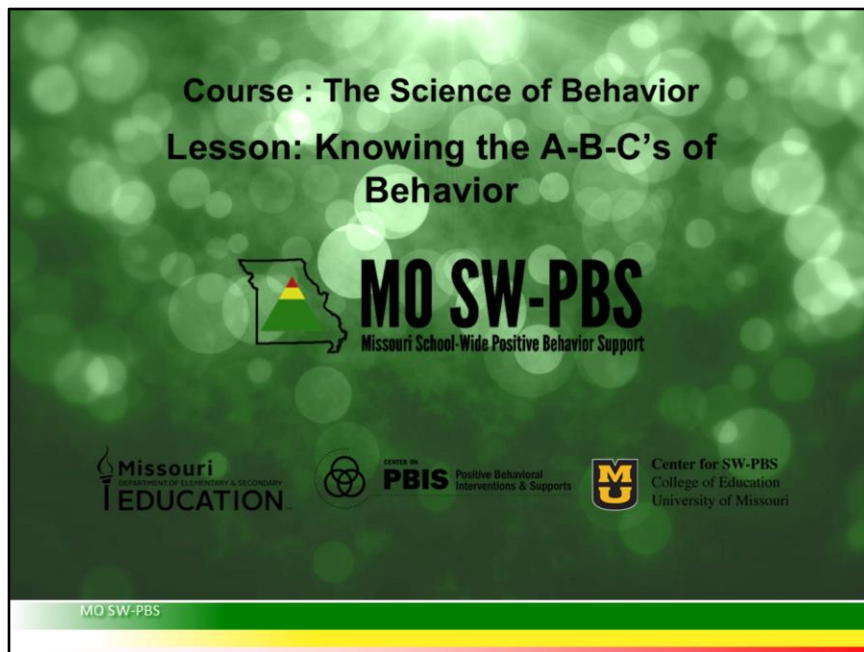




Transcript: This lesson focuses on the Science of Behavior and using these principles to support students in following behavior expectations in schools.

Handouts

- HO 1 ABC Worksheet
- HO2 ABC Worksheet Answers

Transcript:

There are several handouts associated with this lesson. If you haven't already done so, pause the video as you download these handouts.

Lesson Description

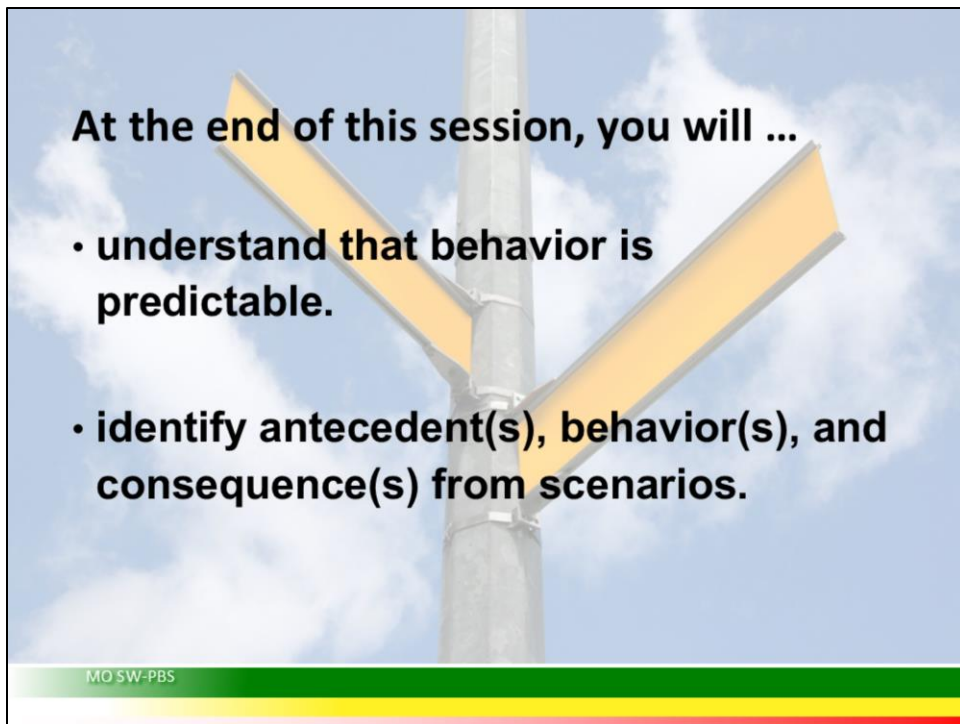
This is the first lesson in a 4-part series that explains

- the ABC's of behavior,
- the function of behavior,
- motivation and self-regulation,
- self regulation and the science of behavior

MO SW-PBS

Transcript: This lesson is the first in a four part series that examines

- The ABCs of behavior
- The function of behavior
- Motivation and self-regulation
- And how the science of behavior can support students in moving toward more self-regulated behavior



Transcript:

Outcomes for this lesson include:

- understand that behavior is predictable.
- identify antecedent(s), behavior(s), and consequence(s) from scenarios.

