Topic 2, Parts 1- 4: Culturally Responsive Evidence-Based behavioral Interventions, FBAs and BIPs

Glossary of Terms

Antecedent: In the context of talking about behavior, the antecedent is what comes directly before the behavior. An antecedent can include events, actions or circumstances. We should be able to know what it looks like and what it sounds like by looking at the description. For example, the teacher tells Sam to turn in his math homework, and Sam immediately starts to cry and throws his backpack away. The antecedent in this example is the teacher telling Sam to turn in his math homework.

Behavior: Operationally defined behaviors are categorized into four types: attention or connection seeking, communication of needs and want, seeking escape or avoidance, and sensory feedback.

Behavior contract: Based on data collection, it is a written document that explicitly explains the operationally defined behavior and positive reinforcer. A behavior contract can be for an individual or the whole class. It has clear descriptions of the positive reinforcers that the student(s) are going to obtain if they engage in the behavior. On the other hand, it also states outcomes if students fail to meet the expectation and special bonuses to increase motivation or participation.

Check-in/ Check-out: Check-in/check-out is an evidence-based intervention that is used in many schools. It is very structured allowing students to receive regular teacher feedback and parent feedback. It gives students positive adult attention as well as an extra layer of accountability. It provides prompts throughout the day for desired behaviors. Besides, it also gives us data on how to revise or maintain students' daily activities.

Consequence: In the context of talking about behavior, the consequence is what happens right after the behavior, and it can be positive or negative depending on the individual's behavior. For example, Sam immediately starts to cry and throws his backpack away, and because of his action, the teacher asks him to leave the classroom. The consequence, in this case, is the teacher asks Sam to leave the classroom.

Cued self-recording: A signal is given for a student to record behavior. May be used for behavior measured using momentary time sampling or interval recording. Their cue might be something that naturally occurs in school like when the lunch bell rings or when the bell of the third-period rings.

Culturally responsive: It is the ability to understand cultural differences, realize your own biases, respond to them respectfully, and continue working with children, families, and communities despite the differences. The term was expressed and discussed Dr. Geneva Gay. She suggests that students, customs, characteristics, and perspectives are the tools we can use for better classroom instruction both academically and related to behaviors.

Culturally relevant: Dr. Gloria Ladson-Billings first articulated the theory of culturally relevant pedagogy. She identified three specific components need to be present when talking about culturally relevant which are: focus on student learning academic success, developing student's cultural competence to assist students in developing positive ethnic and social identities, supporting students' critical consciousness or ability to recognize and critique societal inequalities.

Data-based individualization: Data-Based individualization (DBI) is the systematic use of assessment data to monitor student progress and provide intensified interventions. It helps the teacher to determine if an intervention is improving student outcomes with concrete information and adjust if needed.

Direct observation assessment: (seeing for yourself) Direct observation assessment can include the following: descriptive A-B-C recording, checklist recording of A-B-Cs, and interval recording of A-B-Cs.

Evidence-based interventions: Evidenced-based interventions (EBI) are treatments that have been proven effective through outcome evaluations, and it helps target behavior to either increase or decrease it if implemented with integrity.

Exclusionary discipline practice: Exclusionary discipline practice is when the students are removed or excluded from their usual educational setting. The most common exclusionary discipline practice at schools includes suspension and expulsion.

Functional analysis: (change antecedents and consequences) evaluates several possible functions including hypothesis testing- test and control condition for one function.

Funds of knowledge: We often think about the knowledge that our students bring with them from their homes, communities, and cultures, and this knowledge would be beneficial for educators in developing concept and behavioral skill development. Besides, knowledge funds also help educators prevent bias and build a better connection with the students and their families.

Implementation fidelity: It is when we implement evidence-based interventions and practices in the real world, such as in the classroom, with students, or working with families, we should implement it the same way and with the same intentions as it was done in the research setting. Changes that are related to the research would make the intervention becomes less effective.

Indirect assessment: (asking others) Indirect assessment can include interviewing people like teachers, support staff, the student, parents, questionnaires, and rating scales.

Instructional match: Instruction match is one of the evidence-based interventions that helps with problematic behavior. We implement it by taking data on the student's current academic levels, strengths, and abilities and then we match our instruction to their level. It can help minimize frustration because we might give the student an assignment that is beyond their understanding level, and classroom behaviors might occur because of that.

Non-cued self-recording: when the student makes a notation every time behavior occurs. May be used for the frequency or duration of behavior.

Performance deficit: A performance deficit is the inability to perform an activity even though the person possesses the skill.

Replacement behaviors: Replacement behaviors or alternative behaviors are behaviors that we want students to perform instead of unwanted behaviors.

Self-monitoring: Self-monitoring is an evidence-based practice based on behavior intervention. It teaches the students to self-assess their behavior and record the result. Even though it does not create new skills or knowledge, it does increase or decrease the behaviors as well as the intensity, frequency, and duration of existing behaviors. It makes the students aware of their behaviors and saves teachers time monitoring students' behaviors.

Skill deficit: A skill deficit is when the person does not possess the skill or the skill has not yet been taught, so they cannot perform the skill successfully.

Strengths-based: It is when we focus on what our students do well and what strengths and funds of knowledge, they bring with them to the classroom; and how their presence enhances our classroom.

Token economy: A token economy is an evidence-based intervention. It is an intensive all-class, positive reinforcement program, and it can also be an intensive individual reinforcement program to build and maintain a behavior skill. The student(s) will earn a token that can be exchanged for desired items. The teacher must explain to the student(s) their expectations so the student(s) will know what they are working for.