Beyond Behavior:
Creating a Culture of Data-Driven Behavioral Interventions

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Real School Climate Change: New Approaches for Better Behavior

TUESDAY SEPT 22 10 AM PST — Dr. Joe Ryan
Beyond Behavior: Creating a Culture for Data-Driven Behavioral Interventions

TUESDAY OCT 20 10 AM PST — Dr. Daniel Crimmins and Dr. Daniel Gamel-McCormick
Positive Behavior Strategies: The Real Road to School Climate Change

TUES NOV 17 10 AM PST — Dr. Barry Prizant, Emily Rubin and Amy Laurent
Social Communication + Emotional Regulation: An Environment for School Success

Register at plearn.co/change-2015

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Your Top 10 SPEDaches

1. Staffing
2. Student Behavior
3. Funding / Budget
4. Lack of Resources (Tools, Materials, Technology, Time, etc)
5. High Caseloads
6. Meeting Student Needs / Student Success
7. Coordination Between Special Ed and Gen Ed Instruction
8. Increasing Number of Students Needing Services
9. Communication
10. Serving Kids in the LRE

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How Can We Reduce Problem Behaviors?

DOVER HIGH SCHOOL **NOONTIME** DETENTION NOTICE

Marissa Blackwell GRADE 9
STUDENT'S NAME

DATE(S) OF DETENTION: 5-17-10, 5-18-10

PERSON ASSIGNING DETENTION

5-14-10
TODAY'S DATE

You have been assigned noontime detention for your entire lunch period. You must be in a seat when the tardy bell rings and you will be dismissed at the bell. You may bring a lunch from home or purchase a school lunch. Detention is held in Room 108.

Please report to room 108 during your lunch period. Failure to report will result in a Friday Afternoon School assignment.

REASON FOR ASSIGNING DETENTION:
Disrupting class- claiming to be the reborn Jesus and hitting another student with a Bible

WHITE COPY - STUDENT YELLOW COPY - PERSON ASSIGNING DETENTION PINK COPY - ASSISTANT PRINCIPAL

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How Can We Reduce Problem Behaviors?

[redacted] HIGH SCHOOL
DETENTION NOTICE

[redacted] will be detained after school on 9/22 from 3:30 until 4:00

for the following reason(s): Taking off shirt in middle of class and yelling 'Come at me bro' at another student

TEACHER SIGNATURE [redacted]

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How Can We Reduce Problem Behaviors?

NEW BUFFALO ☐ MIDDLE SCHOOL ☐ HIGH SCHOOL DISCIPLINE REFERRAL FORM

Name: [redacted] Date: 9/12 Time: 11:55
Reporter: [redacted] Teacher:

Location
☐ Classroom ☐ Hallway ☐ Cafeteria ☐ Library ☐ Bathroom ☐ Arrival/Dismissal ☐ Other

Behavior Category
☐ Disruption ☐ Defiance ☐ Physical Contact / Fighting ☐ Inappropriate/Abusive Language
☐ Tardy ☐ Property Misuse ☐ Dress Code ☐ Electronic Device Violation
☐ Harassment/Bullying ☐ Aggression ☐ Inappropriate Display of Affection ☐ Other
☐ Skipping Class ☐ Lying/Cheating

Others Involved in Incident
☐ Student ☐ Teacher ☐ Administrator ☐ Other School Staff ☐ Non-school Individual ☐ Unknown ☐ NA

Description of Incident
[redacted] used the "F" word in the hall multiple times. When I told him I should not hear that word he told me to piss off as I walked away.