Reflective Questions

Why do people do the things they do?

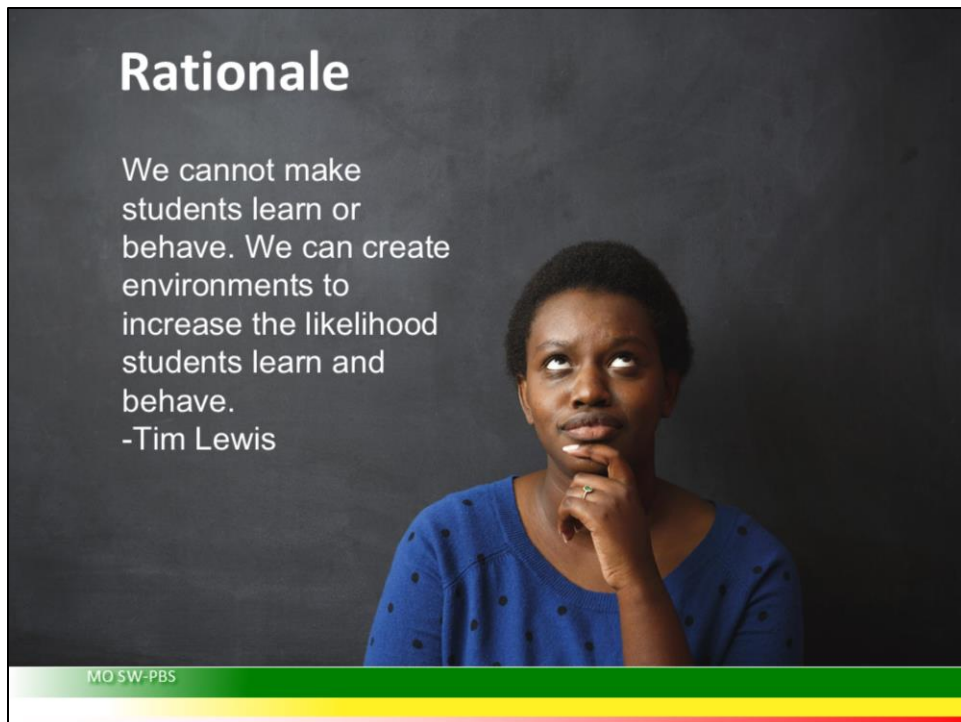
How would understanding the A-B-C's of student behavior in the classroom help educators be more effective?

MO SW-PBS

Transcript: As we go through the lesson, think about how you would answer the following questions:

Why do people do the things they do?

How would understanding the A-B-C's of student behavior in the classroom help educators be more effective?



Transcript: Why do people behave the way they do? Usually, it is because they have learned over time that behaving in certain ways under certain conditions often result in the satisfaction of legitimate needs.

The behavior or class of behaviors may be contextually appropriate or contextually inappropriate.

By understanding the relationship between student behaviors, the conditions in which they occur, and the need that the behavior is communicating, we can identify and implement modifications to the learning environment that support expectation following behavior and reduce unexpected behavior. We call this understanding and manipulation of the relationship between environmental conditions, behavior, and the need that the student is trying to satisfy the Science of Behavior.

The Science of Behavior serves as the foundation of Schoolwide Positive Behavior Support, informing everything from the Effective Teaching and Learning Practices implemented in the classroom at Tier 1, to the individualized behavior intervention plans provided to students needing more intensive supports at Tier 3.

As Tim Lewis has said, we cannot make students learn or behave; however, we *can* create environments that increase the *likelihood* that students will learn and behave



Transcript:

When we begin to view behavior as the result of a learning history wherein the student has learned that a certain type of behavior satisfies a legitimate need, we are less likely to take the behavior as a personal affront, or view the behavior as something inherent to the student, and more likely to view the behavior objectively, as something that has a cause and effect, and which we can influence.

