ECHO IDAHO:
K12 Behavioral Health in the Classroom

Understanding the Educator's Role in Functional Behavior

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Learning Objectives

- Understand setting events, antecedents, behaviors, and consequences

- Understand the importance of ABC data and how to collect it

Antecedent

Anything that happens **immediately before** the challenging behavior happens.

Examples:
- A worksheet is handed out
- Being told to turn off the computer or iPad
- A student has nothing to do after they finish their assignment
- The cafeteria is really loud

Non-examples

- Math class
- Stressed out
- Perceiving a threat
- Student doesn't want to do something

Behavior

This is what the student does and could be a positive or problem behavior.

Examples:
- Hitting
- Screaming
- Following directions
- Completing a task

Non-examples

- Being sad
- Throwing a fit

Consequence

This is what happens **immediately after** the student engages in the behavior.

A consequence can be positive or negative.

Examples:

- Student doesn't complete the worksheet
- Student is verbally praised
- Student is sent to the office
- Other students laugh

Non-examples

- Parents are called
- Student is suspended
- Student got to pick a treat from the treasure box at the end of the day.

Setting Events

A setting event is anything that happens before the antecedent and behavior but makes the challenging behavior more likely to occur.

Examples:

- Student is sick
- Student missed breakfast
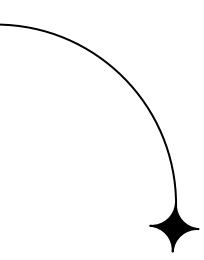- Student forgot to take medication
- Morning routine did not go as expected

Non-examples

- Task being assigned
- Screaming at the teacher
- Student doesn't like math

The ABCs of Behavior

A — Antecedent

B — Behavior

C — Consequence

We can only change a student's behavior by giving clear instructions and feedback!

A → B ← C

Antecedent | **Behavior** | **Consequence**

"Time to clean up." | Student says, "No!" and swipes everything off the table. | Teacher helps the student clean up.

"Get started on your math assignment." | Student starts the assignment. | "Hey, thanks for getting started so quickly."

Students are working in a group. | Student hits another student. | Student is sent to the office.

