specifically what s/he does well. *(If you can see it happening then you are understanding him/her.)*

3) **Rephrase** to your partner by using ONE Behavior Specific Praise Statement.
Example

1) Your partner says she organizes well.

2) You ask for more details, and she says every morning she lists what she needs to do that day; figures out the time available; and checks off the list as items are achieved.

3) You say: “Wow! You have great organizational skills. You make a list each day and complete it within the time available!”
Example Debrief

1) How did this activity feel?
2) Was it easy or did you have to think a bit?
3) Do you know your partner any better than before?
4) Do you now realize something more about yourself, your own qualities/behaviors in action?
5) Are you more apt to keep doing this behavior?
# Teaching Expectations/Rules

## Using an Instructional Approach

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define</strong></td>
<td>Observable, measurable</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>Identify, prior knowledge, model, structured practice, acknowledge</td>
</tr>
<tr>
<td><strong>Remind</strong></td>
<td>Pre-correct, prompt behaviors/rules prior to entering natural context</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td>Supervise, feedback/acknowledgement, data</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Data, modifications needed, non-responders needing more support</td>
</tr>
</tbody>
</table>
Redesign Learning & Teaching Environment

School Rules
- No Food
- No Weapons
- No Backpacks
- No Drugs/Smoking
- No Bullying
Other Examples of Positive School-Wide Expectations

Respect Relationships

Fairfield Schoolwide Rules
Be Safe
Be Respectful
Be Responsible
Sea Seguro
Sea Respetuoso
Sea Responsable

Respect Others Self Environment
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SCHOOL SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>All Settings</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Be on task.</td>
</tr>
</tbody>
</table>

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Continuum of Behavioral Supports Logic Model

- **School-wide Positive Behavioral Supports**: 80% of Students
- **Secondary Group Supports**: 10-15% of Students
- **Individualized Supports**: 5% of Students

**Behavior Specialist** responsible for 25 FBAs in school of 500

Personnel with “flexible” roles conduct proactive Practical FBA to expand the scope of FBA, prevent intensive problem behaviors, & decrease reliance on specialist.
Conceptual Principles of Behavior

Behavior is learned and can be taught.

- This applies to positive and negative behaviors!!
All Behavior Has a Purpose

Motivation

2 basic premises:

To “get” something

To “get out of”/avoid something
UNDERSTANDING Function of Behavior

Problem Behavior

Obtain/Get Something
- Stimulation/Sensory
- Adult

Escape/Avoid Something
- Social
- Peer

Tangible/Activity
Science of behavior has taught us that students....

Are NOT born with “bad behaviors”

Do NOT learn when presented contingent aversive consequences

AND do learn better ways of behaving

if taught directly & given positive feedback

Every time any adult interacts with any student, it is an instructional moment!
Behavior Descriptions Must be Crystal Clear!

Describe problem behaviors clearly in specific terms

> Observable – action can be seen.
> Measureable – behavior can be counted or timed.
> One behavior at a time.
Behavior Examples

Example
• Hitting others with fist
• Crying
• Refusing to exit from the classroom.

Non-example
• Poor impulse control
• Angry, hostile, resentful
• Stubborn
Let’s Meet Zoe:

Zoe is a 5th grade student who constantly interrupts the teacher. When the students are working independently and the teacher is going around the room working with individuals, Zoe makes animal noises. The teacher typically comes to Zoe, asks her to stop and then assists her in completing the task. Zoe does not get work done independently.
### Setting the Stage for Learning the Whys of Behavior.

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of the situation that reliably predict when behavior will occur.</td>
<td>What the child does.</td>
<td>What typically happens after the behavior occurs.</td>
</tr>
</tbody>
</table>
## The ABC’s of Behavior

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher working with student</td>
<td>Humming</td>
<td>Teacher tells student to be quiet.</td>
</tr>
<tr>
<td>Teacher working at board</td>
<td>Yawning/tapping pencil</td>
<td>Teacher helps with task</td>
</tr>
<tr>
<td>Independent reading</td>
<td>Yells across the room</td>
<td>Teacher reprimands then answers question</td>
</tr>
</tbody>
</table>
Behavioral Pathway

Setting Event → A:ntecedents or Triggering Events 2 → Problem Behavior 1 → Maintaining Consequence 3
What are setting events?

- Slow triggers
- Distant factors that influence behavior
- Broader issues that make the behavior more likely to occur
Setting Events Categories

- Environmental
- Learning styles
- Personal factors
- Medical issues
- Relationships with others
Setting Events Examples

1. Student experiences pain, illness, allergies, other acute/chronic medical issues
2. Attention difficulties make focusing very difficult
3. Family in midst of divorce; student behavior declines
4. Conflict occurs on bus on way to school
5. Negative interactions with peers
Antecedents

> “Event or circumstance that happens before a behavior occurs. It can be thought of as the predictor of a problem behavior.” (Crone & Horner, 2003.)