Key Concepts

SW-PBS is grounded in the logic of **Applied Behavior Analysis (ABA)**

- Behavior is learned.
- Behavior is predictable.
- Behavior is a form of communication.

Changing the environment leads to changes in behavior.

MO SW-PBS

Transcript: The science of behavior, also known as Applied Behavior Analysis (ABA), is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff & Mayer 1991).

In short, the science of behavior focuses on making changes to the environment that lead to changes in behavior. Understanding the importance and relevance of the Science of Behavior principles will aid teachers and staff to utilize these principles in their professional practice.

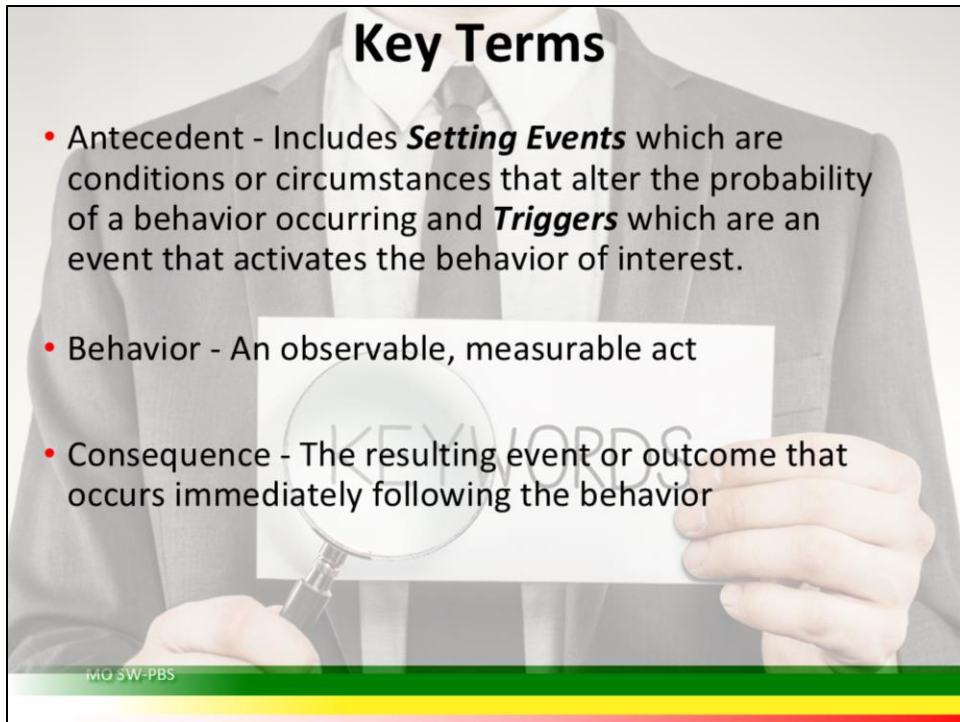
Applied behavior analysis relies on the following assumptions:

- Behavior is learned – over-time, individuals learn to demonstrate certain behaviors.

- Behavior is predictable – in the presence of certain triggers and consequential responses, behavior is maintained. Continued access to these triggers and responses will result in a pattern of behavior developing.
- Behavior is a form of communication – behavior is functionally related to a need. Individuals continue to demonstrate a behavior because the consequence to the behavior consistently results in the need being met.

In essence, you can increase the likelihood that someone will engage in a given behavior by structuring the environment in predictable ways. SW-PBS helps schools make changes in the physical environment and *adult* behaviors that exist in those environments that will, in turn, encourage change in student behavior.

SW-PBS has used the ABCs of behavior to inform the essential components of this framework. Here we will provide you more detailed information about the Science of Behavior and how this understanding will deepen your knowledge of many concepts that provide the foundation of SW-PBS.

A person in a grey suit and white shirt is holding a magnifying glass over a white sign that says "KEYWORDS". The background is a light grey gradient. The text "Key Terms" is at the top. Below it are three bullet points. At the bottom left of the sign, it says "MQ 5W-PBS".

