

## Teaching Function of Behavior to All Staff A School-wide Intervention

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### Reasons Student Commonly Misbehave

- Student(s) don't know expectations
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
  - Obtaining attention from adults/peers
  - Escape from difficult task or non-desired activity

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GREEN ZONE

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YELLOW & RED ZONE

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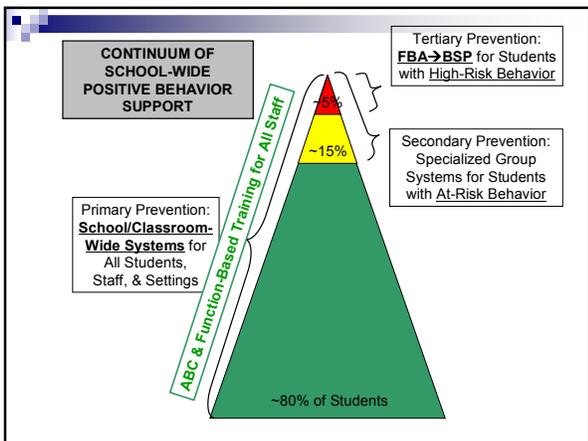
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## Understanding Chronic Misbehavior

- If a student repeatedly engages in a **problem behavior**, he/she is most likely doing it for a reason, because it is **paying off** for the student
  - The behavior is **Functional** or **serves a purpose**
- Behavior is a form of **communication**, **unfortunately** some students learn that **Problem Behavior** is the best way for them to get their needs met

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## Understanding Chronic Misbehavior

- Recognize that **recurring misbehavior** occurs for a reason, and take this into account when determining how to respond to misbehavior.
- We can understand how to intervene most effectively with a student by identifying the **function (or purpose)** of their behavior

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Why is Understanding the Function of Behavior Important?

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## What is Function-Based Support?

- FBS is using an assessment of the purpose or function of student behavior to inform our Behavioral Interventions
  - Interventions should be based on the Function of Student Behavior
  - When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change
    - i.e. Time out for a student who is acting out to avoid math problems

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### Carter's Behavior Intervention Plans Function = Escaping from Difficult Task

	Antecedent	Cons for Problem Beh	Cons. For Replacement Beh
#1 Function Based	Tutor difficult math (Mult. tables)  Precorrect to Self Mgmt plan = ask for teacher help	Redirect & prompt alt. behavior "ask for help" when off-task	Provide academic support Assess on task beh every 5 min. Provide choice of reinforcer
#2 Non-Function Based	Prompt Approp Beh. & remind student he can earn time w/ peer	If not on task, ignore problem behavior	Praise for raised hand Allow time to visit w/ peers for mtg expectations

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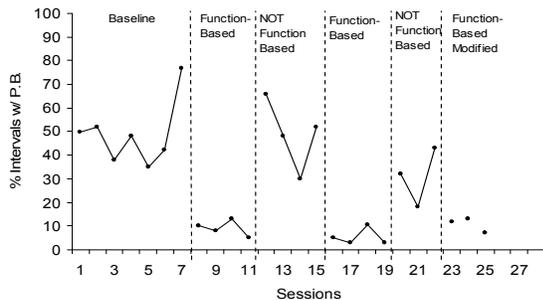
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% Intervals w/ P.B. for Carter




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## Function-Based Interventions

- **Indicated Interventions** – an intervention consistent with the function of behavior that reinforces desired behavior or extinguishes negative behavior; *expected to increase desired behavior or decrease negative behavior*
- **Contra-indicated interventions** – an intervention that reinforces negative behavior, usually consistent with the function of behavior; *expected to increase the severity or frequency of negative behavior*
- **Neutral interventions**- interventions that are not related to the function of behavior, may be positive or negative in impact

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## ABC Training Curriculum

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## Acknowledgements

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  - Michele Cook (Gresham Barlow SD) & Ericka Guynes (David Douglas SD) for their assistance in developing the ABC Training Curriculum
  - Cindy Anderson, Terry Scott, Rob Horner, George Sugai & the greater PBS Community from whom slides & materials may have been borrowed for use in this curriculum