> Fast trigger – occurs immediately before the behavior
Antecedent (Fast Triggers) Examples

> Structured academic time, that is difficult and occurs before recess

> Large group setting with peers, classmate tries to share materials

> Academic group activity with low supervision

> Assigned to work with certain staff or peers

> Given directions by teacher

> Difficult and/or boring task
Behavior & Consequence

> Behavior is a means of communication.

> Consequence is what typically happens after the behavior occurs.

> Problem behavior is the result of an inability to get one’s needs met (function) in a more pro-social manner.

> Emphasis should be on the function of behavior, rather than on the actual problem behavior.
Functions that Behavior Serves

Problem Behavior

Obtain/Get Something

Stimulation/Sensory

Adult

Escape/Avoid Something

Social

Tangible/Activity

Peer
Activity: Behavior Functions

1. Disrupts class = Sent to In School Suspension
2. Repeated non-compliance = Classmates laugh
3. Plays with items in desk = Movement
4. Leans back in chair, puts legs in aisle = Room to stretch legs
5. Speak loudly talking out of turn = Gets teacher reprimand
What is the Function?

> Michael a second grade student, pushes the other children in line when he is told to stand at the end of the line. When the teacher lets him hold the door, he stops pushing. This happens every time the students line up for lunch. The problem behavior continues on a daily basis.
Jared is an eighth grade student who has difficulties with decoding. Whenever Jared is in a cooperative group situation, and he is asked to read, he complains that he does not feel well. The teacher usually sends him to the nurse’s office.
Behavior is Learned

> A misbehavior is actually an error (just like a math miscalculation is an error).

> Can be taught

> Teach behavior as you teach academics.
Possible Causes of Behavioral Errors

- Skill deficit
- Performance deficit
Teaching New Behaviors

> Keep in mind the old behavior will resurface. It takes time to learn a new skill and replace the old.

> Clearly describe in observable and measurable terms what the new behavior will look like.
What’s wrong with these behavior descriptions?

> Will use words properly when needs help.
> Increase positive physical responses with adults and peers.
> Will use appropriate language and social interactions to communicate feelings and/or wants in a stressful situation.
> Will not lose his temper, instead will be logical.
Examples of New Behaviors

> Student will raise hand and say the person’s name when he/she needs assistance two out of the seven trials.*

> Student will shake hands with adults and give the “high five” with peers 50%* of the time.

> Student will approach a faculty/staff member of the school and identify how he/she is feeling and ask for assistance two out of the seven trials.*

> Student will ask an adult to take a time out when he/she is feeling agitated three out of the seven trials.*
Knowing the Behavioral Pathway Process Can be Useful & Effective for…

> Teachers
> Parents
> Administrators
> Student
> Child Study teams
Building Behavioral Expertise Through “Functional Thinking”

**Activity:**

Using a Behavioral Intervention (Competing) Pathway to Develop a Positive Behavior Support Plan

Step 1. **Diagram** a confirmed functional assessment summary statement - **Hypothesis**

Step 2. **Define** alternative or competing behaviors, and the contingencies associated with them

Step 3. **Select** appropriate **intervention procedures**
Step 1: Basic Components of a Functional Assessment Summary Statement

Hypothesis/Summary Statement

Setting Events/“Set ups”
- Infrequent events that affect value of outcome

Antecedent/Trigger
- Preceding events that trigger

Problem Behavior
- Observable behaviors of concern

Consequence/Outcome
- Following events that maintain behaviors of concern

From: Loman and Borgmeier, 2010
Step 1: Developing an Hypothesis EXAMPLE

Setting Event: Terry is late to school

Antecedent: Terry is assigned math work

Behavior: Terry gets out of his seat

Consequence: Gets attention from peers & Escapes math (avoidance)
**Step 2:**

**Defining Alternate/Replacement EXAMPLE**

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry is late to school</td>
<td>Terry is assigned math work</td>
<td>Terry gets out of his seat</td>
<td>Gets attention from peers &amp; Escapes math</td>
</tr>
</tbody>
</table>

Terry completes math with Peer Tutor
Step 3: Selecting Intervention Procedures

EXAMPLE

Setting Event: Terry is late to school
Antecedent: Terry is assigned math work
Behavior: Terry gets out of his seat
Consequence: Gets attention from peers & Escapes math

Antecedent / Setting Event Changes: Terry completes math with Peer Tutor
Consequence Changes:
### Step 3: EXAMPLE

<table>
<thead>
<tr>
<th>Setting Events Strategies</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check in</td>
<td>Break down assignment</td>
<td>Ask for help</td>
<td>Specifically praise and socially acknowledge within shorter time frames</td>
</tr>
<tr>
<td>Self-regulation exercises</td>
<td>Scaffold instructions</td>
<td>Ask to work with Peer</td>
<td>Provide tutoring</td>
</tr>
<tr>
<td>Preview the day</td>
<td>Provide other choices to intersperse</td>
<td>Ask for time to self-regulate</td>
<td></td>
</tr>
</tbody>
</table>

Will these address student motivation—the function of original “problem behavior”?
### Step 3 More detailed EXAMPLE

