Please put the following information in the Chat Box:

- What is your name?
- What is your role?
- Which site do you work with?
- Do you have any questions or concerns you want us to consider throughout this training?

Maine Department of Education

Please note –

When you enter the meeting,

your mics will automatically be muted.

Please leave them muted to cut back on distracting background noise.

However, please feel free to unmute yourself and ask questions as they come up

or

drop any questions in the Chat Box.

Thank You!

Maine Department of Education

Office of Special Services

CDS

Data Collection: ABC Recording

Maine Department of Education

Zoom Meeting Date:

Wednesday 7/15/2020

Team Members

Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

Leora Byras – Special Education Consultant: Worked as Special Educator in an SPPS for 25+ years. Taught all grades over the course of that time in a self-contained classroom. Has been with the MDOE since September 2018.

leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant: Special educator public K-12 resource room and SPED coordinator for 12 years. Facilitated CDS transition meetings during that time. Taught Pre-K and K in private sector for 10 years. At the MDOE since March 2020.

anne-marie.adamson@maine.gov

Colette Sullivan – Special Education Consultant: Worked as a Special Education teacher for 30 years, primarily with students with Autism. Also worked at CDS York for 3 years, in a variety of roles, and have been with MDOE since August 2018.

colette.sullivan@maine.gov

Maine Department of Education

Data: Where to Begin – Tuesday 7/14/2020	**Data: ABC** Wednesday 7/15/2020	**Data: ABC – Extended** Thursday 7/16/2020
Data: Duration/Frequency Tuesday 7/21/2020	**Data: Duration/Frequency – Extended** Wednesday 7/22/2020	**Data: Duration/Frequency – Exemplars and Practice** Thursday 7/23/2020
Data: Latency Tuesday 7/28/2020	**Data: Latency – Extended** Wednesday 7/29/2020	**Data: Latency – Exemplars and Practice** Thursday 7/30/2020
Data: Interval Tuesday 8/4/2020	**Data: Interval – Extended** Wednesday 8/5/2020	**Data: Intervals – Exemplars and Practice** Thursday 8/6/2020
Data: IEP Training Tuesday 8/11/2020	**Data: IEP Training** Wednesday 8/12/2020	**Data: IEP Training** Thursday 8/13/2020
Autism and Developmental Delay – Tuesday 8/18/2020	**Autism and Developmental Delay – Considerations and Practice** Wednesday 8/119/2020	**Autism and Developmental Delay – Present Level and Goals** Thursday 8/20/2020

Maine Department of Education

This 7 Week training session was requested by Erin Frazier, State Director of Special Services B-20, in an attempt to align all Part B Programming.

All material has been prepped, but will be modified and adapted based on your feedback.

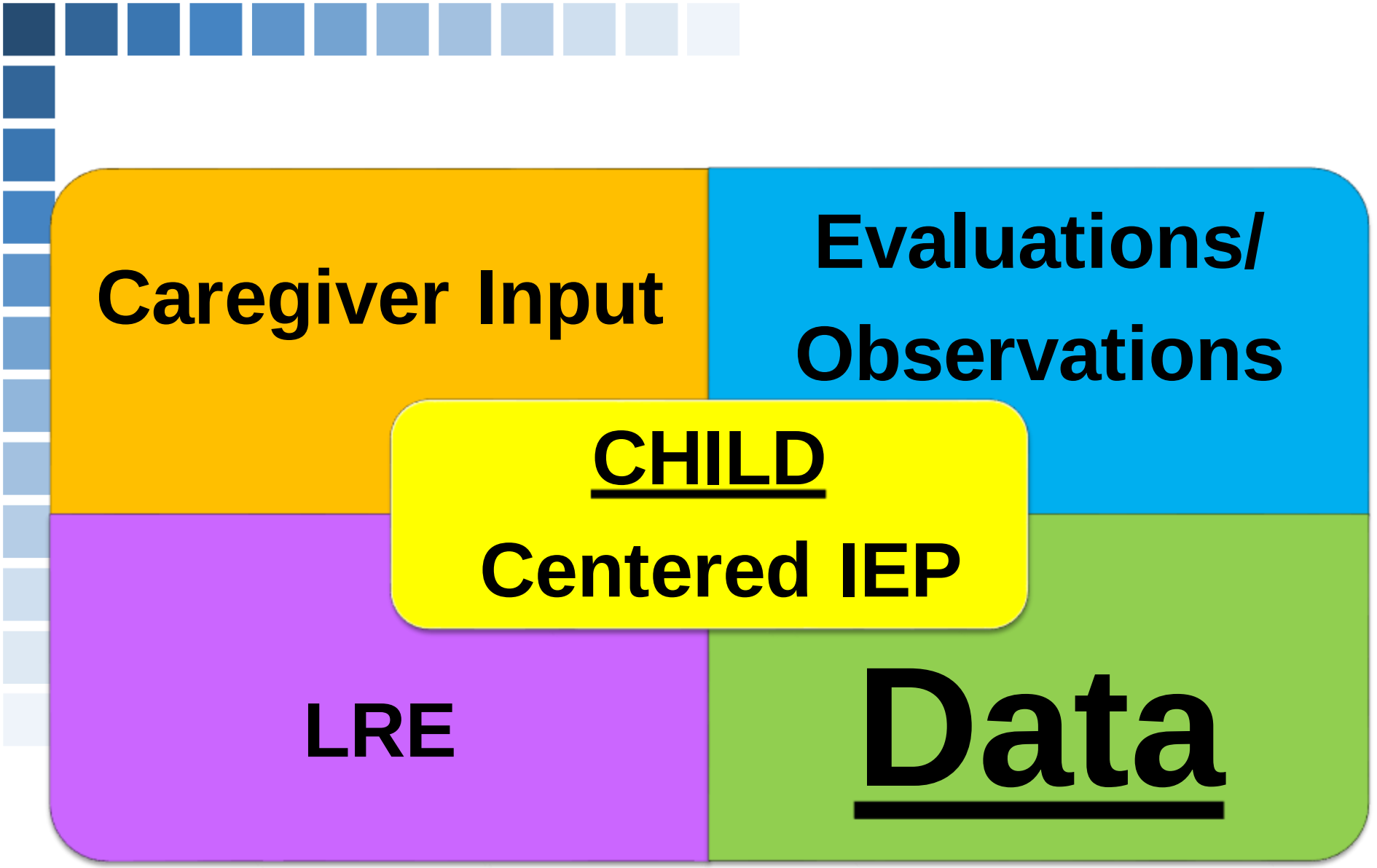
This is intended to be Foundational Learning and each session will be built upon the session prior.