Key Terms

- Antecedent - Includes **Setting Events** which are conditions or circumstances that alter the probability of a behavior occurring and **Triggers** which are an event that activates the behavior of interest.
- Behavior - An observable, measurable act
- Consequence - The resulting event or outcome that occurs immediately following the behavior

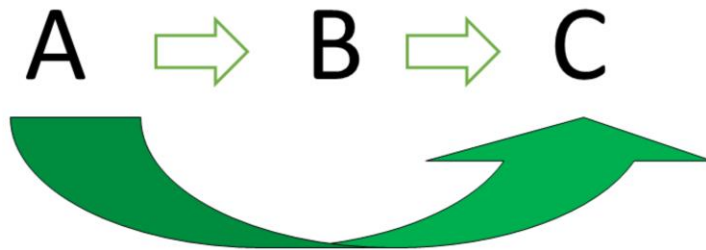
MQ 5W-PBS

Transcript:

Here are the key terms associated with the lesson. Take a moment to familiarize yourself with these terms.

- Antecedent - Includes **Setting Events** which are conditions or circumstances that alter the probability of a behavior occurring and **Triggers** which are an event that activates the behavior of interest.
- Behavior - An observable, measurable act
- Consequence - The resulting event or outcome that occurs immediately following the behavior

ABC's of Behavior



Student **Learns** through repeated experience, that under these specific **Antecedent** conditions, if he/she engage in this **Behavior**, he/she can expect this **Consequence**

MO SW-PBS

Transcript: Central to understanding Applied Behavior Analysis is knowing your ABCs: an acronym for the three-part contingency of *Antecedent–Behavior–Consequence*. That is, something happens (the *Antecedent*), which leads to a *Behavior*, resulting in a *Consequence*.

When the same pattern of A-B-C happens repeatedly, we know the antecedents and consequences are maintaining the behavior.

EXAMPLE:

You are going to a potluck lunch to celebrate with friends. You decide to make a recipe that was recommended to you, and that you've been really wanting to try (the *Antecedent*).

You make the new recipe and bring it to the potluck (the *Behavior*)

Everyone at the potluck tries your recipe and tells you how wonderful it is. At the end of the lunch, all you're left with is an empty dish and lots of requests for sharing the recipe (the *Consequence*).

MO SW-PBS

Transcript: Consider the following example.

You are going to a potluck lunch to celebrate with friends. You decide to make a recipe that was recommended to you, and that you've been really wanting to try (which is the *Antecedent*).

You make the new recipe and bring it to the potluck (Which is the *Behavior*). .

Everyone at the potluck tries your recipe and tells you how wonderful it is. At the end of the lunch, all you're left with is an empty dish and lots of requests for sharing the recipe (which are the *Consequences*).

Given this current scenario, how likely are you to bring this dish to another potluck?

Consider how this scenario might differ had the consequences been different.

What if, for instance, no one indicated how much they liked your recipe, there were no requests for you to share your recipe, and you left with most of the contents of your dish while others left with empty dishes? How likely would you be to make this dish for the next potluck?

The antecedents and consequences work in tandem to impact future demonstration of a behavior.



Transcript: Remember, antecedents include ***triggers*** which are an event that activates the behavior of interest AND ***setting events*** which are conditions or circumstances that alter the probability of a behavior occurring.

Antecedents can include the physical setting, the time of the day, the materials, person or people present, all setting events as well as how and what directions are given, or the trigger.

When you ensure a well-managed classroom setting, provide appropriate materials, establish clear expectations, and give specific directions, you can increase the likelihood of expected student behavior.



Transcript: Behavior is an action; essentially, it's what someone does.

Behavior can be observed and therefore measured as to how long, how often, or how intensely it occurs. Sitting is a behavior. Standing is a behavior. Singing is a behavior. Raising your hand in a large group is a behavior. Drinking, eating, laughing, writing, drawing, ignoring, refusing, fighting, cussing, helping, cleaning, typing, and chatting are all behaviors.



Transcript: Consequences are the resulting events or outcomes that occur immediately following the behavior. In the classroom, this might include the reaction of the teacher and peers (such as attention, specific positive feedback, or correction) or might include removal of tasks or removal of the student from the environment.

Consequences may increase, maintain, or decrease the likelihood of future behavior. In ABA jargon, if a consequence increases or maintains the behavior, we say that the consequence is reinforcing. However, if the consequence decreases the occurrence of behavior, we say that it is punishing. Please note that this use of the word “punishment” in ABA, is different from the common use of the word, which many of us think of as to cause discomfort or pain.

It’s important to remember that certain factors will influence the effectiveness of a consequence. The same consequence may

differentially affect behavior based upon the individual student and other variables. These attributes become very important when planning for future use of consequences.

Think about a student who is suspended over and over again, but the behavior continues or even gets worse. If the consequence does not decrease unexpected behaviors, does it make sense to keep assigning the same consequence?



Discussion: A, B or C?