Administrative Decision
☐ Loss of Privilege ☐ Time in Office ☐ Conference with Student
☐ Parent Contact ☐ Individualized Instruction ☐ Out of School Suspension ___ days
☐ After School Detention 30 / 60 / 90 min ☐ In-School Suspension hours or ___ days ☐ Saturday Detention (date)

Administrator Comments

TeacFails

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Agenda

1. The Importance of Data Collection
2. Anecdotal Reports
   - Understanding Common Functions of Maladaptive Behavior
3. Data Collection Made Easy
   - Permanent Product
   - Frequency
   - Partial / Whole Interval
   - Duration
   - Latency
   - Momentary Time Sampling
4. Plotting Data & Using Single Case Designs to Demonstrate Behavioral Change

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The Importance of Collecting Data 1

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Precise Observation of Behavior Enables Educators to:

- Establish a baseline level of performance
- Determine the success or failure of intervention
- Make decisions and alterations during course of program
- Provide accountability

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Quantitative Observation

- Goal is to measure (e.g., count) specific behaviors
- Behavior observed is precisely defined
- Prior to observation, procedures for gathering objective & replicable info have been developed
- Times & Places for observation are carefully selected
- Ways in which behavior will be quantified are specified prior to observation

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Types of Observations

Obtrusive vs Unobtrusive

Unobtrusive preferred because:

- People often reluctant to engage in certain types of behavior if others are looking
- Presence of observer alters the observation situation

Contrived vs Naturalistic

Counselor's office vs. classroom

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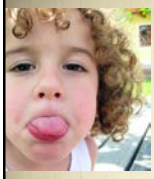
Types of Behavior Observed

- Harmful Behavior
  Self Injurious or Physically Dangerous
- Stereotypic Behavior
  Rocking
- Infrequent or Absent Desirable Behavior
- Normal Behavior Exhibited in Inappropriate Contexts

Selection of Behaviors to Assess



- Social Significance
  Obtaining individual opinion of persons affected by the behaviors (e.g., rocking self stim behavior)
- Clinical Significance
  Behavior that deviates from established normative levels (e.g., social, educational, developmental) Appears to be chronic; results in some form of impairment
- Organizational Significance
  Behavior that affects the well being of an organization (e.g., gossiping, tattling)
- Personal Significance
  Behaviors that matter to individual interested in changing some aspect of their lives (e.g., diet, smoking)

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Anecdotal Reports 2

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Anecdotal Reports: Identifying the Purpose of a Behavior

Provide as complete a description as possible of a student's behavior in a particular setting or during an instructional period:

- Describe setting in detail
- Differentiate fact from your opinion
- Describe everything student says/does

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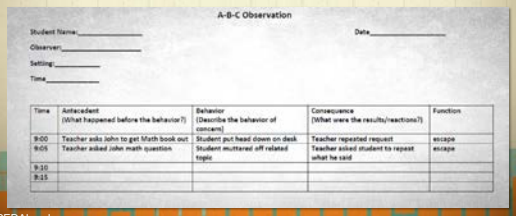
A, B, Cs of Behavior

- **Antecedent** (Stimulus): A stimulus that precedes a behavior
- **Behavior**: Any observable and measurable act of an individual
- **Consequence**: Any stimulus presented contingent on a particular behavior



A-B-C Observation

Student Name:_____ Date_____

Observer:_____

Setting:_____

Time_____

Time	Antecedent (What happened before the behavior?)	Behavior (Describe the behavior of concern)	Consequence (What were the results/reactions?)	Function
9:00	Teacher asks John to get Math book out	Student put head down on desk	Teacher repeated request	escape
9:05	Teacher asked John math question	Student muttered off related topic	Teacher asked student to repeat what he said	escape
9:10				
9:15				

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Advantages

- Helps identify specific target.
- Identifies if a behavior occurs frequently.
- Can reinforcement of behavior be identified?
- Can the antecedents be identified?
- Is there a pattern of antecedents (stimuli) that precipitates the behavior?
- Are there recurring chains of behavior?
- What or whose behavior really needs to be modified?

Disadvantages

Caution: ABC Chart data is only correlational, which means the causal relation cannot be confirmed.