Please consider a student you work with that has Autism or DD.

Be prepared to share the child's initials and DOB on Week 5.

We will review in CINC and choose 2 as Case Studies. We will discuss programming specific to those children.

Maine Department of Education



Maine Department of Education

Use of Data

Data should be used to:

- ✓ assist in program effectiveness
- ✓ determining the need for change

Maine Department of Education

ABC Recording

ABC Recording – a form of direct, continuous observation in which the observer records a descriptive, temporally sequenced account of all behavior(s) of interest and the antecedent conditions and consequences for those behaviors as those behaviors occur in the client's natural environment; also called *anecdotal observation.*

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

Maine Department of Education

ABC Recording

A = Antecedent – an environmental condition or stimulus change existing or occurring prior to a behavior of interest

B = Behavior – the activity of living organisms; human behavior includes everything that people do

C = Consequence – a stimulus change that follows a behavior of interest

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

ABC Recording

A = Antecedent –

- Also referred to as the "setting event“.
- Could be anything that triggers the behavior.
- Could be anything from a teacher's question to the presence of another person or even a change of environment.
- Antecedents can be manipulated to foster certain behaviors.
- If part of daily life, a different approach will be required to stop a behavior.

https://www.betterhelp.com/advice/behavior/understanding-the-antecedent-behavior-consequence-model/

Maine Department of Education

ABC Recording

B = Behavior –

- It can be classified as Positive, Problematic, or Pivotal.
- Positive Behavior is one that benefits the individual and those around them.
- Problem Behavior is behavior that is causing a problem; it could be anything from distraction to actual danger.
- Pivotal Behavior is one that contributes to separate problematic behavior. For example, going to a party is not problematic behavior by itself, but going to a party is a pivotal behavior when doing so leads to drunk driving because drunk driving is a problematic behavior.

https://www.betterhelp.com/advice/behavior/understanding-the-antecedent-behavior-consequence-model/

ABC Recording

C = Consequence –

- The final part of this model is the consequence.
- Think of the consequence as the outcome, and not necessarily as negative.
- If you engage in a behavior that's bad for you, you're going to have a negative outcome or consequence, but if you engage in positive behavior, you're going to have a positive consequence.
- Whether it's negative or positive, the consequence is important because it determines whether or not you continue to engage in certain behaviors.

https://www.betterhelp.com/advice/behavior/understanding-the-antecedent-behavior-consequence-model/

ABC Recording

C = Consequence –

The consequence is crucial.

Children may experience consequences that inadvertently extend undesirable behavior.

For example, many parents may try to quiet their child by offering toys or sweets.

BUT this may reinforce the behavior they're trying to stop.

https://www.betterhelp.com/advice/behavior/understanding-the-antecedent-behavior-consequence-model/

Maine Department of Education

ABC Recording

Consider: Some consequences, especially those that are immediate and relevant to current motivational states, have significant influence on future behavior while others have little effect.

Think about this as it relates to

Reinforcement and **Punishment.**

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

What is your understanding of how **Reinforcement** and **Punishment** can shape **Behavior**?

1 – I understand and can apply it to inform my Behavior Intervention Plans

2 – I understand it but need help applying it to my Behavior Intervention Plans

3 – I have little understanding and cannot apply it to my programming

Maine Department of Education

ABC Recording

Reinforcement – a stimulus change that ***increases*** the future frequency of behavior that immediately precedes it.

Punishment – a stimulus change that ***decreases*** the future frequency of behavior that immediately precedes it.

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

Maine Department of Education

ABC Recording

Reinforcement – Can be Positive OR Negative

Punishment – Can be Positive OR Negative

Often times, these terms are used interchangeably and incorrectly.

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

Maine Department of Education

Positive Reinforcement – ***increases*** the likelihood of a response occurring because it involves a **reward** for the behavior

Negative Reinforcement – ***increases*** the likelihood of a response occurring because it involves the **removal of, or escape from**, unpleasant consequences

Positive Punishment – consequence is **receiving something unpleasant** which ***decreases*** the likelihood of the response being repeated

Negative Punishment – the consequence is **removing something desirable** which ***decreases*** the likelihood of the response being repeated

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Reinforcement vs. Punishment

	Reinforcement	Punishment
Positive	Something is *added* to *increase* the likelihood of a behavior.	Something is *added* to *decrease* the likelihood of a behavior.
Negative	Something is *removed* to *increase* the likelihood of a behavior.	Something is *removed* to *decrease* the likelihood of a behavior.

https://courses.lumenlearning.com/waymaker-psychology/chapter/operant-conditioning/

B.F Skinner studied how animals can learn from the consequences of their actions.

He specifically focused on Reinforcement.

Reinforcement strengthens the likelihood of behaviour re-occurring.

B.F. Skinner claimed that all behavior is learned as a result of **consequences** in our environment.

This involves learning through the **consequences**, both negative and positive.

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Positive Reinforcement

Positive Reinforcement is the addition of something as a result of a behavior after the behavior has occurred. This increases the likelihood that behavior will most likely **increase** in the future because it created a favorable outcome.

Think –

Positive = Addition

Maine Department of Education

Positive Reinforcement

Requesting Soda

Johnny comes into the house after playing outside and is thirsty. He asks his Mom for a glass of coke. She gives it to him and he drinks it down.

Positive reinforcement of Johnny's request

Before	Behaviour	After
Johnny has no coke	Asks for coke	Johnny has coke

Maine Department of Education

Positive Reinforcement

Why is this Positive Reinforcement?

Johnny was thirsty and had nothing to drink. His behavior was to ask for coke. This behavior was positively reinforced because his Mom gave this to him. Because he was given what he wanted, he is more likely to repeat this behavior in the future.

Before (Antecedent) – Johnny was thirsty

Behavior – he asked for coke

After (Consequence) – Mom gave him coke

Future Behavior – Johnny will request coke when he is thirsty

http://www.educateautism.com/behavioural-principles/positive-reinforcement.html

Negative Reinforcement

Negative Reinforcement occurs when something that is present in the environment is **removed** as a result of a behavior. That behavior will most likely **increase** in the future because it's removal created a favorable outcome.

Think –

Negative = Removal

Maine Department of Education

Negative Reinforcement

Turning off Alarm Clock

Mike's morning alarm clock goes off at 5:00 am. He hates this noise, so he reaches over and hits the STOP button which makes the alarm stop. He does this each morning when he hears the alarm.

Turning Off Alarm Clock

Before	Behaviour	After
Morning alarm noise	Press STOP button	Alarm noise stops

Turning off your morning alarm is an example of negative reinforcement.