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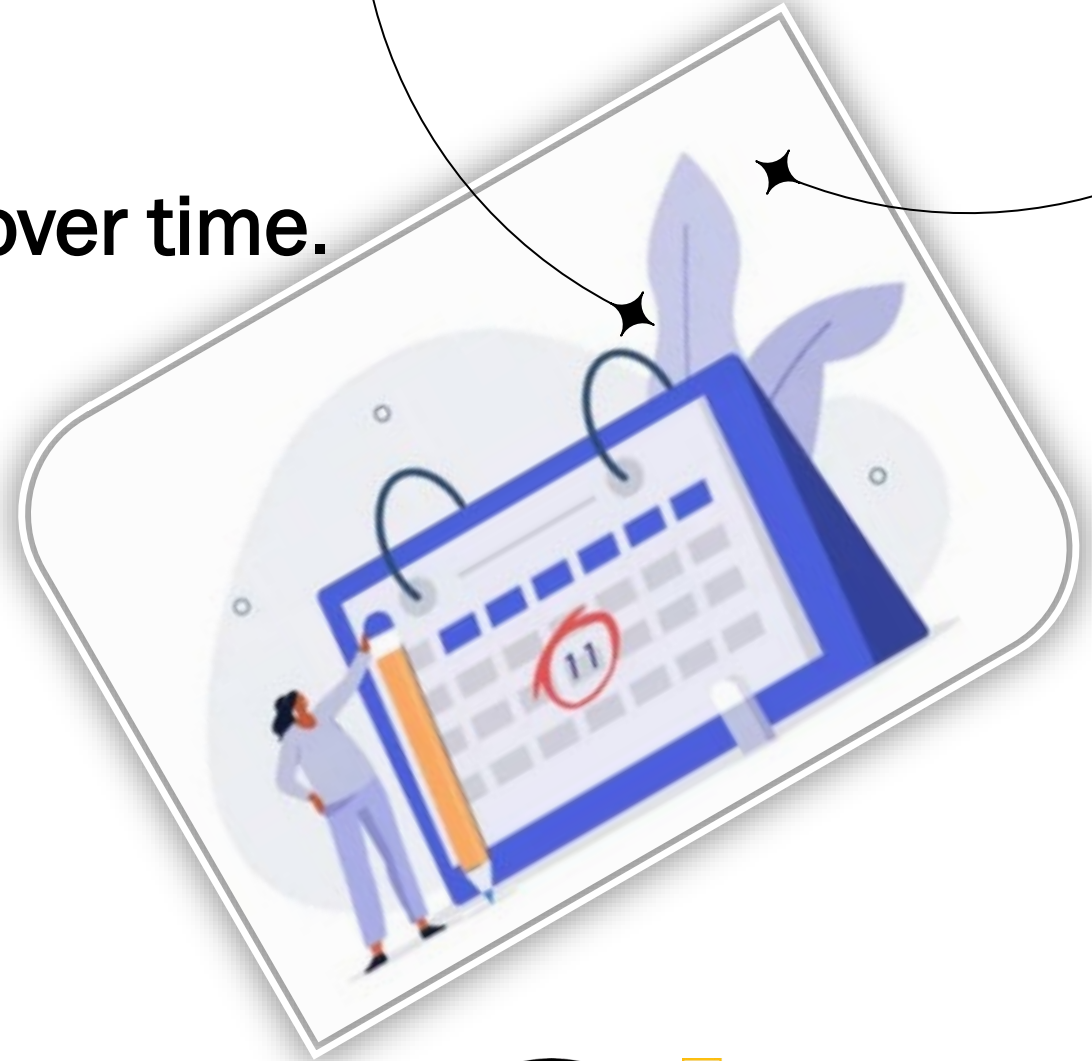
ABC Data

Why is it important?

- Each incident of problem behavior is a unique set of circumstances, but it is not the whole story.

- One incident may not be enough to identify the purpose of the behavior.

Why is it important?

ABC data tells us tells us the story **over time.**

- What is triggering the behavior? (A)

- What does the behavior look like? (B)

- What happens after the behavior? (C)

ABC Data is Objective

ABC Data provides an objective view of the behavior.

Data should report what is directly observable.

Problem Behavior Comes with:

Frustration

"Nothing works!"
"I can't do anything right!"
"Why isn't anyone helping
    me?"

Assumptions

"She just doesn't want to listen."
"He is lazy and unmotivated."
"My teacher targets me."