Common Functions of Maladaptive Behavior CA - GRAAPES

- Communication
- Avoidance
- Gratification
- Revenge
- Attention
- Acceptance
- Power
- self-Expression
- Stimulation

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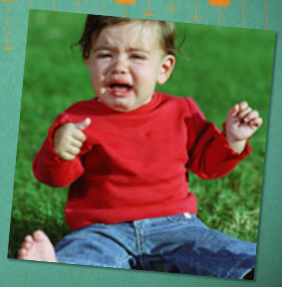
CA – GRAAPES

Communication



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C***A*** – GRAAPES

*A*ttention

"Misbehavior becomes cyclical. I misbehave therefore I get attention. I want attention therefore I misbehave. The cycle needs to be broken."
– Michael Grose, Parenting Expert

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CA – G***R***AAPES

*R*evenge

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CA – GR***A***APES

*A*voidance

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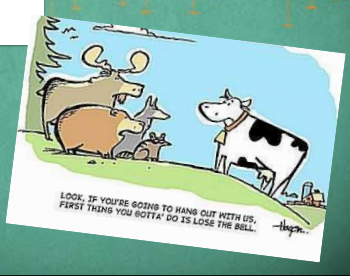
CA – GRA***A***PES

*A*cceptance



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CA – GRAA***P***ES

*P*ower

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CA – GRAAP**E**S

self-*E*xpression

Livonia MI: 44 Livonia students suspended for wearing T-shirts that referenced drinking.

Two Winona High School students suspended for wearing buttons to school that read: "I [heart] My Vagina" after seeing the Vagina Monologues.

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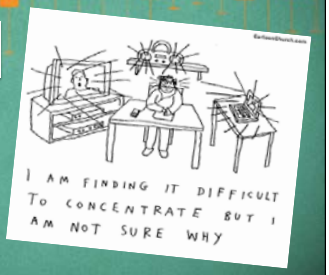
CA – GRAAPE**S**

*S*timulation



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Data Collection Made Easy 3

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- Permanent Product
- Event Recording
- Interval Recording
  Partial / Whole / Momentary
- Duration Recording
- Latency Recording
- Locus
- Topography

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Steps for Conducting Systematic Observations

1. Define Target Behavior
2. Select Contexts
3. Select an Observation Schedule
4. Develop Recording Procedures
5. Select the Means of Observation

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What is a Permanent Product?

Real or concrete objects or outcomes that result from a behavior (e.g., # of completed arithmetic problems, art projects, creative writing assignments)

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Advantages of Permanent Product Recording

- You do not need to observe the student while s/he is engaging in the behavior
- Teachers can use without any major changes to their daily activities and responsibilities
- Permanent product can be filed or stored for review or verification later as needed
- Best method to use when the behavior that you are looking at results in a lasting product or outcome
- Helpful when you don't have time to observe the behavior

Caution:
Not always clear whether the student actually created the product.

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Example
Behavior: Answering questions correctly on homework assignments turned in.
Behavior Definition: Answer on homework questions is complete and accurate (excludes partially answered items). Excludes any written assignments performed in class.
Permanent Product: Homework assignments turned in.

Date	Permanent Product Label	Number of Times Behavior Occurred (# Correct answers)	Number of Opportunities	Total % of Times Behavior Occurred
11/5	Homework Section I	12	20	(12 / 20) X 100 = 60
11/6	Homework Section II	4	10	(4 / 10) X 100 = 40
11/7	Homework Section III	25	40	(25 / 40) X 100 = 63
11/8	Homework Section IV	12	30	(12 / 30) X 100 = 40
11/9	Homework Section V	14	30	(14 / 30) X 100 = 47

Tiegh-Beret, M. C., Miller, K., Reiners, J., Robinett, B. E. Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP): Student/ team book.* Lawrence, KS: University of Kansas.

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What is Event (Frequency) Recording?

- Used when behavior is discrete
  Distinct beginning & end
- Can be used if your objective is to increase or decrease the number of times a behavior occurs
- Can be used when the behavior that you are looking at can be easily counted:
  1. *Behavior has a clear beginning and end so that you can easily tell when the behavior starts and when it ends.*
  2. *And It does not happen at such a high rate that it is hard to document.*

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Advantages of Event Recording

Easy to implement, but doesn't work well for high rates of behaviors.