Maine Department of Education

Negative Reinforcement

Why is this Negative Reinforcement?

The alarm goes off and is a loud, annoying noise. Mike always hits STOP when it goes off.

Before (Antecedent) – morning alarm

Behavior – hits STOP

After (Consequence) – alarm stops

Future Behavior – Mike will hit STOP when the alarm goes off

https://www.educateautism.com/behavioural-principles/examples-of-negative-reinforcement.html

Maine Department of Education

Chat Box Check In

Maine Department of Education

REMEMBER

Punishment – A Behavioral Term

Punish the Behavior NOT the individual

Punishment procedures, in Applied Behavior Analysis (ABA), "occurs when a stimulus change immediately follows a response and decreases the future frequency of that type of behavior in similar conditions."

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

Please remember:

***Punishment on its own does not teach anything*.**

You may reduce or eliminate challenging behavior but you need to also teach what to do *instead* of the inappropriate behavior.

Otherwise the learner could just replace the behavior you didn't like with another behavior that you *really* won't like.

Example: A student will begin to run down the hall and a teacher will say "Stop running!". Very quickly the child will stop running. BUT, they may begin to skip, hop, or be inappropriate in some other way.
A better way to handle this is to say "Walk please", which tells the child what you want them **to do** instead of allowing them to decide what replacement behavior to select.

Maine Department of Education

https://www.iloveaba.com/2011/12/good-bad-ugly-punishment.html

“So, lets address "The Ugly" of Punishment.

If done incorrectly, unethically, or without adequate supervision by a qualified BCBA, or school psychologist, punishment will have negative side effects or could even be harmful to the client/learner/student.

Issues usually arise from the application of punishment, which is a clinical way of saying HOW the punishment is delivered.”

https://www.iloveaba.com/2011/12/good-bad-ugly-punishment.html

Maine Department of Education

B.F. Skinner's views on Punishment

- Tells us what **NOT** to do but doesn't tell us what **TO DO**
- Teaches **avoidance**
- May cause undesirable side effects such as –
  - Fear
  - Aggression

If Punishment is unpredictable and unavoidable, we develop a sense that events are beyond our control.

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Maine Department of Education

INSTEAD:

- Emphasize reinforcement
- Catch us doing something right and affirm it

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Maine Department of Education

Positive Punishment

Positive Punishment occurs when something is **added** as a result of a behavior, and that behavior will most likely **decrease** in the future because it created a undesirable outcome.

Think –

Positive = Addition

Maine Department of Education

Positive Punishment

Speeding

Leora drove home after work. She was tired and wanted to get home and relax. She was going too fast and got a speeding ticket.

Before	Behavior	After
Leora gets in her car after work to drive home.	She drives too fast.	She gets a speeding ticket.

Maine Department of Education

Positive Punishment

Why is this Positive Punishment?

The speeding ticket was expensive. Leora does not want to get another one.

Before (Antecedent) – Leora gets into her car to go home

Behavior – she is driving too fast

After (Consequence) – she gets a speeding ticket

Future Behavior – Leora will drive the speed limit

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Maine Department of Education

Negative Punishment

Negative Punishment occurs when something that is already present in the environment is **removed** as a result of a behavior, and that behavior will most likely **decrease** in the future because it created an undesirable outcome.

Think –

Negative = Removal

Maine Department of Education

Negative Punishment

Teenager Grounded

Grayson was asked to empty the dishwasher. She refused. Her Mom took her phone away from her.

Before	Behavior	After
Grayson was asked to empty dishwasher	She continued playing on her phone.	Her Mom took her phone away from her.

Maine Department of Education

Negative Punishment

Why is this Negative Punishment?

Grayson did not respond to the request to empty the dishwasher so her phone was taken away from her. Losing her phone will decrease the likelihood that she will ignore her chores in the future.

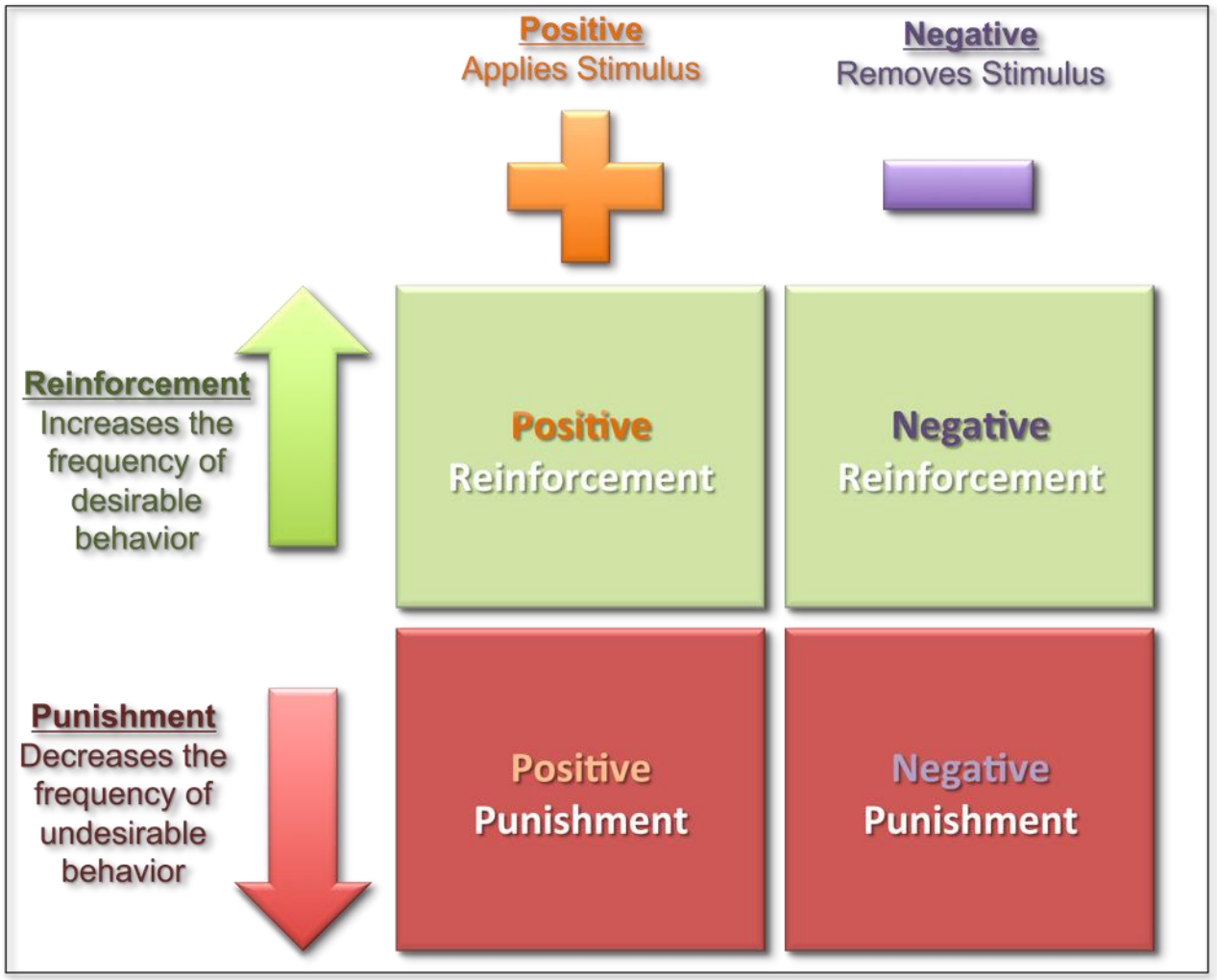
Before (Antecedent) – Grayson was asked to empty the dishwasher

