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

GREEN ZONE

YELLOW & RED ZONE

Primary Prevention:
School/Classroom-wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
FBA-BSP for Students with High-Risk Behavior

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

ABC & Function - Based Training for All Staff
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.

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.

Why is Understanding the Function of Behavior Important?
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**

<table>
<thead>
<tr>
<th>#1 Function Based</th>
<th>Antecedent</th>
<th>Cons for Problem Beh</th>
<th>Cons. For Replacement Beh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor difficult math (Mult. tables)</td>
<td>Redirect &amp; prompt all. behavior “ask for help” when off-task</td>
<td>Provide academic support Assess on task beh every 5 min. Provide choice of reinforcer</td>
<td></td>
</tr>
<tr>
<td>Precorrect to Self Mgmt plan = ask for teacher help</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2 Non-Function Based</th>
<th>Antecedent</th>
<th>Cons for Problem Beh</th>
<th>Cons. For Replacement Beh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt Approp Beh, &amp; remind student he can earn time w/ peer</td>
<td>If not on task, ignore problem behavior</td>
<td>Praise for raised hand Allow time to visit w/ peers for mtg expectations</td>
<td></td>
</tr>
</tbody>
</table>

---

**% Intervals w/ P.B. for Carter**

- Baseline
- Function- Based
- NOT Function- Based
- Function- Based Modified
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**

- Thanks to:
  - 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
ABC Training Curriculum

Purpose:
- Curriculum for SW-PBS teams to use to provide training to school staff members
- The curriculum is intended to be a 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

ABC Training Curriculum

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

ABCs & Function of Behavior
I. Introduction

Staff Training
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

Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

IT WORKS!

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?

A → B → C
Summary Statement

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

During (some routine)
When (some Antecedent condition occurs)
student will (engage in a specific Behavior)
because (a predictable outcome will occur)
therefore the function of the behavior is to access /escape/avoid (something in the environment)
(choose one)

ABC & Learning:
An example

Science or Social Studies
asked to read out loud in class
Verbally refuses, disrespects teacher
his teacher calls on someone else
oral reading

Verbs or Nouns:
- asked
- refuses
- teacher calls
- oral
Learning & A → B → C
What did the student learn?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is asked to do a math problem in front of the class</td>
<td>Student tries to do the problem at the board, but struggles</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
| 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"  

Bad Outcome for Student
Student w/ Problem Behavior

A ➔ B ➔ C

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)ehavior 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**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is asked to do a math problem in front of the class</td>
<td>Student is asked to do a problem on the board, but struggles</td>
<td>Peers laugh at student and one says aloud, “that one is so easy” Punishing Consequence</td>
</tr>
</tbody>
</table>

**NEXT DAY**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is asked to do a math problem in front of the class</td>
<td>Student: Hits peer - Calls teacher name or - Disrupts</td>
<td>Teacher calls on someone else &amp; sends student to the back of the room TASK &amp; Failure AVOIDED!!!</td>
</tr>
</tbody>
</table>

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**Student w/ Problem Behavior**

A ➔ B ➔ C

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.*
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

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

Sample Summary Statement

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

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan calls Brenda a &quot;creep face&quot;</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walking away</td>
</tr>
</tbody>
</table>

**Summary Statement**

When **antecedent**, **behavior** because **consequence**

- **Brenda Hurts Them** because they go away
  - Brenda spells a word incorrectly during an oral review and the child behind her laughs
  - Brenda is playing blocks with Ben. Ben takes a block from Brenda
  - Brenda pulls the child’s hair

- Brenda is sent to the office
  - Brenda hits Ben over the head with another block
  - Ben puts the block down and runs away
ABC Curriculum
Lesson 2
Highlights

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)
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**

- **When:** other students call her names or tease her
- **What:** the student is asked
- **Why:** the student is asked
- **Consequence:** peers go away
- **Function Off:** peers who are torturing or bothering her

**ABC Curriculum**

**Lesson 3**

**Highlights**

**ABC Practice**

(review & practice)
ABC Curriculum
Lesson 4
Highlights

Proactive v. Reactive Intervention

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?
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)**

<table>
<thead>
<tr>
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<tr>
<td>PBS (Positive Behavior Support) - <strong>Proactive</strong></td>
<td>Emphasis on explicitly Teaching Alternate, Desired Behavior</td>
<td>Emphasis on Positive Reinforcement of desired behavior</td>
</tr>
<tr>
<td>Emphasis on Interventions to prevent problem behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Aversive/Punitive Model - <strong>Reactive approach</strong></td>
<td>Limited focus on Antecedent Interventions</td>
<td>Little focus on teaching behavior</td>
</tr>
</tbody>
</table>
### Traditional / Punitive Approach (ABC)