As the whole group prepares to debrief after a chemistry experiment, the teacher reminds everyone that the agreed procedure is to raise their hands to indicate they wish to speak.

Then the teacher asks, "What was your most surprising finding today?"

Some students begin talking out loud. Most students raise a hand to share a finding, Jerry is one of them.

The teacher ignores the students who are talking out.

The teacher calls on Jerry to share his findings. She asks probing follow-up questions to help Jerry and the other students apply the underlying scientific concepts to their observation.

MO SW-PBS

Transcript: So, let's practice: Read the scenario on the screen, then discuss and identify with your team the antecedent, behavior, and consequence.

Pause the video while you consider or discuss these questions. You may resume the lesson when you are ready.

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Antecedent	Behavior	Consequence
As the whole group prepares to debrief after a chemistry experiment, the teacher reminds everyone that the agreed procedure is to raise their hands to indicate they wish to speak. Then the teacher asks, "What was your most surprising finding today?"	Some students begin talking out loud.	The teacher ignores the students who are talking out.
	Most students raise a hand to share a finding, Jerry is one of them.	The teacher calls on Jerry to share his findings. She asks probing follow-up questions to help Jerry and the other students apply the underlying scientific concepts to their observation.

MO SW-PBS

Transcript: How do your responses align with what's on the screen?

In this example, there were two behavioral responses that resulted from the antecedents: some students talking out loud and other students, like Jerry, raising their hands to share. In response to these behaviors, the teacher delivered two different consequences: ignoring the unexpected behavior of talking out loud and attending to the expected behavior of hand raising.

In order to determine whether a consequence served as either reinforcement or punishment, it is important to examine the impact on the behavior. If, for instance, ignoring the talking out loud behavior results in the behavior occurring less frequently, it serves as a discouragement.

If Jerry's hand raising behavior continues or increases, calling on him serves as a reinforcer.

Repeated exposure to consequences **can** create a history of reinforcement or punishment that then serves as an antecedent or a setting event for future expected behavior of hand raising behavior. Only further interaction and observation can

confirm the function the consequence serves.



Transcript: Let's take some time to practice more of the ABC logic with some scenarios. Individually or with your team complete the "[HO1 ABC Worksheet handout](#)." When finished check your answers with the "[HO2 ABC Worksheet Answers](#)" handout.



Discussion:

Think about a recent situation where a student wasn't demonstrating the expected behavior.

Apply the ABC logic to this situation. What were the antecedent(s), behavior, and consequence(s)?

How does knowing this information impact your professional practice?

MO SW-PBS

Transcript: Now think about a recent situation where a student wasn't demonstrating the expected behavior.

Apply the ABC logic to this situation.

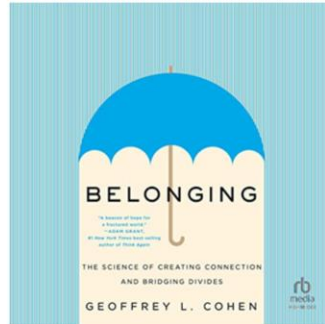
How does knowing this information impact your professional practice?

Wise Interventions & Situation Crafting

Wise Interventions:

- “- interventions that nurture people’s belonging and self worth.” pg xiii
- “...are ideally the right small thing, just what is psychologically needed for a specific person in a specific time and place to set them on a better path.” p 45

“Situation crafting: shaping a situation, even in seemingly minor ways, in order to foster belonging.” pg 3



“What is the next smallest thing you can do to achieve the outcomes you have set as your goal?” ~ Dr. Rob Horner, National Center on PBIS originating co-founder
MO SW-PBS

Transcript: In his book **Belonging: The Science of Creating Connection and Bridging Divides**, Geoffrey Cohen provides two ideas that set forth a proactive framework for intervening:

Wise Interventions:

- “- are interventions that nurture people’s belonging and self worth.” pg xiii
- “...and are ideally the right small thing, just what is psychologically needed for a specific person in a specific time and place to set them on a better path.” p 45

And **“Situation crafting:** is shaping a situation, even in seemingly minor ways, in order to foster belonging.” pg 3

Dr. Rob Horner, National Center on PBIS originating co-founder always encouraged educators to consider...

“What is the next smallest thing you can do to achieve the outcomes you have set as your goal?”

Let's take a look at applying these ideas with the A-B-C's in mind.