<table>
<thead>
<tr>
<th>Setting Events Strategies</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess whether Math Level appropriate</td>
<td>Review class expectations prior to assigning</td>
<td>Teach expectations</td>
<td>Use natural social praise</td>
</tr>
<tr>
<td>Increase amount of Math instruction</td>
<td>Group according to strengths</td>
<td>Teach Self-Regulating skills</td>
<td>Use praising “schedule” and fade</td>
</tr>
<tr>
<td>Provide more appropriate peer access re:</td>
<td>Give lead to student based on strength then switch to Peer Tutor</td>
<td>Teach student appropriate attention seeking skills</td>
<td>Redirect positively</td>
</tr>
<tr>
<td>Math &amp; Social</td>
<td>Break into do-able time segments inc. social breaks</td>
<td>Teach to ask for assistance</td>
<td>Construct plan so student “earns” attention time</td>
</tr>
</tbody>
</table>
Reviewing the Behavioral Intervention Pathway

Setting Event  | Antecedent  | Behavior  | Consequence
---|---|---|---
Terry is late to class  | Terry is assigned math work  | Terry gets out of his seat  | Gets attention from peers & Escapes math (avoidance)

Function of behavior

Terry is assigned to preferred peer  | Differentiated math assignment  | Terry completes math with Peer Tutor  | Terry gets peer attention Successfully completes differentiated assignment
Goal of the Behavior Intervention Plan

Increase Desired Behavior

Prevent and Decrease Problem Behavior
Activity: Your Turn!

Hypothesis/Summary Statement

1. Setting Events/“Set ups”
   - Infrequent events that affect value of outcome

2. Antecedent/Trigger
   - Preceding events that trigger

3. Problem Behavior
   - Observable behaviors of concern

4. Consequence/Outcome
   - Following events that maintain behaviors of concern

From: Loman and Borgmeier, 2010
Caesar...

1. Identify the components of the student’s behavior
2. determine function
3. identify strategies/interventions
Caesar:
**Step 1: Hypothesis Diagram**

When the teacher or peers ask Caesar to do something he doesn’t like, he begins to swear and hits to avoid the task. This behavior is more likely to occur if he has had a conflict with a peer.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer conflict</td>
<td>Teacher/Peer request</td>
<td>Swearing &amp; hitting</td>
<td>Avoid requests or tasks</td>
</tr>
</tbody>
</table>

From: D Browning Wright, from Nishioka and Sprague, 2010
Step 2: Defining Alternative/Replacement

Setting Events
Peer conflict

Triggering Antecedents
Asked to do difficult assignment.

Problem Behavior
Refuses to follow directions, swears, hits,

Maintaining Consequences
Avoid task, request remove from class?

Desired Alternative
Do work w/o complaints.

Typical Consequence
Points, grades, questions, more work.

Caesar
Acceptable Alternative
Ask for break or help/Choose “cool down” etc
Step 3: Selecting Intervention Procedures

Caesar

1) Read the additional information about “Caesar” and create a more thoughtful hypothesis (pathway) with your group, focusing on the FUNCTION of his behavior.

2) Write STRATEGIES for supporting Caesar by using the handout: “Possible ABC Strategies by Function”.

Setting Event Strategies  Antecedent Strategies  Behavior Teaching  Consequence Strategies
Competing Pathways

BEHAVIOR INTERVENTION PATHWAY

Setting Events

Triggering Antecedents

Problem Behavior

Desired Behavior

Maintaining Consequences

Maintaining Consequences

Acceptable Alternative

BEHAVIOR SUPPORT PLANNING

Setting Event Manipulations

Neutralize/eliminate setting events

Antecedent Manipulations

Add relevant & remove irrelevant triggers

Behavior Teaching

Teach alternative that is more efficient

Consequence Modified

Add effective/remove ineffective reinforcers
Utilize the Pathway for Your Own Student:

1) Define the behavior;
2) Identify many influencing factors (setting events, triggering antecedents, maintaining consequences);
3) Determine the behavior’s function;
4) Identify the Desired Behavior which needs instruction and the typical/natural consequences that maintain the Desired Behavior;
5) Determine an acceptable alternative behavior which “competes” with the Problem Behavior and satisfies the function and can be taught (i.e. a step toward the Desired Behavior);
6) List strategies for each of the Support Planning areas: Setting Events, Antecedents, Behavior, Consequences – focus on ways to make changes and provide supports in the environment, adult behaviors, and student instructional needs.
Guiding Behavioral Principles, Summary

- Human behavior is pro-social and lawful
- Human behavior is important, understandable, & predictable
- Human behavior is learned
- Human behavior is malleable & teachable
- Behavior does NOT occur in a vacuum….it is affected directly by environmental events (culture and contextual fit)
- This is true for all students—severe disabilities as well!

From: D Browning Wright, from Nishioka and Sprague, 2010
PBIS Resources

NYS Regulations


NYSED memorandum “Requirements relating to the Use of Behavioral Interventions and Supports”


Guides for conducting FBA and BIP within SESIS

http://intranet.nycboe.net/SpecialPopulations/SpecialEd/Behavior.htm

NYS Quality Indicators:


NYS PBIS

www.nyspbis.org

National PBIS

www.pbis.org