Behavior – Grayson continued to play on her phone

After (Consequence) – her Mom took her phone

Future Behavior – Grayson will not ignore her chores

Maine Department of Education

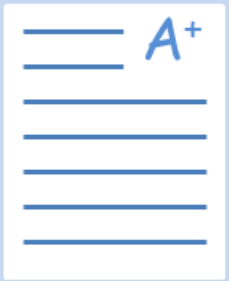


Maine Department of Education

https://justanotherpieceofthepuzzle.wordpress.com/

4 Consequences of Behaviour

Positive Reinforcement: Consequence *adds* something; future likelihood of behaviour <u>increases</u>



Behaviour: Studied for test
Consequence: Got an A+
Impact: Will study for the next test

Positive Punishment: Consequence *adds* something; future likelihood of behaviour <u>decreases</u>

Behaviour: Attempted the half-pipe
Consequence: Sustained a head injury
Impact: Realized you're too old for this! Won't try again.

Negative Reinforcement: Consequence *removes* something; future likelihood of behaviour <u>increases</u>

Behaviour: Took out the trash
Consequence: Foul smell in house went away
Impact: Will continue to discard smelly trash

Negative Punishment: Consequence *removes* something; future likelihood of behaviour <u>decreases</u>

Behaviour: Driving recklessly
Consequence: License taken away
Impact: Less likely to drive recklessly in future

Andrew Davis B.Sc.H | M.ADS @amldavis

Geneva Centre for Autism – www.autism.net

Maine Department of Education

https://www.pinterest.com/pin/330733784897479930/

Remember –

- **Positive Reinforcement** – increases the likelihood of a response occurring because it involves a **reward** for the behavior
- **Negative Reinforcement** – increases the likelihood of a response occurring because it involves the **removal of, or escape from**, unpleasant consequences
- **Positive Punishment** – consequence is **receiving something unpleasant** which decreases the likelihood of the response being repeated
- **Negative Punishment** – the consequence is **removing something desirable** which decreases the likelihood of the response being repeated

https://www.slideshare.net/Jjanpsychology/behaviourist-oprant-conditioning

Chat Box Check In

Maine Department of Education

ABC Recording

Special Considerations –

- ABC Recording is typically used during functional Assessments and NOT for routine day to day data
- It may take more time and effort to record every instance of behavior because it requires the observer to record multiple variables.
- ABC Recording only demonstrates correlation between problem behavior and observed antecedents and consequences.
- Functional relationships are not demonstrated, but can be hypothesized based on ABC patterns.
- **Can be used to look at ALL behaviors of interest.**

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/361/positive%20behavior/Data/Data%20Collection%20Methods.pdf

ABC Recording

Consider –

Possible Function of Behavior

and **How** the Consequence Shapes the Behavior

SEAT

S – Sensory

E – Escape

A – Attention

T – Tangible

Maine Department of Education

ABC Recording

4 Functions of Behavior

Function		What it Does	When it Happens	What to Do
S Sensory		Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E Escape		Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
A Attention		Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
T Tangible		Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

HonuIntervention.com | 831-316-4699

Maine Department of Education

ABC Recording

Understanding **HOW** consequences shape behavior can help drive programming and figure out what replacement behaviors you might try to teach.

Maine Department of Education

ABC Recording

Special Considerations –

- Remember –

ABC Recording helps determine

Correlation NOT Causation

http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart

Maine Department of Education

ABC Recording

ABC is only as good as what is recorded.

1. Record Objective Information

a. Remove emotions.
b. Document only what you see.
c. Avoid making any judgements.
d. Do not include any interpretations.

Objective Data	Subjective Data
XXX did not follow teacher directions to write name on paper.	XXX is purposely ignoring teacher. XXX is oppositional and rude.

Maine Department of Education

https://autismclassroomresources.com/taking-abc-data-step-1-4-in-5-steps-to/

ABC Recording

ABC is only as good as what is recorded.

2. Document only what you can observe

a. Don't try to determine what someone is thinking.

b. Describe exactly what was observed.

c. If you can not see it, you can't know if it is true.

Objective Data	Subjective Data
XXX kicked the teacher in math class.	XXX kicked the teacher because he hates her and hates math class.

https://autismclassroomresources.com/taking-abc-data-step-1-4-in-5-steps-to/

Maine Department of Education

ABC Recording

ABC is only as good as what is recorded.

3. **Don't replace your observations with your interpretations of the function.**
   a. Don't make statements like "He kicked her because he wanted her attention."
   b. Say "He kicked her, laughed, then looked at her."
   c. Don't describe function INSTEAD of the behavior.
   d. If we knew the function, we wouldn't need to take data.

Objective Data	Subjective Data
XXX kicked teacher, laughed, then turned to look at her.	XXX kicks teacher when he wants attention.

Maine Department of Education

https://autismclassroomresources.com/taking-abc-data-step-1-4-in-5-steps-to/

ABC Recording

Remember –

SEAT

S – Sensory

E – Escape

A – Attention

T – Tangible

Maine Department of Education

ABC Video

https://youtu.be/4G_4U_6IB1U

All related info can be found at:

www.behaviorbabe.com

Functions of Behavior

Behavior is communication.
Behavior happens for a reason.
Behavior happens in patterns.
Behavior can be changed.