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Example
Behavior: Leaving seat during class time
Behavior Definition: Being at least one foot away from desk/seat during class, anytime after tardy bell rings. Includes times when has asked for permission to leave seat.
Time Period: Math in class assignment from 9:00-9:30AM

Date	Time Period *When recording period begins and ends*	Recording *Tally every time that the behavior occurs*	Total number of times behavior occurred
11/5		𝍸 | |	7
11/6		𝍸 | |	4
11/7		𝍸 | | |	6
11/8		𝍸	5
11/9		𝍸 | | |	8

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Interval Recording

- Partial Interval
- Whole Interval
- Time Sampling

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What is Whole Interval Recording?

- Interval recording strategy involves observing whether a behavior occurs or does not occur during specified time periods.
- Observer is interested in behavior that occurs during the entire interval.

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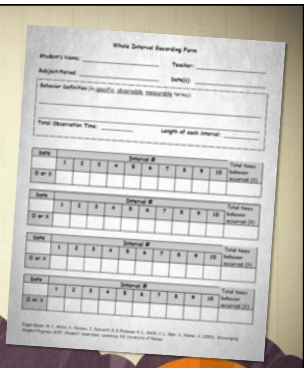
Whole Interval

Behaviors that may continue for several periods (e.g., out of seat).



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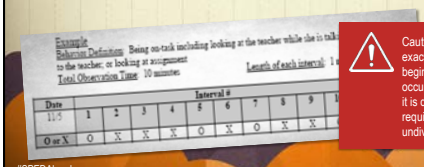
Advantages of Whole Interval Recording

- Provides an estimate of the duration of a behavior
- Provides information about where behaviors are occurring or not occurring within an observational session
- Used when behavior you are looking at is not easily counted



Caution: It is difficult to tell exactly when the behavior begins or when it ends, or occurs at such a high rate that it is difficult to keep count. It requires an observer's undivided attention.

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What is Partial Interval Recording?

Interval recording strategy involves observing whether a behavior occurs or does not occur during specified time periods, recording occurrences of discrete behavior (e.g., cursing, hitting) that does not consume the entire period.

Example
Behavior: Saying something nice
Behavior Definition: Making a statement to a peer or a teacher during class time, in a pleasant tone, which includes either praise or politeness, for example saying "you did well" or "excuse me"
Total Observation Time: 20 minutes Length of each interval: 2 minutes

Date	Interval #										Total times behavior occurred
11/5	1	2	3	4	5	6	7	8	9	10	
O or X	X	O	O	X	O	O	O	X	O	O	3

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Advantages of Partial Interval Recording

- Provides an estimate of frequency and duration of a behavior, and provides information about where behaviors are occurring across observational sessions
- Used when behavior is not easily counted (e.g., high rate)
- Used when it's difficult to tell exactly when the behavior begins or when it ends
- Best for behavior that happens so quickly that it is hard to catch (the behavior itself does not last for a long time)

Caution:
Requires an observer's undivided attention.

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What is Time Sampling?

- Student is observed only at the end of the interval
- Periods are typically longer (e.g., minutes vs seconds)
- Excellent for teaching self-monitoring

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Advantages and Disadvantages of Time Sampling

Advantages:

- Easy to implement
- Teacher can do it themselves

Disadvantage:

- Not very accurate

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What is Duration Recording?

Used when primary concern is the length of time a student engages in a particular behavior

Average Duration:

- Used when student performs target behavior routinely
- Average duration of behavior for a class period or day
- *Example*: Tim's average duration in the bathroom is 15 minutes

Total Duration:

- How long a student engages in a behavior for a specific time period
- *Example*: John is out of his seat for an average of 15 minutes during a 50 minute math class

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Example

Behavior: Working individually

Behavior Definition: Sitting at desk, with an assignment on the desk, looking at assignment, not talking to peers. Once student looks up (not looking at assignment any more), the behavior has stopped. If student begins talking to peers while looking at assignment, behavior has stopped.

Date	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted for
11/5	9:55 AM	10:06 AM	11 minutes
11/5	10:19 AM	10:28 AM	9 minutes
11/6	9:43 AM	9:51 AM	8 minutes
11/7	10:04 AM	10:19 AM	15 minutes
11/7	10:23 AM	10:33 AM	10 minutes

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Advantages of Duration Recording

- Useful when you are interested in how long a behavior lasts
- Can also record frequency since you are writing down every episode that occurs
- Can be used when a behavior occurs at a high rate and tends to include behaviors that are harder to measure using event recording (e.g., tantrums)

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What is Latency Recording?

