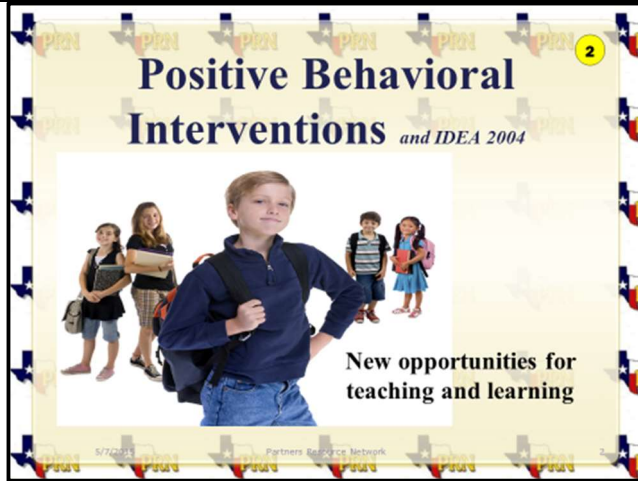


Slide 2



Refer to Study Guide, Section 1

Slide 3

### Changing Behavior

- Behaviors serve a specific purpose for a student.
- There is logic behind the behaviors of children.
- We need to understand the interactions between a child and their environment.
- We will teach or re-teach the behavior to provide meaningful incentives and consequences.

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Refer to Study Guide, Section 2

Slide 4

### Behavior


| CHILDREN MODEL ADULT BEHAVIOR   | TWO DIFFERENT PERSPECTIVES OF BEHAVIOR   |
|---|--|
| <ul style="list-style-type: none"><li>Teachers and parents provide the model.</li><li>Yelling, threatening, and punishing excessively demonstrates undesirable behaviors.</li></ul> | <ul style="list-style-type: none"><li>The child <b>IS</b> a problem. (<b>negative</b> perspective)</li><li>The child <b>HAS</b> a problem. (<b>positive</b> perspective)</li></ul> |

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Refer to Study Guide, Section 3

Slide 5

**Using Positive Perspective of Behavior:**  
the child *HAS*, not *IS* a problem.



- We can teach academic and behavioral skills.
- We expect, teach, and reinforce positive behavior.
- Negative behaviors receive consequences that are meaningful and instructive.
- We use the same strategies as for other skills through individualization at school for intensive problems – Sec. 504, IEP, and BIP.

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Refer to Study Guide, Section 4; Legal References, Section 1

Slide 6

**IDEA 2004 Says:**

“The IEP team will...in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior.”




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Refer to Study Guide, Section 5; Legal References, Section 2

Slide 8

**Positive Behavioral Interventions can change student’s behavior if adults:**

- **TEACH** the behaviors that are expected.
- **MODEL** those behaviors
- Consistently **RECOGNIZE** and **REWARD** the behaviors when they occur
- Consistently **ENFORCE MEANINGFUL CONSEQUENCES** for behavioral interventions.




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Refer to Study Guide, Section 6

Slide 9

## Behaviors are Governed by Consequences

- An understanding that most behaviors are governed by their consequences is key to planning interventions.
- A negative consequence does **not** teach replacement behaviors.
- Any time a student exhibits a behavior (acceptable or unacceptable) that is successful in meeting one of his needs, it is likely that the behavior will be repeated.




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Refer to Study Guide, Section 7

Slide 10

## Positive Behavioral Interventions are *planned and take place:*

- **Before the onset** of problem behaviors.
- **Before escalation** of those behaviors, or
- **To prevent the behaviors from reoccurring.**



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Refer to Study Guide, Section 8

Slide 11

## What We Know About Behavior...

Problem behaviors are *context related* (respond to environmental or ecological events)

|   |   |   |
|---|---|---|
| <b>Classroom Environment</b> <ul style="list-style-type: none"><li>• Seating</li><li>• Noise level</li><li>• Disruptions</li></ul>                                      |  | <b>Setting Events</b> <ul style="list-style-type: none"><li>• Peer issue</li><li>• Teaching interaction</li><li>• New person(s)</li></ul>   |
| <b>Child-Specific Condition</b> <ul style="list-style-type: none"><li>• Medication</li><li>• Allergies</li><li>• Sickness</li><li>• Anxiety</li><li>• Fatigue</li></ul> |   | <b>Instruction/Curriculum</b> <ul style="list-style-type: none"><li>• Work too hard</li><li>• Work too easy</li><li>• Transitions</li><li>• Assignment</li><li>• No choices</li></ul> |

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Refer to Study Guide, Section 9

Slide 12

### What We Know About Behavior...

problem behaviors serve a *function*.

- To get something (power, attention, approval).
- To avoid or escape something (teachers, class work, a situation).
- To have control.

The *function* of a behavior is not the problem – new behaviors that are taught should serve the same function.