Maine Department of Education

Sensory

tastes good

smells good

looks good

feels good

sounds good

Maine Department of Education

https://youtu.be/4G_4U_6IB1U

Escape

certain people

demands

setting

noises

aversive stimuli

https://youtu.be/4G_4U_6IB1U

Maine Department of Education

Attention

peer attention

adult attention

positive attention

negative attention

Attention is Attention

Maine Department of Education

https://youtu.be/4G_4U_6IB1U

Tangible

access to an item or activity

Maine Department of Education

https://youtu.be/4G_4U_6IB1U

ABC Recording

Look at the ABC Data.

Drop comments in Chat Box.

How *MIGHT* the consequence be shaping the Behavior?

Date	Antecedent	Behavior	Consequence	Possible Function of Behavior
5/26/2020	Teacher asked student to come to the board to write their name.	Student hits her head with the palm of her hand.	Teacher attempts to soothe student by redirecting behavior with a preferred item, such as favorite toy.	Sensory Escape Attention Tangible

Maine Department of Education

ABC Recording

Possible Function of the Behavior –

Perhaps student wanted access to their preferred items.

Date	Antecedent	Behavior	Consequence	**Possible** Function of Behavior
5/26/2020	Teacher asked student to come to the board to write their name.	Student hits her head with the palm of her hand.	Teacher attempts to soothe student by redirecting behavior with a preferred item, such as favorite toy.	Sensory Escape Attention Tangible

Maine Department of Education

ABC Recording

Possible Function of the Behavior –

Perhaps student wanted to escape the demands of the task.

Date	Antecedent	Behavior	Consequence	**Possible** Function of Behavior
5/26/2020	Teacher asked student to come to the board to write their name.	Student hits her head with the palm of her hand.	Teacher attempts to soothe student by redirecting behavior with a preferred item, such as favorite toy.	Sensory (Escape) Attention Tangible

Maine Department of Education

ABC Recording

Look at the ABC Data.

Date	Antecedent	Behavior	Consequence	Possible Function of Behavior
5/26/2020	Teacher asked student to complete a puzzle.	Student grabs individual puzzle pieces and begins spinning them.	Teacher points to puzzle icon, and interrupts the spinning.	Sensory Escape Attention Tangible

Maine Department of Education

ABC Recording

Possible Function of the Behavior –

Perhaps student wanted attention from Teacher and spinning puzzle pieces got some attention.

Date	Antecedent	Behavior	Consequence	**Possible** Function of Behavior
5/26/2020	Teacher asked student to complete a puzzle.	Student grabs individual puzzle pieces and begins spinning them.	Teacher points to puzzle icon, and interrupts the spinning.	Sensory Escape Attention Tangible

Maine Department of Education

ABC Recording

Possible Function of the Behavior –

Perhaps student enjoys the spinning as a sensory experience.

Date	Antecedent	Behavior	Consequence	**Possible** Function of Behavior
5/26/2020	Teacher asked student to complete a puzzle.	Student grabs individual puzzle pieces and begins spinning them.	Teacher points to puzzle icon, and interrupts the spinning.	(Sensory) Escape Attention Tangible

Maine Department of Education

ABC Recording

Think about Consequences.

What MIGHT you see in each Area below?

Functions of Behavior	
Getting/Obtaining	Avoiding/Escaping

Ma
Depa
Education

ABC Recording

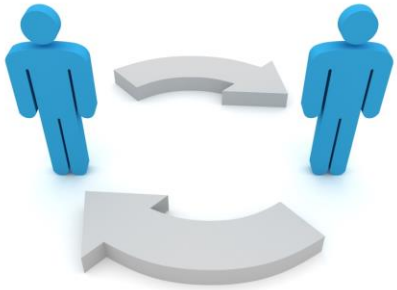
Functions of Behavior	
Getting/Obtaining	Avoiding/Escaping
Attention Items (Tangible) Activities Automatic Reinforcement Sensory Stimulation	Work Sensory Overload Social Situations Transitions Sensory Stimulation

Maine Department of Education

Chat Box Check In

Maine Department of Education

ABC Recording



How to Make ABC Data More Efficient

- create data sheets where you can just check or circle options
- don't take data all day!
  - Pick a few time periods throughout the day.
  - (ie. from 9:00-9:30, 12:00-12:45 and 1:30-2:00 and record during those times the next day do the opposite time periods)
- use staff to take data

https://theautismhelper.com/take-great-abc-data/

Maine Department of Education

ABC Recording

Name: *George*

Description of behavior(s) of interest: *humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.*

Date	Time	Antecedent	Behavior	Consequence	Possible Function
2/7/99	9:40am	*Teacher announces it is time for reading*	*Tells inappropriate joke*	*Peers laugh, class disrupted*	*Escape/Atten.*
2/7/99	9:45am	*Teacher calls on George to read first*	*Throws book*	*Sent to office*	*Escape*
2/8/99	9:35am	*Teacher asks George to pay attention*	*George crouches down so he can't see*	*George can't see instruction*	*Escape*
2/8/99	9:40am	*Teacher instructs class to move into reading groups*	*George sighs, puts head on desk*	*George doesn't join his group*	*Escape*
2/8/99	9:42am	*Teacher asks George to move to his reading group*	*George slams his book shut*	*George's teacher warns him not to throw book*	*Escape*
2/8/99	9:50am	*Teacher says go to your group*	*George throws his book and walks out of the class towards the principal's office*	*Avoids reading group*	*Escape*

Maine Department of Education

http://www.specialconnections.ku.edu/~specconn/page/behavior/fba/pdf/completedabcchart.pdf

ABC Recording

ABC Data Collection Procedure

"A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. "B" refers to observed behavior, and "C" refers to the consequence, or the event that immediately follows a response. Use concise, short language, and write objectively only about what you observed.

Date & Initials	Time, Location	Antecedent *What happened before the behavior?*	Behavior *Describe the behavior objectively*	Consequence *What happened after the behavior?*
			Aggression Tantrum Throwing Elopement Other: _____	
			Aggression Tantrum Throwing Elopement Other: _____	
			Aggression Tantrum Throwing Elopement Other: _____	
			Aggression Tantrum Throwing Elopement Other: _____	

Maine Department of Education

https://docs.google.com/file/d/0B9BLpV8fyJh8aHpDODR4TF9qanM/edit

ABC Recording

ABC Analysis

Date____/____/____ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

Date	Time	Antecedent	Behavior	Consequence	Possible Function

Maine Department of Education

http://specialconnections.ku.edu/~specconn/page/behavior/fba/pdf/blankabcchart.pdf

ABC Recording

ABC Recording Sheet

DATE/TIME	PRE-CONDITION OR ANTECEDENT (what happened before the behaviour)	WHAT BEHAVIOUR OCCURRED AND A DESCRIPTION OF WHAT YOU SAW & HEARD	YOUR ACTIONS OR CONSEQUENCES (describe what you did and for how long)
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do ? What did he say?	What did you do? What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do? What did he say?	What did you do? What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do? What did he say?	What did you do? What did you say?