Measures how long a student takes to begin performing a behavior once it has been requested, e.g., it takes Susan an average of 8 minutes to get her math book out after the class bell has rung.

Example

Behavior: Time it takes to start working

Behavior Definition: Time it takes for the student to begin writing on assignment paper after instruction to start working on assignment is given to the whole class.

Date	Time	Enter time when instruction is given	Enter time when behavior starts	Length of time for the behavior to start
11/5	8:30 - 9:30 AM	8:46 AM	8:52 AM	6 minutes
11/5	1:30 - 2:30 PM	1:46 PM	1:48 PM	2 Minutes
11/6	8:30 - 9:30 AM	8:32 AM	8:35 AM	3 minutes
11/6	1:30 - 2:30 PM	1:41 PM	1:46 PM	5 Minutes
11/7	8:30 - 9:30 AM	8:55 AM	9:02 AM	7 minutes

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Advantages of Latency Recording

- Very useful when interested in length of time between a specific cue, event, or verbal prompt and the occurrence of a behavior
- Can tell you whether a student is getting better at starting to work on in-class assignments when prompted to begin working
- Use when a behavior has a clear beginning so that you can tell exactly when the behavior starts
- Can be used to prevent problem behavior by identifying the length of time between a triggering event (also called an antecedent) and the occurrence of problem behavior

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What is Topography?

b vs. p or p vs. q

Describes the "shape" of the behavior, or what it looks like. e.g., Lance bites his fingers whenever he becomes agitated with peers or staff members

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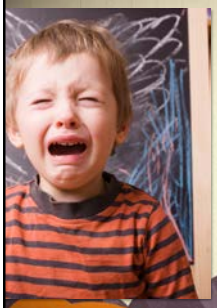

What is Force?

Describes the intensity of a specific behavior and frequently requires a qualitative description that is difficult to measure.

Example: Diana screams so loudly that her tantrums interfere with the learning environment of the neighboring classrooms (e.g., does not measure decibels).

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What is Locus?

Describes where a behavior occurs.

Environment:

Susan sits under his desk in the language arts classroom

Part of body:

Tonya sits on her hands during academic instruction

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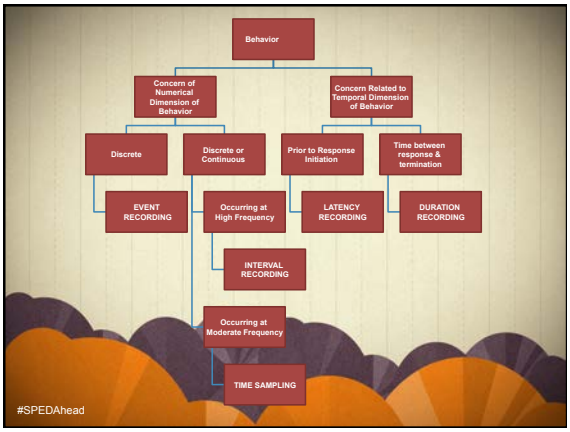

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Plotting Data & Using Single Case Designs 4

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- AB Design
- Reversal Design
- Changing Conditions Design
- Changing Criterion Design
- Multiple Baseline Design
- Alternating Treatment Design

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AB Simple Comparison Design

- This method has one baseline and one treatment phase
- It is a poor design because it doesn't do a good job of establishing a functional relationship between the independent and dependent variables
- Some other variable could have happened at the same time as the treatment that could have caused the change in behavior

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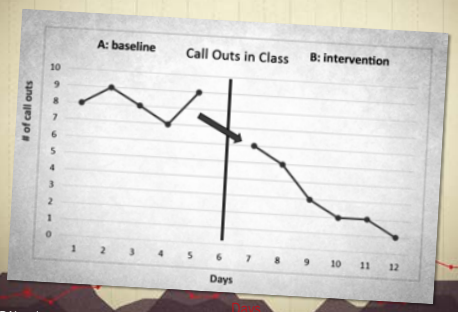
Sample AB Design

In this example, we see the frequency of call outs in class decreased once the intervention began.