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Refer to Study Guide, Section 10

Slide 14

### ABC's of Behavior



**Antecedent:** *A cause, course, or event that influences the development of a behavior or behaviors.*

- Size of an environment
- Number of people in it
- Specific event, time of day, etc.

**We can manipulate antecedents in the environment to increase positive behavior and reduce misbehavior.**


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Refer to Study Guide, Section 11


Slide 15

### ABC's of Behavior cont'd

- **Behavior:** What one does in response to the event, cause or condition. Behavior (positive or negative) fulfills a specific need for a student.



- **Consequence:** What happens as a result of a behavior that affects whether it is likely to happen again. If the consequence of a behavior meets a need, the behavior is likely to be repeated.




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Refer to Study Guide, Section 11



Slide 16

### Teach the Behavior You Expect



- Begin with 2 to 5 simple rules.
- Describe what the rules mean in specific terms.
- Provide instruction about what to do instead.
- Discuss and model the expected behaviors.
- Be sure the expectation is positive.

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Refer to Study Guide, Section 12

Slide 17

### Provide Meaningful Positive Incentives

Students need to be recognized and rewarded when they are meeting the expectations that have been established. It:

- *Builds positive relationships.*
- *Encourages new behaviors.*
- *Reinforces skills (maintenance).*
- *Increases self-satisfaction and optimism among youth, parents, and teachers.*
- *Must be used more frequently than punishment.*



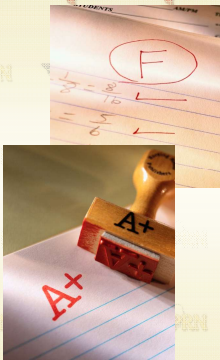
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Refer to Study Guide, Section 13

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### Functional Assessment

- Positive behavioral interventions are based on a functional behavioral assessment.
- Sp. Ed. decisions are to be driven by **data**, not opinion or belief systems.
- Functional assessments should collect **data** from as many sources as possible including samples of the student's class work.

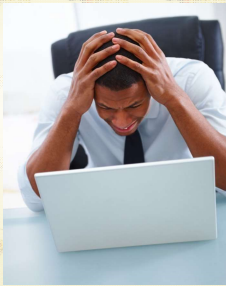


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Refer to Study Guide, Section 14

Slide 19

**Use Functional Assessment When:**



- A student's behaviors do not respond to the interventions used with all students, or
- The team cannot provide data that supports why inappropriate behaviors occur, or
- A student is repeatedly disciplined for behaviors that do not improve.

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Refer to Study Guide, Section 15; Legal References, Section 3

Slide 20


**Functional Behavioral Assessment (FBA)**

**AN FBA IS NOT:**

- A list of misbehaviors, but an effort to determine why a behavior occurs.

**AN FBA:**

- Helps the IEP team to understand the purpose that a behavior serves for a student.
- Guides decision-making.
- Leads to intervention strategies.
- Required for removals beyond 10 days if the behavior is determined to be a manifestation of the child's disability.
- Useful when behaviors have not responded to standard interventions.



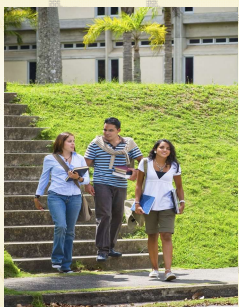
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Refer to Study Guide, Section 16

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**Typical Steps of an FBA**

- Identify behavior of concern and location it occurs.
- Antecedents (what happened beforehand)?
- Is there a consistent pattern? Is it predictable?
- What does the student "get" from it (the reinforcer)?
- Possible reasons for the behavior (hypotheses)?
- What replacement behaviors can be taught that serve the same function?




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## General Interventions

- Make changes in the environment (seating, etc.)
- Provide opportunities to make choices.
- Modify the curriculum.
- Provide reinforcement for appropriate behavior.
- Teach appropriate pro-social behaviors.
- Develop a behavior intervention plan using the data acquired through an FBA.



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## Additional Websites: Made Available by:

- [www.partnerstx.org](http://www.partnerstx.org) – Partners Resource Network
- [www.taalliance.org](http://www.taalliance.org) – Technical Assistance ALLIANCE for Parent Centers
- <http://www.tea.state.tx.us/> - Texas Education Agency
- [www.NICHY.org](http://www.NICHY.org) - National Dissemination Center for Children with Disabilities
- The National ALLIANCE for Parent Centers Technical Assistance Center
- PACER Center  
8161 Normandale Boulevard  
Minneapolis, MN 55437

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## For More Information Contact:

Partners Resource Network  
1090 Longfellow Dr.  
Beaumont, TX 77706  
Toll Free TX Parents Only: 1.800.866.4726  
Phone: 409.898.4684  
FAX: 409.898.4869  
Email: [partnersresource@sbcglobal.net](mailto:partnersresource@sbcglobal.net)  
Website: [partnerstx.org](http://partnerstx.org)



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