Strong Feelings

"I want that student out of my
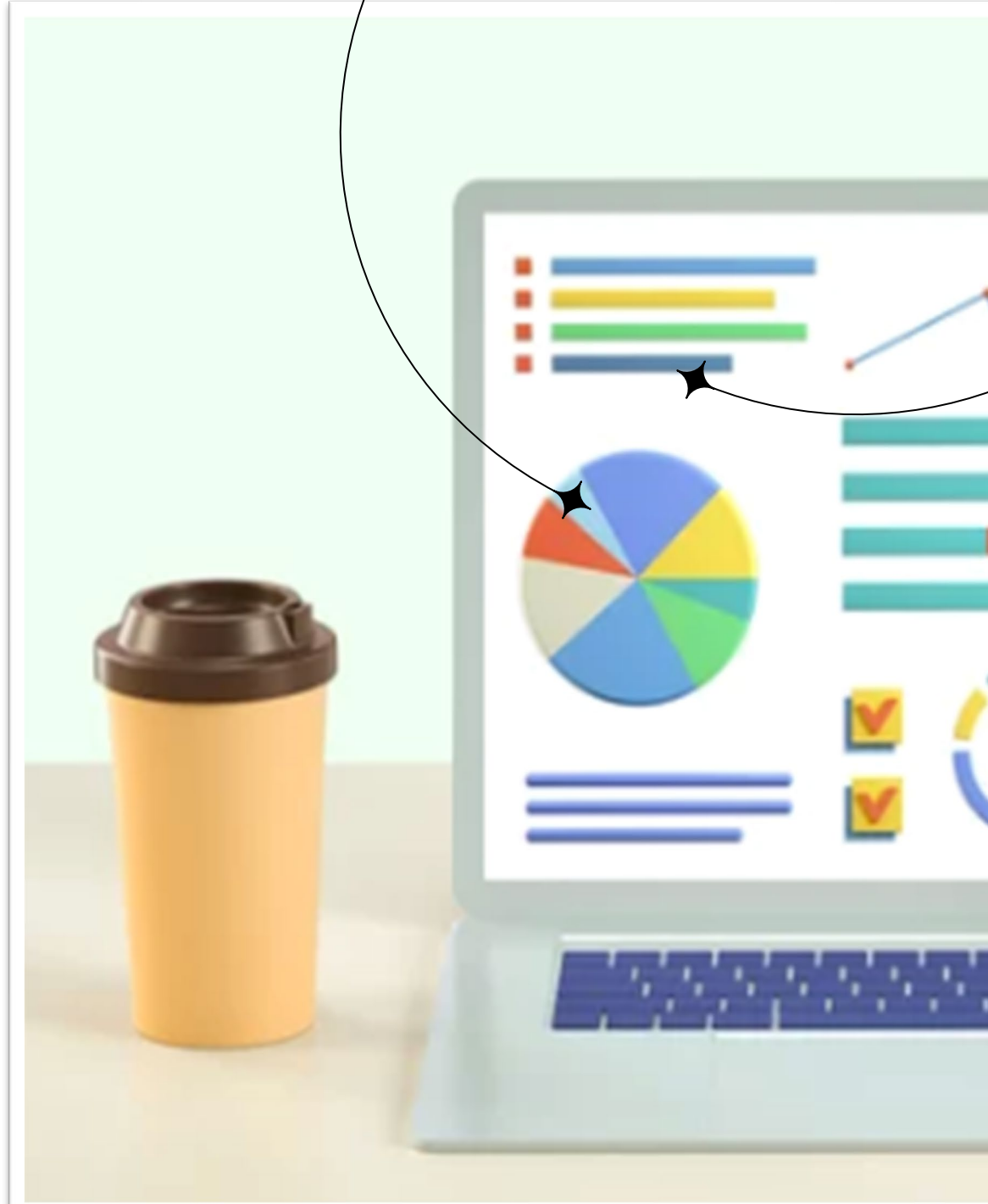   class!"
"I hate school!"

ABC Data is Objective

ABC data doesn't have feelings.

Julian was super sad about being at school.

Julian was crying and asking for his mom.

Mrs. Spurlock was angry.

Mrs. Spurlock used a loud voice and told Julian to "knock it off."