Situation Crafting in Practice - Schools



MO SW-PBS

Transcript: After each of the following questions, individually reflect or turn and talk with a partner and compare your thoughts:

1. What kinds of expectations and procedures do band teachers have to plan for, teach directly and reinforce in order to have an orderly and melodious classroom?
 - Pause the video while consider this question
2. What kind of expectations, rules and procedures did schools plan for and implement to meet CDC or state guidelines for reopening during Covid?
 - Pause the video while consider this question
3. What kinds of expectations and procedures do science teachers have to plan for, teach directly and reinforce in order to have a safe and orderly environment for student scientific investigation?
 - Pause the video while consider this question
4. What expectations, rules and procedures do administrators and teachers have to plan for, teach directly and reinforce in order to have an orderly and successful lunch hour?
 - Pause the video while consider this question

5. What expectations, rules and procedures do administrators and teachers have to plan for, teach directly and reinforce in order to have an orderly and successful arrival or dismissal?

- Pause the video while consider this question

6. What kinds of expectations and procedures do teachers have to plan for, teach directly and reinforce in order to have orderly and academically rigorous instruction?

- Pause the video while consider this question

Situation Crafting with A-B-C's

ABC Schoolwide Planning				
Directions: Choose an expected behavior (column 1) and then indicate level of implementation for each action/step listed in columns 2-5 to increase this expected student behavior: = = action/step that is already in place and evidence exists to document its use √ = action/step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation - = action/step that is not currently in place				
2. What conditions will encourage student use of the expected or replacement behavior chosen from the MATRIX? ___ Non-Classroom ___ Routines Defined & Taught to Fluency ___ Classroom Procedures & Routines Defined & Taught to Fluency ___ Lesson Plans ___ Teaching Schedule ___ Active Supervision ___ Pre-corrects (a reminder before a student acts when the teacher anticipates unexpected behavior will occur) ___ Schoolwide Signage ___ Communication with Students and Families	3. How will expectations be taught/re-taught? Teachers and staff ___ Staff Meetings ___ Staff memos, emails, newsletters, and handbooks ___ Departmental or grade level meetings ___ Staff PD ___ OTHER: Students ___ Direct instruction = tell, show, practice, feedback. ___ Embedded within academic curriculum. ___ Rationale - Tied to everyday life in the REAL WORLD	1. Expected Behavior / Replacement Behaviors (MATRIX) Select the one behavior from your Schoolwide Matrix Expectations / Rules that would lead to the biggest improvement in student behavior schoolwide: • Use expected tone, volume & language. • Follow teacher directions the first time. • Keep hands, feet and objects to self.	4. How will adults consistently provide a continuum of positive feedback for expected or matrix behaviors? Plan for Effective Encouraging Expected: ___ Positive ___ Specific ___ Immediate ___ Genuine ___ Minimum Ratio of 4:1 Schoolwide Plan including: ___ Free & Frequent • Use everyday, in every setting ___ Intermittent • Award Occasionally ___ Occasional • Quarterly or Year Long Goal ___ Performance Feedback for Staff	5. How will adults consistently respond to unexpected behavior (social errors) in a manner that includes a continuum of corrective interventions? Plan for Effective Discouraging Unexpected: ___ Immediate ___ Specific ___ Private/Quiet ___ Calm ___ Quick Schoolwide Continuum to include: ___ Prompt ___ Redirect ___ Re-teach ___ Provide Choices ___ Conference ___ Short Removal
Antecedent Include Setting Events which are conditions or circumstances that increase the probability of a behavior occurring and Triggers which are an event that activates the behavior of interest		Behavior What behaviors do we want students to display instead of the identified unexpected behaviors?	Consequences The resulting event that causes an effect. By definition a consequence either increases (REINFORCEMENT/ Encouraging) or decreases (PUNISHMENT/ Discouraging) the likelihood that an event will recur. Effective discouraging / correction includes reteaching, pre-correction and reinforcement interventions.	

Transcript: We know that increased structure and consistency increases the likelihood that students will demonstrate expected behaviors.

The handout shown on the screen provides a systematic process for schoolwide planning to set students up for success using the A-B-C framework.

Let's take a closer look.

Situation Crafting Schoolwide - BEHAVIOR

Select one behavior from your **Schoolwide Matrix Expectations / Rules** that would be a “replacement” for current or frequent schoolwide unexpected behavior, that would lead to the biggest improvement in student behavior schoolwide:

- *Use expected tone, volume & language.*
- *Follow teacher directions the first time.*
- *Keep hands, feet and objects to self.*

MO SW-PBS

Transcript: It seems a little counterintuitive, but when you begin planning, BEGIN with the desired **Behavior** in the A-B-C framework, rather than the Antecedent.