Maine Department of Education

https://theautismhelper.com/wp-content/uploads/2012/09/abc-data-picture.png

ABC Recording

ABC Data Sheet – Version 2

Record each instance of one behavior, as well as the antecedent (what happened right before the behavior), the consequence (what happened right after the behavior), and what the **possible** function of that behavior was (what outcome did it achieve for the child/student?).

Describe the target behavior: _____

_____

Date/ Time	Setting Events (what's going on at that day/time? Tired/didn't sleep well, substitute teacher, etc.)	Antecedent	Behavior	Consequence	Function (Attention, Access to Items/ activities, Escape, Sensory)

Maine Department of Education

https://www.lessonplanet.com/teachers/abc-data-sheet-version-2

Chat Box Check In

Maine Department of Education

Functional Behavior Assessment (FBA)

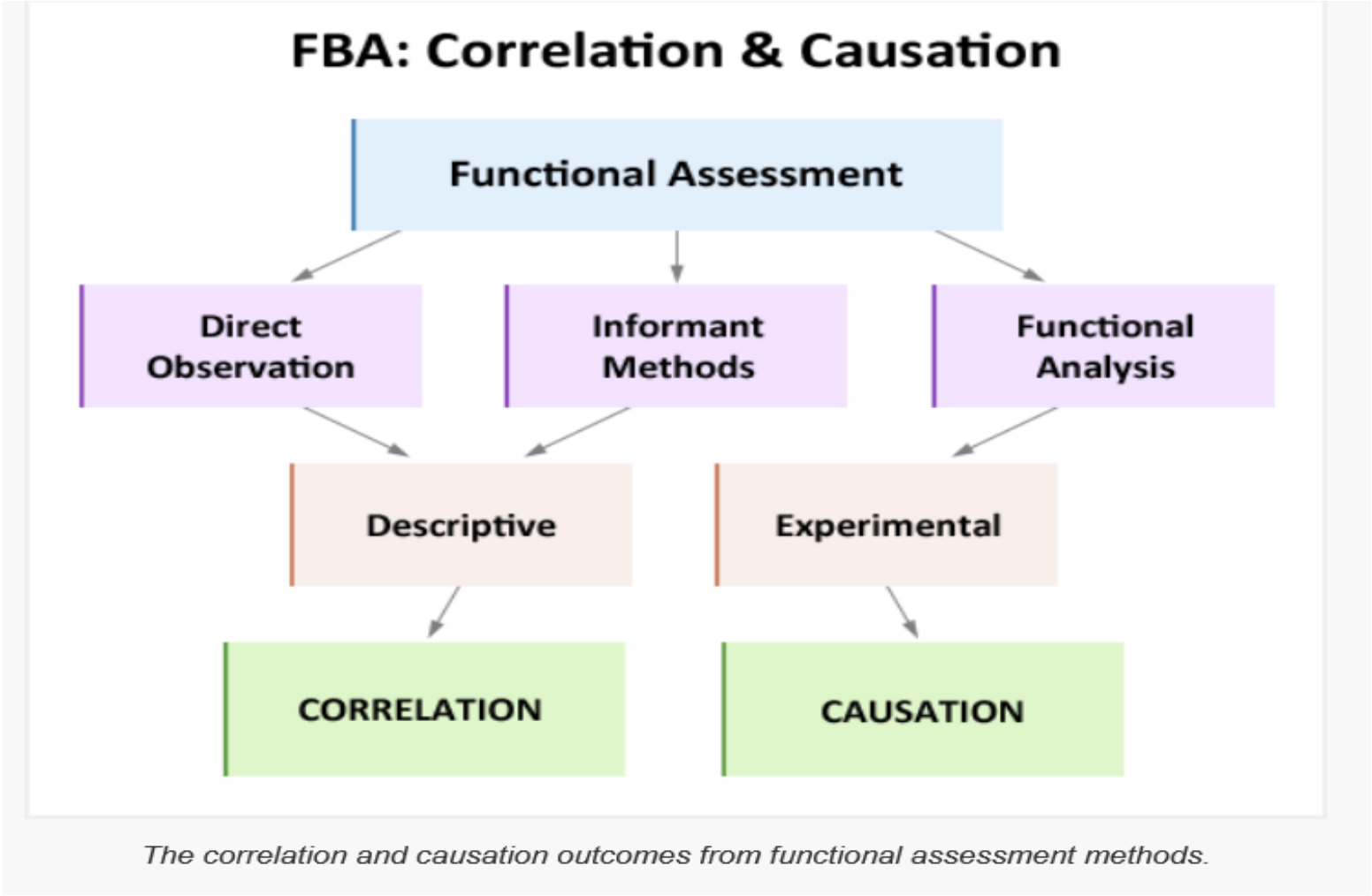
There are three methods of carrying out a functional behavior assessment

- *Direct observation and Informant methods*: Describe events around a challenging behavior by giving a description about how X seems to happen before the challenging behavior occurs or that X seems to happen after the challenging behavior has occurred. This provides **correlational** data.
- *Functional analysis:* allows practitioners to identify a **causal link** between the antecedent and consequence of the challenging behavior. This can be established because experimental methods will deliberately manipulate (change) what happens before and/or after the behavior to test how these manipulations affect the challenging behavior.

http://www.educateautism.com/functional-behaviour-assessment/fba-correlation-causation.html

Maine Department of Education

What Drives the Behavior?



The correlation and causation outcomes from functional assessment methods.

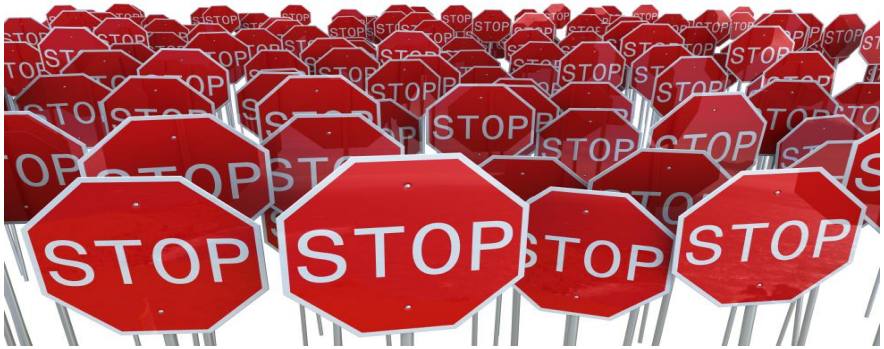
Maine Department of Education

http://www.educateautism.com/functional-behaviour-assessment/fba-correlation-causation.html

"Functional Analysis is the most precise, rigorous, and controlled method of conducting a functional assessment."