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A-B-A-B Reversal Design

- A much better design and one that many of you will use
- There is a Baseline phase, a Treatment phase, and then the cycle is repeated with a second Baseline phase and a second Treatment phase
- If the behavior returns to something close to baseline and then changes again with the second treatment phase, you have established a functional relationship between your Independent and Dependent variables

Caution: Sometimes it is unethical to use this design because it would do harm to withdraw the treatment

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A-B-A Design

Also known as a reversal design, involves discontinuing the intervention and returning to a baseline.

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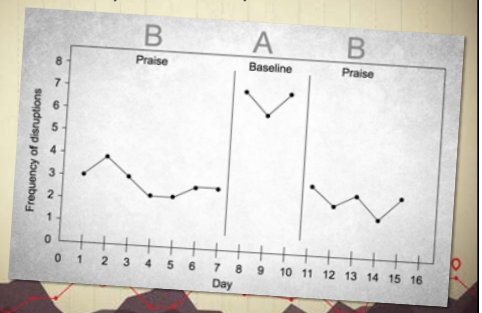
Sometimes a behavior is so severe the researcher can't wait to establish a baseline and must begin with an intervention. In this case, a B-A-B design is used. The intervention is followed by a baseline followed by the intervention.



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Changing Conditions (Multiple Treatment or ABC) Design

- Used to investigate the effects of two or more treatments on the behavior of a student
- Useful for teachers who find it necessary to try multiple interventions before finding one that works
- If you try one treatment (B) and it doesn't work, you can try a second treatment (C) and then alternate that second treatment with baseline to finish your experiment

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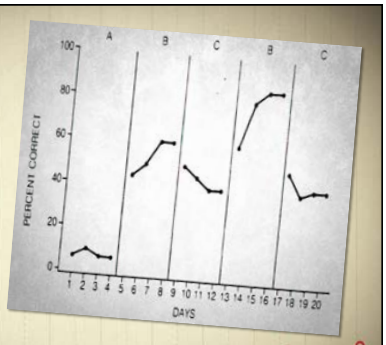
A-B-C-B-C Design



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Changing Criterion Design

- This treatment is used when it is desirable to make a gradual change in a behavior over time
- A baseline is taken and then a criterion or goal is set that is slightly less (or higher) than the average of the baseline
- If that criterion is met for a specified period of time (e.g. 3 days), the criterion is lowered (or raised) a little more and if that goal is met, it will be lowered again
- The "intervention" of a punisher would be used when the subject fails to meet the goal

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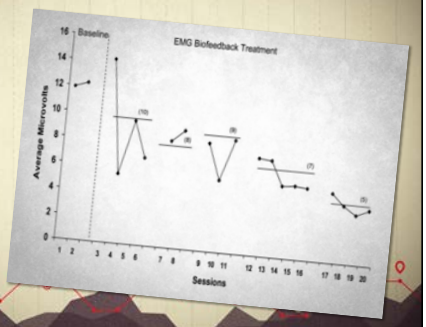
Changing Criterion Design



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Techniques for Choosing First Interim Level

1. Set at, and then increased by an amount equal to the mean of the stable portion of the baseline.
   Used when student performance is very low
2. Set at half the mean of the baseline.
3. Selecting highest/lowest level of baseline performance.
   Assumption that if s/he can perform at that level once, they should be able to replicate
4. Based on professional estimate.