For example, consider the following common unexpected behaviors in schools:

- Students talking loudly during independent reading
- Students are defiant
- Students horseplaying, hitting, or pushing each other

Now let's consider example *expected* behaviors from a **Schoolwide Expectations and Rules Matrix** that could serve as replacement behaviors, or “what we want students to do instead.”

For example:

- Instead of **Talking loudly during independent reading**, we expect

them to ***Use expected tone, volume & language.***

- Instead of being ***defiant***, we expect them to ***Follow teacher directions the first time.***
- And, instead of ***horseplaying, hitting or pushing each other***, we expect them to ***Keep hands, feet and objects to self.***

Think of a common unexpected behavior in your school or classroom; is there a behavior on your ***schoolwide or classroom expectations and rules matrix*** that could serve as a replacement?

Situation Crafting Schoolwide Antecedents

What conditions will encourage student use of the expected replacement behavior chosen from the schoolwide MATRIX ? ☐ Non-Classroom Routines Defined & Taught to Fluency ☐ Classroom Procedures & Routines Defined & Taught to Fluency ☐ Lesson Plans for Schoolwide Expectations ☐ Schoolwide Teaching Schedule ☐ Active Supervision ☐ Pre-corrects (reminders to follow expectations) ☐ Schoolwide Signage ☐ Communication with Students and Families (e.g., handbooks, social media, morning announcements, PTA meetings, school events, etc.)	How will expectations be taught/re-taught? For Teachers and Staff ☐ Establish schoolwide Common Philosophy & Purpose; develop organization wide knowledge of Function Based Thinking & Human Motivation Theory ☐ Letters, and handbooks ☐ Mental or grade level ☐ Schedule (e.g., Staff Orientation, Back to School events) For Students ☐ Direct instruction = tell, show, practice, feedback. ☐ Embedded within academic curriculum. ☐ Rationale -Tied to everyday life in the REAL WORLD
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+ = in place w/evidence
 ✓ = in place w/out evidence
 - = not currently in place

MO SW-PBS

Transcript: Now, let's review the HO3 ABC Schoolwide Planning handout. This handout lists Antecedent interventions that building leadership teams should plan for, provide training to staff on how to use, and monitor the implementation of to increase the likelihood that schoolwide environments will be safe, orderly and productive. How would you rate your schoolwide implementation of these Antecedent interventions?

CLICK to ANIMATE

Put a plus sign for each action step that is in place, and there is evidence that it is being used.

Put a check mark for each action step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation.

Finally, put a minus sign for each action step that is currently not in place.

Pause the video as you complete this activity; you may resume the lesson when you are ready.

Situation Crafting Schoolwide Consequences

How will adults consistently provide a continuum of positive feedback for schoolwide expected /matrix behaviors and classroom expectations and rules? Plan for Effective Positive Feedback: ___ Positive ___ Specific ___ Immediate ___ Genuine ___ Minimum Ratio of 4:1 Schoolwide Plan including: ___ Free & Frequent • Use everyday, in every setting ___ Intermittent • Award Occasionally ___ Occasional • Quarterly or Year Long Goal ___ Performance Feedback for Staff	How will adults consistently respond to unexpected behaviors (social errors) that includes a continuum of corrective interventions? Plan for Effective Discouraging Unexpected / Error Correction: ___ Immediate ___ Specific ___ Quiet ___ Redirect ___ Re-teach ___ Provide Choices ___ Conference ___ Short Removal
--	---

+ = in place w/evidence
✓ = in place w/out evidence
- = not currently in place

MO SW-PBS

Transcript: On the same handout in the two columns on the right are examples of consequence interventions that building leadership teams should also plan for, provide staff training on, and then monitor implementation of to increase the likelihood that schoolwide environments will be safe, orderly and productive. How would you rate your schoolwide implementation of these consequence interventions?

CLICK to ANIMATE

Put a plus sign for each action step that is in place, and there is evidence that it is being used.

Put a check mark for each action step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation.

Finally, put a minus sign for each action step that is currently not in place.

Pause the video as you complete this activity; you may resume the lesson when you are ready.