- *O'Neill, Horner, Albin, Sprague, Storey, and Newton (1997, p. 7)*

A professional psychologist or BCBA should be overseeing this process.



Maine Department of Education

Behavior Causation – Functional Analysis

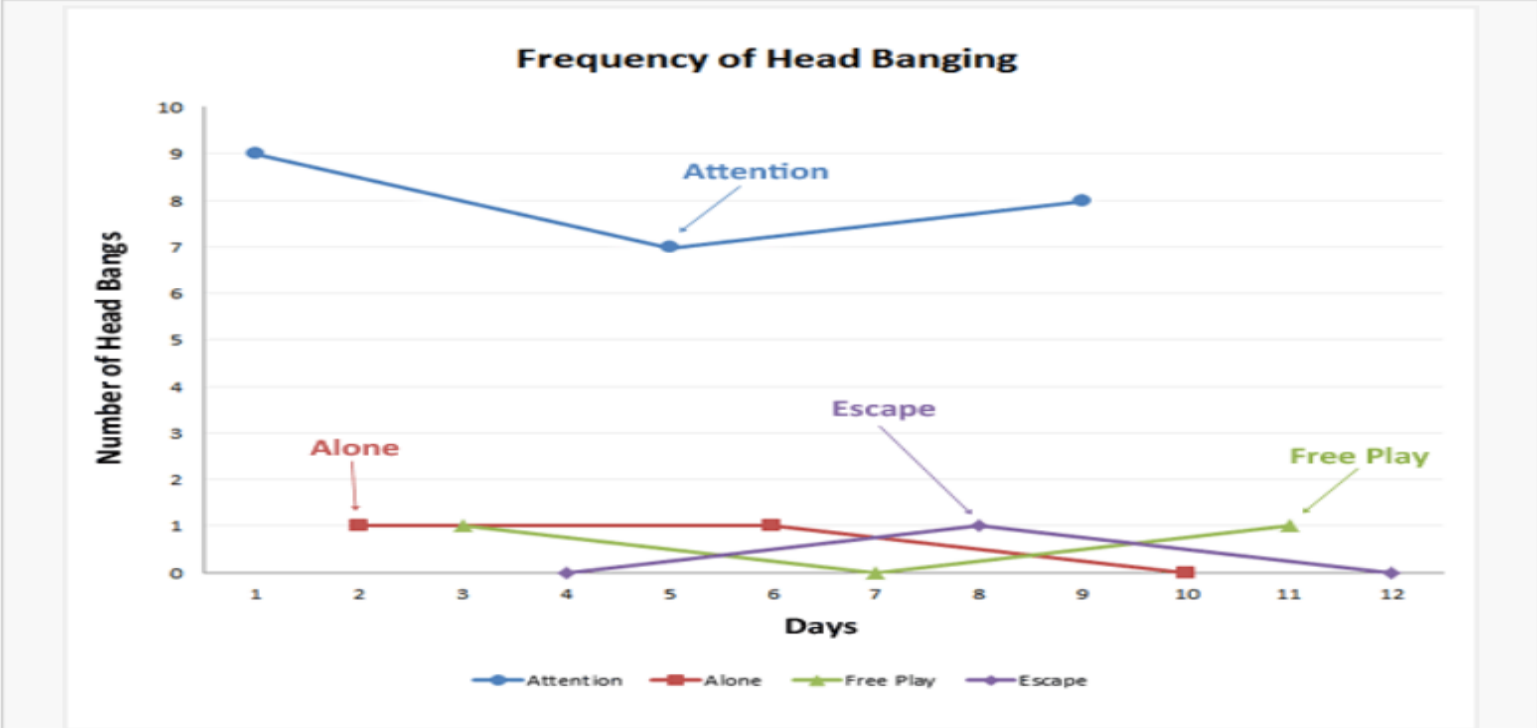
- Student engages in head banging behavior. Four conditions are alternated over 4 days and data is collected.
  - On the first day the teacher gives the student attention every time he bangs his head.
  - On the second day, the student would be observed for head banging while he is alone.
  - On the third day, the student is observed for head banging behavior while in free play with toys of his choice and an adult present.
  - On the fourth day, the teacher would stop academic instruction every time the student engages in head banging behavior.
    - This is called the **"contingent escape"** condition and if the behavior was frequent during this condition it **would suggest the function of the behavior was to get away from having to complete academic tasks.**

Maine Department of Education

http://www.educateautism.com/functional-behaviour-assessment/example-of-a-functional-analysis.html

Charted Data

Makes it clear that the consequence of providing adult attention manipulates the student's behavior of head banging.



Data plotted on a line graph shows how the function of this behaviour is to gain attention.

http://www.educateautism.com/functional-behaviour-assessment/example-of-a-func analysis.html

Maine Department of Education

Basic FBA to BIP

- **Basic FBA to BIP strives to make function-based intervention more accessible, effective and efficient for school implementation.**
- **7 Modules for District Coaches to complete**
  - Module 1: Understanding Behavior
  - Module 2: FBA Interviews
  - Module 3: FBA Observations
  - Module 4: Function-Based Interventions
  - Module 5: Behavior Intervention Strategies
  - Module 6: Implementation Planning
  - Module 7: Evaluation Planning
- **2 Modules for all other staff to complete**
  - Module 1: Understanding Behavior
  - Module 4: Function-Based Interventions

Maine Department of Education

http://basicfba.gseweb.org/

"Basic FBA to BIP"
Behavior Specialist

"Build school capacity by increasing the number of staff in schools with the knowledge and skills to design and support effective individual positive behavior support."

http://basicfba.gseweb.org/

TASN
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK

Reasons Why:

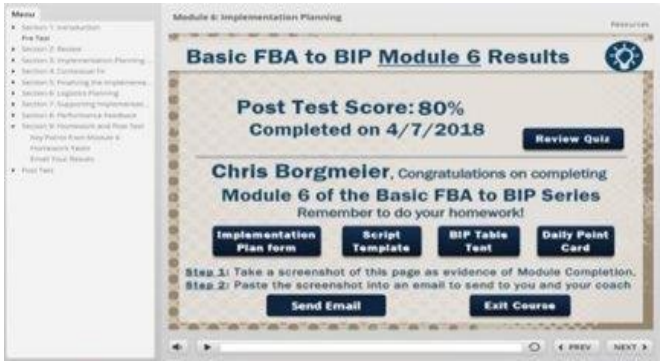
- Time and resources are often used inefficiently as teams meet to discuss challenging students without a framework for guiding intervention planning.
- This can often result in the selection of interventions that are ineffective and, in some cases, serve to make problem behavior worse.