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<thead>
<tr>
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<td>1st time tried to do problem</td>
<td>Peers laughed and said “that one’s easy”</td>
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<tr>
<td></td>
<td>Ever since – students acts out behaviorally</td>
<td>Teacher usually calls on other student to do problem, peers laugh</td>
</tr>
</tbody>
</table>

**Traditional Aversive Model - Reactive approach**

- 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 punishing response – send student to Behavior Intervention Center or office

### PBS Approach (ABC)

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**PBS (Positive Behavior Support) - Proactive approach**

- Give student a problem they can be more successful by practicing problem ahead of time w/ student
- Teach & Practice:
  a. to more politely refuse problem
  b. Math skills needed to problem
- Reward student for:
  a. Refusing politely, instead of w/ negative behavior
  b. Trying & success w/ math problem
ABCs & Function of Behavior
5. ABC Practice & Effective Intervention (Attention)

Staff Training

“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.”

PBS – Proactive Intervention

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREVENTION</strong></td>
<td><strong>TEACH</strong></td>
<td><strong>RESPONSE TO</strong></td>
</tr>
<tr>
<td>Interventions occurring before the behavior occurs</td>
<td>Behaviors to use instead of the problem behavior</td>
<td>Intervention occurs after (in response to) positive or negative behavior</td>
</tr>
</tbody>
</table>

PBS (Positive Behavior Support) – Proactive

| Emphasis on Interventions to prevent problem behavior | Emphasis on explicitly Teaching Alternate, Desired Behavior | Emphasis on Positive Reinforcement of desired behavior |
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

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.)

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
Proactive (PBS) Interventions

Attention Seeking

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

ABCs & Function of Behavior

6. Function-Based Interventions (Escape)

Staff Training

PBS – Proactive Intervention

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREVENTION</td>
<td>TEACH</td>
<td>RESPONSE TO BEHAVIOR</td>
</tr>
<tr>
<td>Interventions occurring before the behavior occurs</td>
<td>Behaviors to use instead of the problem behavior</td>
<td>Intervention occurs after (in response to) positive or negative behavior</td>
</tr>
</tbody>
</table>

Emphasis on Interventions to prevent problem behavior

Emphasis on explicitly Teaching Alternate, Desired Behavior

Emphasis on Positive Reinforcement of desired behavior

PBS (Positive Behavior Support) – Proactive
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 halls, etc.)

- PreTeaching content

- PreCorrect - Frequently & deliberately remind student to ask for help

**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.)

**C - RESPONSE TO BEHAVIOR**
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
### Proactive (PBS) Interventions

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

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### Pilot Study Data

**ABC Training Curriculum**
2 Elementary Schools

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

Pre/Post Staff Self Evaluation

<table>
<thead>
<tr>
<th>Limited / Somewhat Limited / Moderate / Somewhat Strong / Strong</th>
<th>Pre n=53</th>
<th>Post n=31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current understanding of beh’l theory, ABC &amp; Fx of Behavior</td>
<td>3.1</td>
<td>4.0</td>
</tr>
<tr>
<td>My ability to ID function of recurring problem behavior</td>
<td>3.3</td>
<td>4.0</td>
</tr>
<tr>
<td>My ability to ID ABC of recurring problem behavior</td>
<td>3.0</td>
<td>3.9</td>
</tr>
<tr>
<td>My understanding of how to complete the ‘possible motivation’ box on discipline referral</td>
<td>3.0</td>
<td>4.1</td>
</tr>
<tr>
<td>My understanding of FBA</td>
<td>2.2</td>
<td>3.6</td>
</tr>
<tr>
<td>My understanding of how fx of behavior will help me w/ challenging student beh in class</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Previous training I’ve received in topics ID’d in previous 6 questions is</td>
<td>2.6</td>
<td></td>
</tr>
</tbody>
</table>

Post Staff ABC Training Evaluation

<table>
<thead>
<tr>
<th>Strong Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 2 schools; 31 respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons were effective in teaching me ABC &amp; Fx of Beh</td>
<td>Post</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe lessons will help me be more effective in dealing w recurring problem behavior</td>
<td>3.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will use what I learned from ABC training in my classroom</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think the ABC trainings will help me in my classroom</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe ABC trainings will help me better participate on school intervention team</td>
<td>3.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe ABC training will be helpful in our SW efforts to support students with challenging behavior</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The length of time spent on the lessons was adequate</td>
<td>3.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Evaluation from PBS Team Members

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The Curriculum was easy to use. 4.43
The training provided on using the curriculum was sufficient to successfully use the curriculum: 4.29
The curriculum provided sufficient guidance for teaching the lesson: 4.29
The team was able to successfully teach the lessons in the ABC Curriculum: 4.29
The lesson was effective in teaching staff to better understand ABC & Function of student behavior: 4.29
Teaching the lessons has helped to improve my understanding of ABC & Function of Student Behavior: 4.57
Our team used the curriculum as provided without making significant changes/additions to the original curriculum templates provided: 3.5

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

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!!
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