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## ABC Training Curriculum

- Purpose:
  - Curriculum for SW-PBS teams to use to provide training to school staff members
  - The curriculum is intended to be guide, providing simple, accessible resources for training
  - It is highly recommended to include the building behavior specialist in training efforts
  - The goal was to create lessons that could be completed in brief (20 min.) portions of staff meetings

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## ABC Training Curriculum

- Each lesson contains
  - Powerpoint & materials
  - Staff Activity as part of the lesson
  - Homework for practice

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## ABCs & Function of Behavior

### I. Introduction

Staff Training

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## ABC Training series

- This is the first of a series of 5 trainings on understanding student behavior & linking it to intervention
- This is part of our schools ongoing development & implementation of PBS systems in our district
- The content of this training will be directly linked to our school Intervention team process for supporting students who are at-risk for problem behavior

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## Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

**IT WORKS!**

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## ABC's of Understanding Chronic Behavior Patterns

- What happens **before (A or antecedent)** the behavior occurs? What is the trigger?
- What is the **behavior (B)**?
- What happens **after (C or outCome/Consequence)** the behavior occurs? What is the **outCome**?



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**Learning & A→B→C**  
 What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class		

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**Learning & A→B→C**  
 What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	

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**Learning & A→B→C**  
 What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class by Mr. Brown	<del>Student tries to do the problem at the board, but struggles</del>	Peers laugh at student and one says aloud, "that one is so easy"  <b>Bad Outcome for Student</b>

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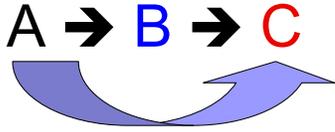
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## Student w/ Problem Behavior



Jimi has Learned that:

**When (A)** asked to do a difficult math problem on the board in front of his class by his math teacher, if he

**(B)behavior**, tries his best and can't do the problem

**The out(C)ome is:** he gets made fun of by his peers, called stupid and laughed at

**Negative OutCome (Punisher) = DECREASE** of **Desired Behavior** in that situation in the future

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## Learning & A→B→C

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	Peers laugh at student and one says aloud, "that one is so easy" <b>Punishing Consequence</b>
<b>NEXT DAY</b>		
Student is asked to do a math problem in front of the class	Student: -Hits peer -Calls teacher name or -Disrupts	Teacher calls on someone else & sends student to back of room <b>TASK &amp; Failure AVOIDED!!!</b>

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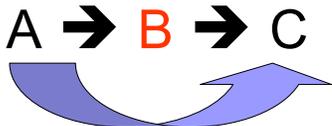
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## Student w/ Problem Behavior



Jimi has Learned through repeated experiences, that **when (A)** asked to do math problems (dbl digit multiplication or division) at his desk or on the board in front of his class, if he **(B)**, calls the teacher names, refuses work or throws his paper on the ground, **the out(C)ome** is he gets sent to the back of the room and avoids the difficult math problem & embarrassment of failing in front of his peers.

\*Function = **Problem Behavior** helps Student **AVOID** task.

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## What is the Pay Off?

- We need to understand behavior from the student perspective...
  - What is the student gaining (or trying to get) from engaging in this behavior
  - What is the most important thing that the student is **gaining** or **avoiding** by using this behavior

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## Behavior is Functional, Not GOOD or BAD

- Functional = it pays off for the student in some way... so they do it again
  - We may see the behavior as being “good” or “bad”, but the student does it because it is effective, it pays off for them

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## Sample Summary Statement

### BRENDA HITS OTHER STUDENTS - WHY WOULD SHE DO THIS?

Antecedents	Behavior	Consequences
Susan calls Brenda a	Brenda punches Susan on	Susan stops laughing and

### Summary Statement

**WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER  
BRENDA HURTS THEM BECAUSE THEY GO AWAY**

Brenda spells a word incorrectly during an oral review and the child behind her laughs	Brenda pulls the child's hair	Brenda is sent to the office
Brenda is playing blocks with Ben. Ben takes a block from Brenda	Brenda hits Ben over the head with another block	Ben puts the block down and runs away

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ABC Database Activity 1	
Number	When occurring
1	
2	
3	
4	
5	