Situation Crafting Schoolwide Planning

Antecedents	Expected Behaviors (What <i>Expected Behaviors</i> does our school need to focus on?)	Consequences Encourage = Sustain / increase Discourage = Reduce
Keep Doing:	Schoolwide Expectations & Rules	Keep Doing:
Tweak:	Common Classroom Expectations	Tweak:
Rethink - Start:		Rethink - Start:

MO SW-PBS

Transcript: Use the second page of the HO3 ABC Schoolwide Planning handout to plan for additional antecedent and consequence interventions.

Begin by defining and/or selecting the expected behavior for all schoolwide settings, and possibly a core set of common expectations for all classrooms.

Next plan for effective schoolwide Antecedent interventions that could include

- Developing expectations, procedures & routines schoolwide and in the classroom
- Planning lessons and a schedule for teaching expectations and rules.
- Providing pre-corrects, active supervision, and using posted expectations and rules as cues and teaching tools,
- And Establishing effective 2-way communication with students and families, such as handbooks, newsletters, social media, and/or school or community events

Which of these does your team already have in place that you plan to continue?

Which are in place, but based on observation need to be tweaked?

Which do you need to begin to implement?

And, which are ineffective and should be eliminated?

Finally, plan for and deliver **Consequences to Reinforce or Encourage Expectations**, and deliver consequences to **Discourage Unexpected behaviors**.

Environmental Interventions Are Key

Environments that increase the likelihood expected behaviors will occur/recur are guided by a core set of effective practices that are implemented with *fidelity, consistency and equity*.



MO SW-PBS

Transcript: Environments that increase the likelihood expected behaviors will occur or recur are guided by a core set of effective practices that are implemented with *fidelity, consistency and equity*.

Fidelity means the intervention is delivered as designed.

Consistency means the intervention is delivered in a predictable and constant manner all day, every day.

And, Equity means the intervention is delivered in the same manner regardless of the students, time of day, or day of week, so that all students have equal access to the intervention.

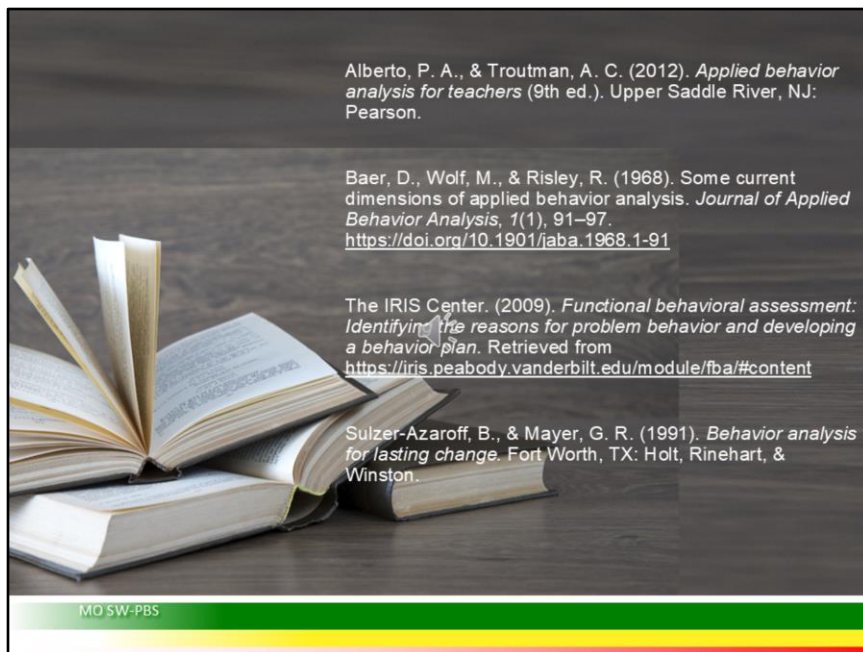
What can your organization put in place to increase the likelihood that the adults implement the schoolwide plan with fidelity, consistency and equity to support success for all students?



Transcript: During this lesson, you learned about Science of Behavior principles, specifically the 3-term ABC contingency model. Additional information can be found in [the MO SW-PBS Handbook](#).

While this information is important, it is only one piece of the larger process in trying to understand and change behavior. As you will learn in the following lessons, the ABC model can help us identify the 'why' behind the behavior.

As you leave this lesson, challenge yourself to begin regularly applying this content to your professional practice.



Transcript: Here are some of the references that informed this lesson



Transcript: This lesson was made possible with funds from the Missouri Department of Elementary and Secondary Education Division of Special Education, the Center on Positive Behavior Interventions and Supports, and the University of Missouri Center for Schoolwide Positive Behavior Support.