ABC Data is Objective
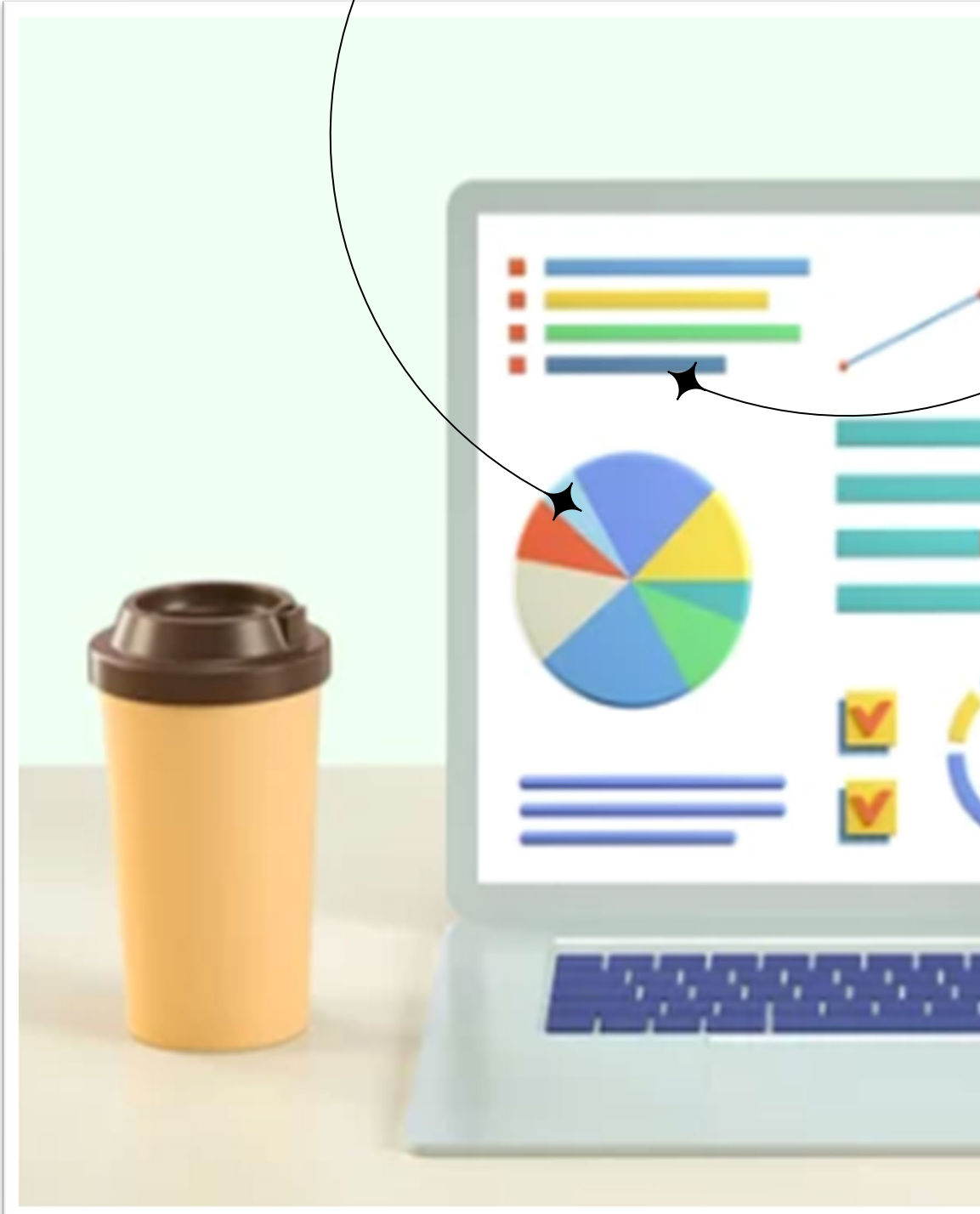
ABC data doesn't have feelings.

ABC data doesn't feel frustrated.

Julian threw yet another fit.

Julian threw himself to the floor and began crying and shouting "I hate math!"

Julian violently attacked another student.

Julian reached out and scratched the student next to him, leaving red marks.