Summary Statement

When occurring: \_\_\_\_\_

Individuals: \_\_\_\_\_

Location: \_\_\_\_\_

Observer: \_\_\_\_\_

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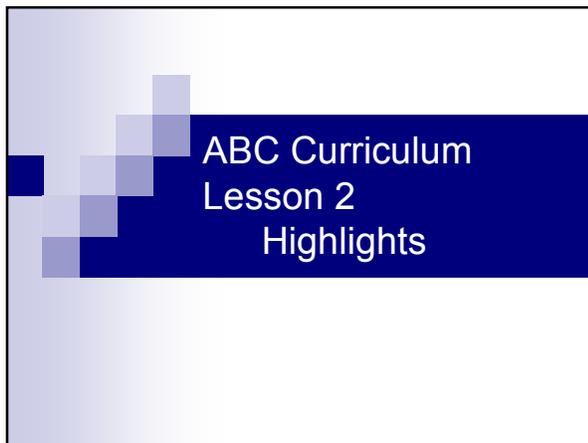
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Staff use of Possible Motivation requires knowledge of ABC & Behavioral Function

Summary Statement

WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER  
BRENDA HURTS THEM \_BECAUSE\_ THEY GO AWAY (Avoid Peers)

Possible Motivation
<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Obtain items/ activities
<input checked="" type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Avoid task or activities
<input type="checkbox"/> Don't know
<input type="checkbox"/> Other _____

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## Function of Behavior = Possible Motivation on Referral

### Office Referral Form

Name: Brenda Location: \_\_\_\_\_  
 Date: 6/8/07 Time: 9:40  Playground  Library  
 Teacher: Mr. B  Cafeteria  Bathroom  
 Grade: K  2  3  4  5  6  7  8  Hallway  Bus  
 Referring Staff: Mr. B  Classroom  Other \_\_\_\_\_

Problem Behavior	Possible Motivation	Administrative Decision
<b>Minor</b> <input type="checkbox"/> Inappropriate language <input checked="" type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Other _____ <b>Major</b> <input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting / Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Disruption <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input checked="" type="checkbox"/> Avoid Peers(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____

Others involved in incident:  None  Peers  Staff  Teacher  Substitute  
 Unknown  Other \_\_\_\_\_

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## Staff will work with the Intervention team to develop ABCs for intervention

**Summary Statement**  
 WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER  
 BRENDA HURTS THEM BECAUSE THEY GO AWAY (Avoid Peers)

**BRIEF BEHAVIORAL ASSESSMENT-ABC**

We have the problem occurring \_\_\_\_\_ (time of day/class/Activity/Routine) \_\_\_\_\_ (days of week or free time) \_\_\_\_\_

Antecedent (Trigger/Event)	Problem Behavior (Student behavior of concern)	Consequence (Response that benefited)	Function (Pay Off)
<b>When...</b> other students call her names or hurt her	<b>the student will...</b> hurt them by hitting, kicking, pulling hair, hitting with blocks	<b>and this happens</b> the peers go away Because... the peers go away	<b>So, the function of behavior is to:</b> Access / Avoid / Escape this... peers who are hurting or bothering her

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## ABC Curriculum

### Lesson 3

### Highlights

ABC Practice

(review & practice)

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Complete the Brief Behavioral Assessment-ABC and referral possible motivation box based on your student observations.

**BRIEF BEHAVIORAL ASSESSMENT-ABC**

We have the most problems during \_\_\_\_\_ (Date of Day/Class/Activity/Session)

<b>Antecedent</b> (Time/Place/Event) When...	<b>Problem Behavior</b> (Observe Behavior/Describe) the student will...	<b>Consequence</b> (Describe the Result/Understand) and this happens Because...	<b>Function/Pay Off</b> So, the function of behavior is to: Access / Avoid / Escape this...
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**Office Referral Form**

Name: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: K 1 2 3 4 5 6 7 8 \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Problem Behavior	Possible Motivation	Administrative Decision
<b>Minor</b>		
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Time in office
<input type="checkbox"/> Defiance	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Conference with student
<input type="checkbox"/> Disruption	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Parent Contact
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> Individualized instruction
<input type="checkbox"/> Other _____	<input type="checkbox"/> Avoid task or activity	<input type="checkbox"/> In-school suspension (____ hours/ days)
<b>Major</b>	<input type="checkbox"/> Don't know	<input type="checkbox"/> Out of school suspension (____ days)
<input type="checkbox"/> Abusive language	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Fighting/Physical aggression		
<input type="checkbox"/> Overt Defiance		
<input type="checkbox"/> Harassment/bullying		
<input type="checkbox"/> Disruption		
<input type="checkbox"/> Other _____		

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## ABC Curriculum

### Lesson 4

### Highlights

Proactive v. Reactive Intervention

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So the Question is...

