Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.
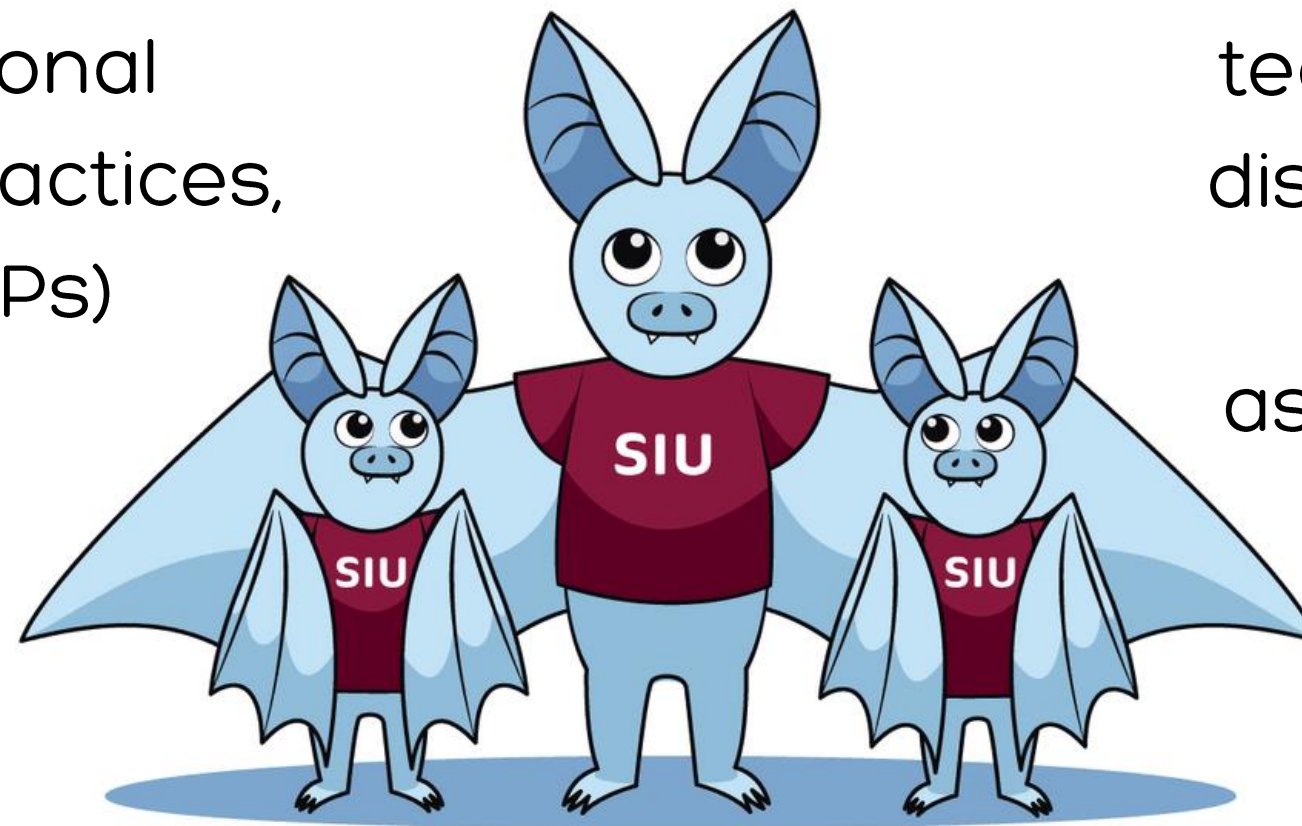
The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.