ABC Data is Objective

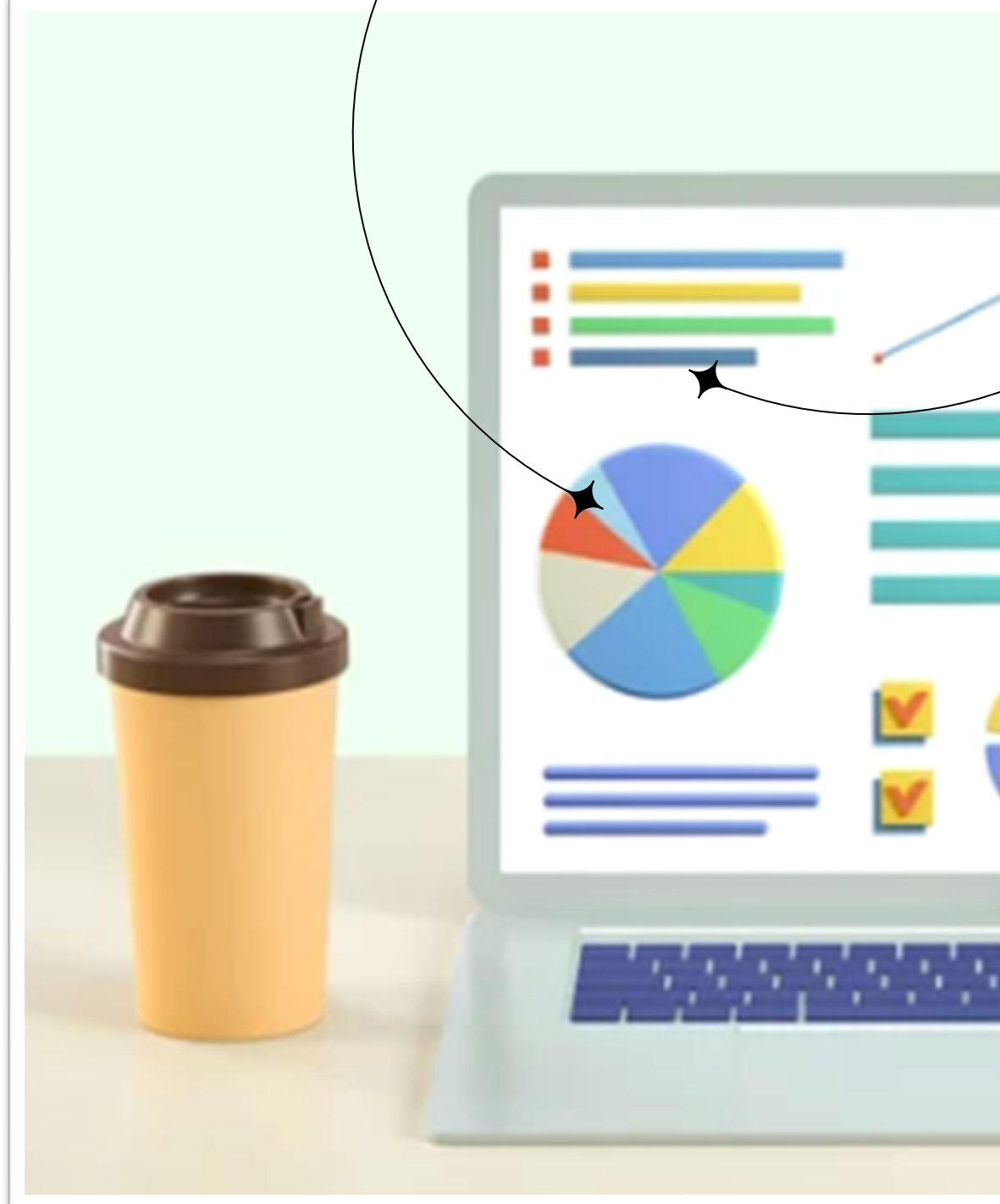ABC data doesn't have feelings.

ABC data doesn't feel frustrated.

ABC data doesn't make assumptions.

Julian didn't feel like doing his work.

Mrs. Spurlock gave up on addressing the behavior.