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Multiple Baseline Design

- This method is used when you have two or more subjects, settings, or behaviors in your study
- You might use this if you have several children in a family whose behaviors need to be measured, or if you want to measure the behavior at home AND at school (2 settings)
- With this method, the treatment is implemented for each subject, setting, or behavior at different points in time
- Involves the systematic addition of behaviors, subjects, or settings
- Used when baseline cannot be recovered

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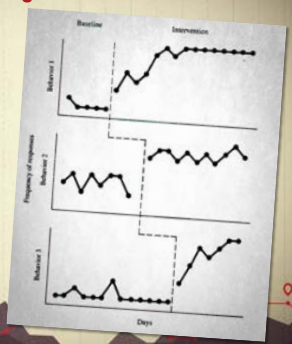
Multiple Baseline Design



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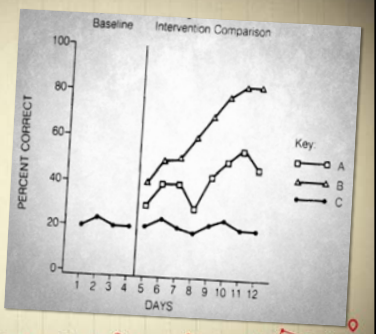
Alternating Treatments

Allows comparison of the effectiveness of more than one intervention strategy on a single dependent variable



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Criteria for Visual Inspection

1. Changes in Means
2. Changes in Level
3. Changes in Trend
4. Changes in Variability

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Key Takeaways

1. Importance of anecdotal reports and understanding the A,B,Cs of behavior
2. Understanding the functions – CA GRAAPES
3. Data collection methodologies

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Question

and Answer

#SPEDAhead

Question:

What behavior assessments and universal screeners do you suggest we use and what is the best way to roll these out in our schools?

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Question:

What computer based programs or tools can you recommend that I can use to confidentially keep track of behavioral data?

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Question:

Given that maladaptive behaviors are sometimes enabled at home; how does a clinician approach intervention with this as the backdrop and how do we get parents and families on board?

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Question:

It's difficult to zero-in on a specific maladaptive behavior when everyone believes it is attention seeking. How can I prove there if something else going on?

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Question:

How can we best help students with aggressive and violent behavior so that the other people in that environment do not get hurt?

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Question:

It is so difficult to balance meeting resource and collaboration minutes with trying to observe students behaviors and work with their classroom teachers to come up with plans to solve behavior problems. What suggestions can you offer for making this process easier? What is the most efficient way to track these behaviors?

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Question:

How can a special education teacher write measurable goals that can be documented by the general educator when there is no additional adult support?

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Question:

What advice can you provide on collecting data on non-verbal students and how we know what it is that is setting off their behaviors?

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Question:

Do the techniques you've described work with students at any grade level? What's the earliest grade level when we could we start using these data collection methods? (Would they work in Pre-K setting?)

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Question:

Are there behaviors that are culturally-driven and therefore misunderstood as unwanted behaviors and addressed by trying to change the student?

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Question:

How can I get buy-in from our front line staff for positive behavior management?

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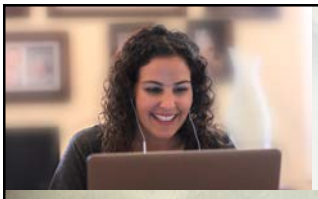

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Beyond Behavior: Creating a Culture for Data-Driven Behavioral Interventions

TUESDAY OCT 20 10 AM PST — Dr. Daniel Crimmins and Dr. Daniel Gamel-McCormick
Positive Behavior Strategies: The Real Road to School Climate Change

TUES NOV 17 10 AM PST — Dr. Barry Prizant, Emily Rubin and Amy Laurent
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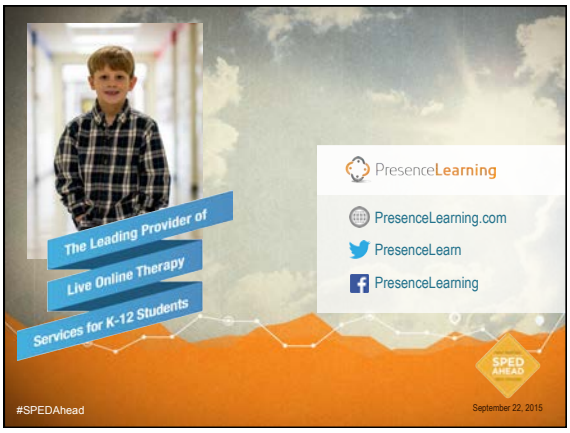
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