What is the effect of our response to student problem behavior?

- Is our response **increasing** the chances of the problem behavior occurring again in the future?

OR

- Will our response **decrease** the likelihood of the problematic behavior occurring in the future?

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Will this response  
**Increase or Decrease**  
 the Problematic Behavior?

- Suspension
- Verbal Reprimand
- Spanking
- Time Out
  
- *IT DEPENDS ON THE STUDENT RESPONSE!!*
  
- We often assign value to consequences, based on what we think.... BUT...
  - What we need to do is look thru the student's eyes (Function of Behavior)
  - What is the impact of our response on the student's behavior?

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Proactive v. Reactive  
 PBS v. Aversive approach

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PBS v. Aversive Model (ABC)

<b>A</b>	<b>B</b>	<b>C</b>
<b>PBS (Positive Behavior Support) – Proactive</b>		
Emphasis on Interventions to prevent problem behavior	Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior
<b>Traditional Aversive/Punitive Model - Reactive approach</b>		
Limited focus on Antecedent Interventions	Little focus on teaching behavior	Emphasis on <u>punitive</u> response to negative behavior

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## Traditional / Punitive Approach (ABC)

A	B	C
<b>Student Situation &amp; what the student has learned</b>		
Asked to do math problem at the board in front of class of peers	1 <sup>st</sup> time tried to do problem	Peers laughed and said "that one's easy"
	Ever since – students acts out behaviorally	Teacher usually calls on other student to do problem, peers laugh
<b>Traditional Aversive Model - Reactive approach</b>		
No intervention – ask students to do problem on board as usual "should be able to do it just like everyone else"	No focus on teaching – student "would have learned it if he was paying attention in class"	Emphasis on <u>punishing</u> response – send student to Behavior Intervention Center or office

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## PBS Approach (ABC)

A	B	C
<b>Student Situation &amp; what the student has learned</b>		
Asked to do math problem at the board in front of class of peers	1 <sup>st</sup> time tried to do problem	Peers laughed and said "that one's easy"
	Ever since – students acts out behaviorally	Teacher usually calls on other student to do problem, peers laugh
<b>PBS (Positive Behavior Support) – Proactive approach</b>		
Give student a problem they can be more successful by practicing problem ahead of time w/ student	<b>Teach &amp; Practice:</b> a. to more politely refuse problem b. Math skills needed to problem	<b>Reward student for</b> a. Refusing politely, instead of w/ negative behavior b. Trying & success w/ math problem

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### HOMEWORK 4 – PBS v. Trad'l Aversive

Identify Proactive & Reactive responses for the student you have been collecting ABC data on for previous lessons.

<b>Proactive - Positive Behavior Support</b> (see slide # 10 for example)		
Antecedent (how to prevent problem behavior & set student up to be successful)	Teaching Behavior	Outcome (focus on acknowledging desired behavior)
<b>Reactive - Traditional/Aversive Model</b>		
Antecedent	Teaching Behavior	Outcome (Punitive Response)

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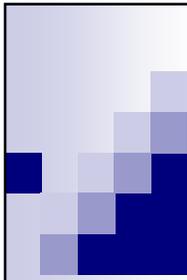
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**ABCs & Function of Behavior**  
**5. ABC Practice & Effective Intervention (Attention)**

Staff Training

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**“Have you ever seen....”**

- *“Lance, since you don’t seem to want to be a part of our reading group, why don’t you go to time out.”*
- *“Phoebe, I’m taking your book away because you obviously aren’t ready to learn.”*
- *“You want my attention?! I’ll show you attention, ...come out to the hallway with me and we’re going to have a talk before you go to see the Principal.”*