Maine Department of Education

"Basic FBA to BIP" Behavior Specialist

"The Basic FBA to BIP Training Series provides a practical way to train multiple staff members in schools to effectively conduct Functional Behavior Assessments and lead development, implementation and evaluation of Behavior Intervention Plans."

http://basicfba.gseweb.org/



Reasons Why:

- Limited resources and capacity often result in delayed access to behaviors supports for the student and staff involved.
- Delayed interventions and supports can contribute greatly to teacher stress, and reduced willingness to implement interventions and tolerance for having the student remain in the classroom.

Maine Department of Education

Positive Behavior Interventions and Supports (PBIS)

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we… teach? …punish?
Why can't we finish the last sentence as automatically as we do the others?

~Tom Herner NASDE President 1998

In 1997, an amendment of the Individuals with Disabilities Education Act (IDEA) included the language, "Positive behavior Interventions and Supports," which described methods used to identify and support desired behaviors in the school setting.

https://www.pbisrewards.com/blog/what-is-pbis/?msclkid=c763daa0b01a11e142fd846dc2087f41&utm_source=bing&utm_medium=cpc&utm_campaign=Internal%20PBISR%20Search%20Only&utm_term=positive%20behavior%20intervention%20system&utm_content=PBIS%20General%20-%20Search_Behavior

Maine Department of Education

Positive Interactions = Positive Reinforcement of Behavior

"When used schoolwide, PBIS changes the focus of discipline from punitive measures to positive interactions between students and staff. The positive interactions transfer into stronger relationships between the student and teacher and thus a better learning environment for all students."

https://www.pbisrewards.com/blog/what-is-pbis/?msclkid=c763daa0b01a11e142fd846dc2087f41&utm_source=bing&utm_medium=cpc&utm_campaign=Internal%20PBISR%20Search%20Only&utm_term=positive%20behavior%20intervention%20system&utm_content=PBIS%20General%20-%20Search_Behavior

Maine Department of Education

Benefits to PBIS

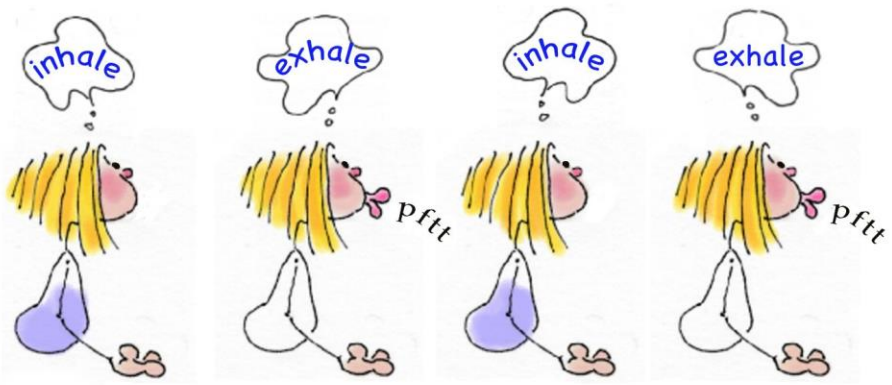
- Improves school culture
- Builds social skills
- Reduces office discipline referrals
- Reduces suspensions
- Increases instructional time
- Improves social and emotional development
- Improves school safety
- Increases student engagement
- Improves academic performance
- Increases family involvement
- Improves faculty retention
- Improves classroom management

*** Maine Department of Education ***

Initiativehttps://www.mainepbis.org/
https://www.pbisrewards.com/blog/what-is-pbis/?msclkid=c763daa0b01a11e142fd846dc2087f41&utm_source=bing&utm_medium=cpc&utm_campaign=Internal%20PBISR%20Search%20Only&utm_term=positive%20behavior%20intervention%20system&utm_content=PBIS%20General%20-%20Search_Behavior

Maine Department of Education

Remember...



We are glad you are here with us.

Thank you for joining and for the feedback that has been offered.

Please continue to let us know how we can be supportive.

Maine Department of Education

Disclaimer:

The links and websites shared in this PowerPoint are for information and reference only and are not endorsed in any way by the Maine Department of Education.

Maine Department of Education

Ongoing Resource List:

Maine Department of Education

Team Members

Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

Leora Byras – Special Education Consultant: Worked as Special Educator in an SPPS for 25+ years. Taught all grades over the course of that time in a self-contained classroom. Has been with the MDOE since September 2018.

leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant: Special educator public K-12 resource room and SPED coordinator for 12 years. Facilitated CDS transition meetings during that time. Taught Pre-K and K in private sector for 10 years. At the MDOE since March 2020.

anne-marie.adamson@maine.gov

Colette Sullivan – Special Education Consultant: Worked as a Special Education teacher for 30 years, primarily with students with Autism. Also worked at CDS York for 3 years, in a variety of roles, and have been with MDOE since August 2018.

colette.sullivan@maine.gov

Maine Department of Education

Maine DOE is offering Contact Hours for each Special Services Zoom meeting you view.

Please follow these steps:

1. Email Leora Byras at leora.byras@maine.gov at **the completion of the Training** with the codes for each Zoom meeting you viewed. You may have up to 21 codes.
2. You **may** re-watch both Zoom meetings that have been previously recorded.
3. Allow at least **5 business days** to receive your certificate of participation.

Code for Contact Hours

- Code will be shared in Chat Box

Maine Department of Education

Who's Who at MDOE

- **Pender Makin** – Maine State Commissioner of Education
- **Erin Frazier** – State Director of Special Services B-20
- **Roberta Lucas** – Federal Programs Coordinator
- **Mary Adley** – Coordinator of State Agency Programs and Special Projects
- **Roy Fowler** – State Director Child Development Services
- **Barbara McGowen** – Finance Coordinator
- **Shawn Collier** – Data and Research Coordinator
- **David Emberley** – Due Process Consultant
- **Tracy Whitlock** – Special Education Consultant/Special Projects
- **Colette Sullivan** – Special Education Consultant
- **Leora Byras** – Special Education Consultant
- **Anne-Marie Adamson** – Special Education Consultant
- **Colene O'Neill** – Secretary Specialist
- **Julie Pelletier** – Secretary Associate

Maine Department of Education