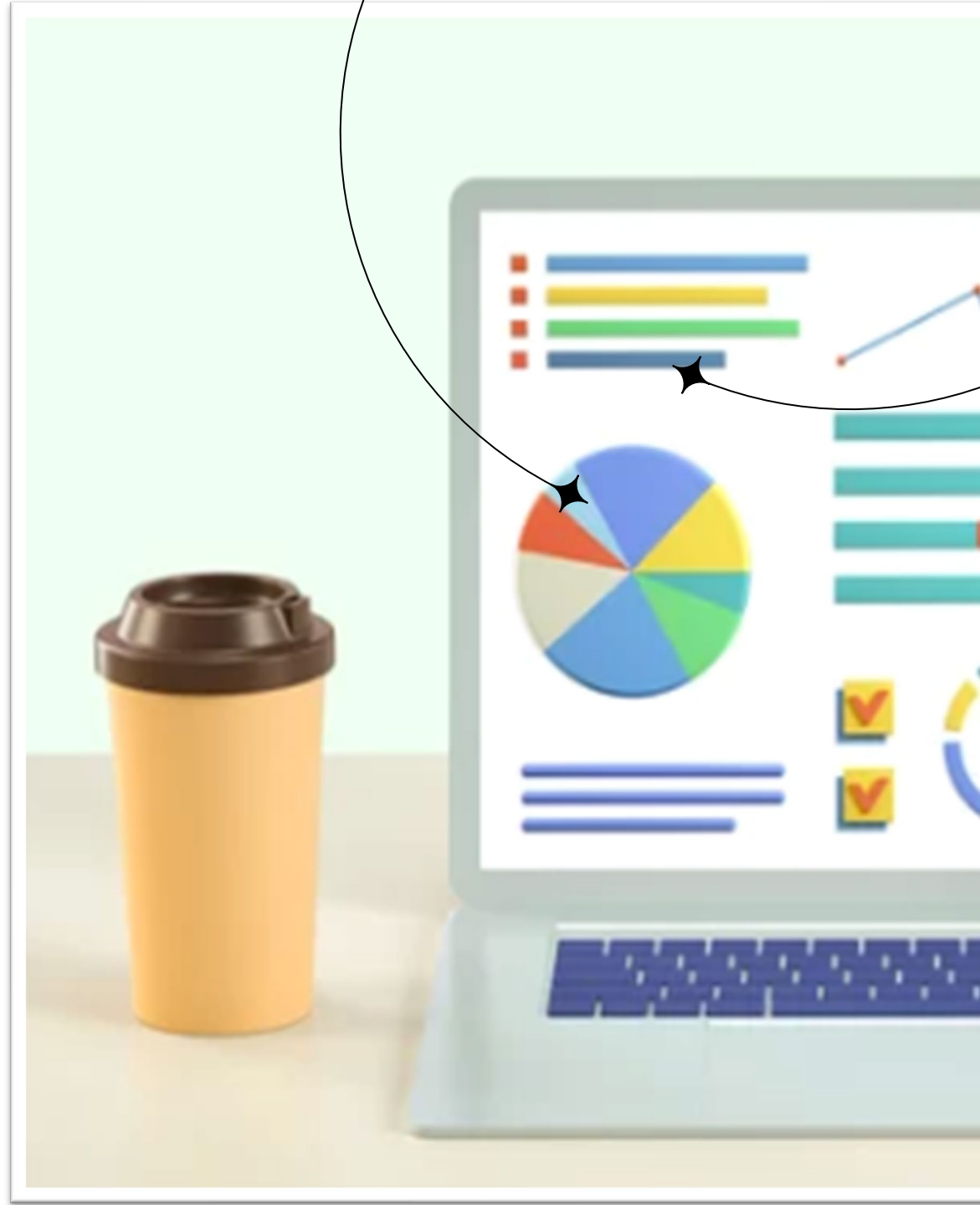After three prompts, Mrs. Spurlock did not prompt him anymore.

ABC Data is Objective

ABC data doesn't have feelings.

ABC data doesn't feel frustrated.

ABC data doesn't make assumptions.

It's just DATA!

ABC Data

- Quality ABC Data is critical to identifying the function of behavior

- Function of behavior guides replacement behavior(s) to be taught

- Replacement behaviors are the key to success or failure of BIP

Final points for teachers

- Don't wait to start thinking about function
- At the end of the day, it's all about skills
- Try to take emotion out of the equation
- It's not personal
- Help us to help you!