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**PBS – Proactive Intervention**

<b>A</b>	<b>B</b>	<b>C</b>
<b>PREVENTION</b> Interventions occurring before the behavior occurs	<b>TEACH</b> Behaviors to use instead of the problem behavior	<b>RESPONSE TO BEHAVIOR</b> Intervention occurs after (in response to) positive or negative behavior
<b>PBS (Positive Behavior Support) – Proactive</b>		
Emphasis on Interventions to prevent problem behavior	Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

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## Proactive (PBS) Interventions Attention Seeking

### **A - PREVENTION**

#### Interventions occurring before the behavior occurs

- Prevention (give attention early for positive)
- Check-in – provide adult attention immediately upon student arrival
  - Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff
  - Place student in desk where they are easily accessible for frequent staff attention
  - Give student frequent intermittent attention for positive or neutral behavior
  - PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention

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## Proactive (PBS) Interventions Attention Seeking

### **B - TEACH**

#### Behaviors to use instead of the problem behavior

- Teach student more appropriate ways to ask for adult attention
- Identify and teach specific examples of ways to ask for attention
- Raise hand and wait patiently for teacher to call on you
  - likely need to differentiate (large group, small \ group, work time, etc.)

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## Proactive (PBS) Interventions Attention Seeking

### **C - RESPONSE TO BEHAVIOR** Intervention occurs after (in response to) positive or negative behavior

- Respond quickly if student asks appropriate for adult attention
- Give the student frequent adult attention for positive behavior
- Student earns 'lunch w/ teacher' when student earns points for paying attn in class & asking appropriately for attention
- Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior
  - Limit verbal interaction – create a signal to prompt the student to stop the problem behavior
  - Avoid power struggles

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## Proactive (PBS) Interventions Attention Seeking

### C

Sometimes students need additional encouragement to engage in the desired behavior...

When using additional incentives to encourage student positive behavior

If students desire adult attention, use it as an incentive

- lunch with teacher
- 1:1 game with favorite staff, etc.
- special teacher assistant

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## ABCs & Function of Behavior 6. Function-Based Interventions (Escape)

Staff Training

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## PBS – Proactive Intervention

A	B	C
<b>PREVENTION</b> Interventions occurring before the behavior occurs	<b>TEACH</b> Behaviors to use instead of the problem behavior	<b>RESPONSE TO BEHAVIOR</b> Intervention occurs after (in response to) positive or negative behavior
<b>PBS (Positive Behavior Support) – Proactive</b>		
Emphasis on Interventions to prevent problem behavior	Emphasis on explicitly Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

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## Proactive (PBS) Interventions Avoid Task

### **A - PREVENTION**

#### **Interventions occurring before the behavior occurs**

Prevention (modify task or provide support)  
Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)  
Assign student to work with a peer  
Provide additional instruction/support  
Provide visual prompt to cue steps for completing tasks student struggles with  
Provide additional support focused on instructional skills (Homework Club, study hall, etc.)  
PreTeaching content  
PreCorrect - Frequently & deliberately remind student to ask for help

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## Proactive (PBS) Interventions Avoid Task

### **B - TEACH**

#### **Behaviors to use instead of the problem behavior**

Teach student more appropriate ways to ask for help from teacher or peers  
Provide additional instruction on skill deficits  
Identify and teach specific examples of ways to ask for help  
-Raise hand and wait patiently for teacher to call on you  
-teach student to use a break card  
-likely need to differentiate (large group, small \ group, work time, etc.)

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## Proactive (PBS) Interventions Avoid Task

### **RESPONSE TO BEHAVIOR**

#### **C - Intervention occurs after (in response to) positive or negative behavior**

- Respond quickly if student asks for help or for a break
- Reward students for on task, trying hard, work completion & for asking for a break or help appropriately
  
- Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior
  - However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work

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Proactive (PBS) Interventions		
A	B	C
<b>PBS (Positive Behavior Support) – Proactive</b> <b>Matching Interventions for ESCAPE/AVOID TASK -- CALVIN</b>		
Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)	Teach student more appropriate ways to ask for help from teacher or peers	■Reward students for on task, trying hard, work completion & for asking for a break or help appropriately

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Function-Based Interventions Answer Seeking Behavior		
<b>A</b> - <b>Antecedent</b> The antecedent is the situation or event that occurs immediately before the behavior. For example, the teacher asks a question, and the student does not know the answer.	<b>B</b> - <b>Behavior</b> The behavior is the action that the student takes to get the answer. For example, the student asks the teacher for the answer.	<b>C</b> - <b>Consequence</b> The consequence is the result of the behavior. For example, the teacher provides the answer, and the student receives praise.

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## Pilot Study Data

## ABC Training Curriculum

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## 2 Elementary Schools

- Two Elementary Schools
- Both in 3<sup>rd</sup> year of implementing SWPBS
  - Met 80/80 on SET
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- All 6 Lessons taught
  - 30 minutes per lesson x 6 lessons at both schools

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## Pre/Post Staff Self Evaluation

*Limited / Somewhat Limited / Moderate / Somewhat Strong / Strong*

1                      2                      3                      4                      5

	Pre n=53	Post n=31
Current understanding of beh'l theory, ABC & Fx of Behavior	3.1	4.0
My ability to ID function of recurring problem behavior	3.3	4.0
My ability to ID ABC of recurring problem behavior	3.0	3.9
My understanding of how to complete the 'possible motivation' box on discipline referral	3.0	4.1
My understanding of FBA	2.2	3.6
My understanding of how fx of behavior will help me w/ challenging student beh in class	3.2	4.2
Previous training I've received in topics ID'd in previous 6 questions is	2.6	

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## Post Staff ABC Training Evaluation

*Strong Disagree Disagree Neutral Agree Strongly Agree*

1                      2                      3                      4                      5

*N = 2 schools; 31 respondents*

	Post
Lessons were effective in teaching me ABC & Fx of Beh	4.0
I believe lessons will help me be more effective in dealing w recurring problem behavior	3.8
I will use what I learned from ABC training in my classroom	4.1
I think the ABC trainings will help me in my classroom	4.0
I believe ABC trainings will help me better participate on school intervention team	3.9
I believe ABC training will be helpful in our SW efforts to support students with challenging behavior	4.2
The length of time spent on the lessons was adequate	3.9

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<b>Curriculum Evaluation from PBS Team Members</b>					
<i>Strong Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	
1	2	3	4	5	
<i>N = 2 Teams; 7 respondents</i>					
<i>The Curriculum was easy to use.</i>					<b>4.43</b>
<i>The training provided on using the curriculum was sufficient to successfully use the curriculum:</i>					<b>4.29</b>
<i>The curriculum provided sufficient guidance for teaching the lesson.</i>					<b>4.29</b>
<i>The team was able to successfully teach the lessons in the ABC Curriculum:</i>					<b>4.29</b>
<i>The lesson was effective in teaching staff to better understand ABC &amp; Function of student behavior.</i>					<b>4.29</b>
<i>Teaching the lessons has helped to improve my understanding of ABC &amp; Function of Student Behavior.</i>					<b>4.57</b>
<i>Our team used the curriculum as provided <u>without</u> making significant changes/additions to the original curriculum templates provided:</i>					<b>3.5</b>

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**Describe changes made to curriculum**

**School 1**

- changes were made to better address our student population
- modified & adjusted to meet needs of our diverse population

**School 2**

- deleted some material
- some slides were combined, few repeats
- scaled down ppt significantly in most lessons usually a time issue but some repetitive or review

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**Comments/ What worked?**

- Ease of Curriculum/organization/ sufficient material
  - Having ppts and videos to use
  - Breaking curriculum into small chunks & having multiple lessons for review
  - Video examples!!
  - Summary statements & practice activities
  - Homework was valuable;
  - Tying together behavior, minors, referrals, and SIT
- Gives staff a common language for focus; helps us focus on behavior analytically not emotionally
- Having lesson modeled & giving teams time to plan how to implement in school
- Compensating Classified staff to attend staff training!!

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## Comments - Improvements

- Video didn't work
- More video examples (more age appropriate)
- Include a staff evaluation piece after lesson to assess understanding
- Too little time to present to staff

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