ILLINOIS STATE BOARD OF EDUCATION

BEHAVIOR ASSESSMENT TRAINING

SIU CARBONDALE — SOUTHERN ILLINOIS UNIVERSITY STEM EDUCATION RESEARCH CENTER

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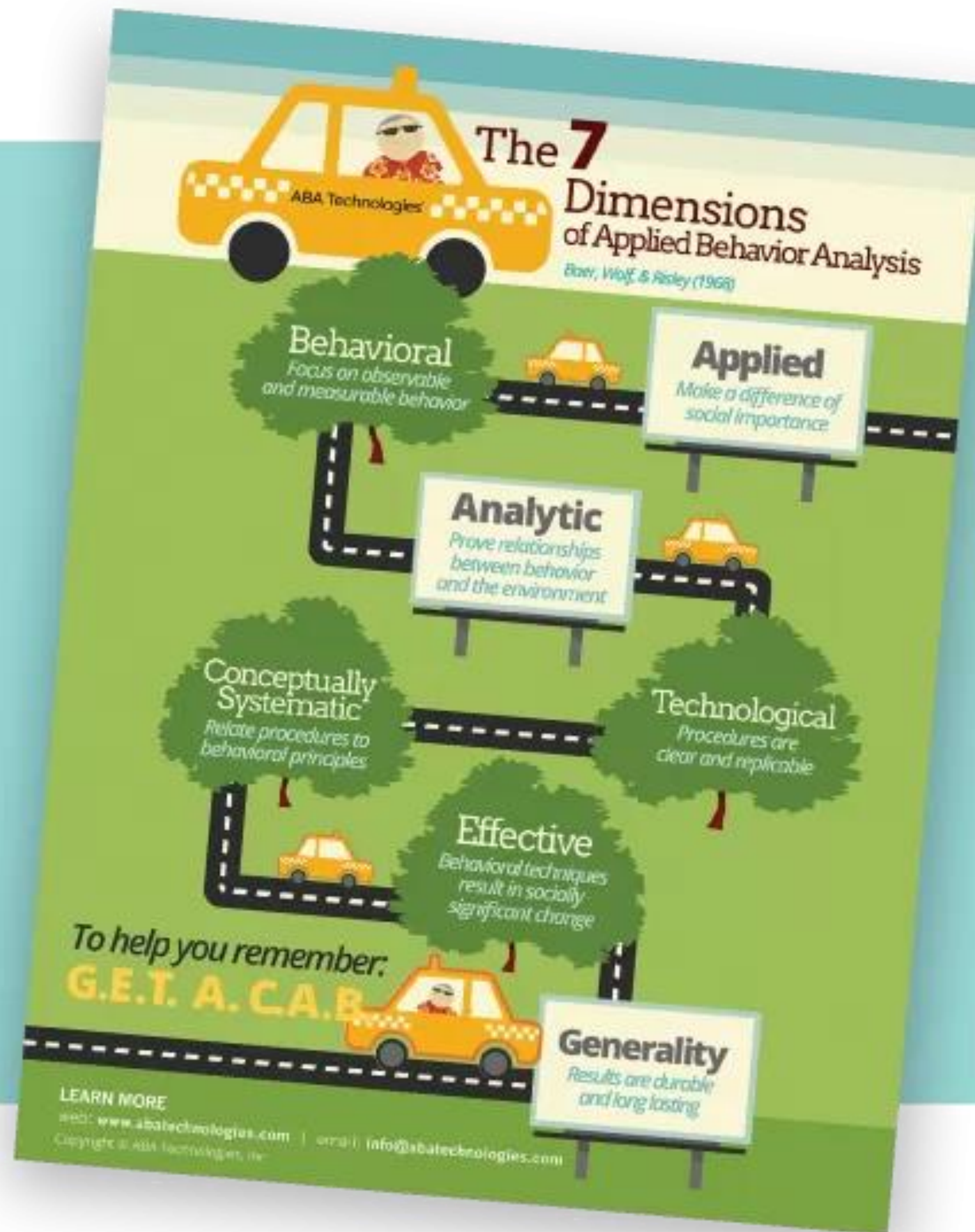
Poll #1 - Who are you?

- General education teacher

- Special education teacher

- Administrator

- Social Worker

- Other

Review

- Principles of ABA
- Seven Dimensions of ABA
- Ethical Consideration
- Stakeholders
- What is Behavior?
- Operational Definitions
- Reinforcement vs. Punishment

Visual of Reinforcement and Punishment

Agenda

- What is Measurement?
- Direct vs. Indirect Data
- Permanent Product
- Continuous Measures
- Discontinuous Measures
- Data and Graphs
- ABCs of Behavior

Poll #2: What kind of measurement have you used?

- Permanent Product
- Direct data collection
- Indirect data collection
- Continuous measurement
- I'm overwhelmed, so I don't collect data.

What is Measurement?

- Measurement is a fundamental process that involves collecting and analyzing data on behaviors and skills.

- We measure behavior to:
  - assess behavior
  - track progress
  - evaluate interventions
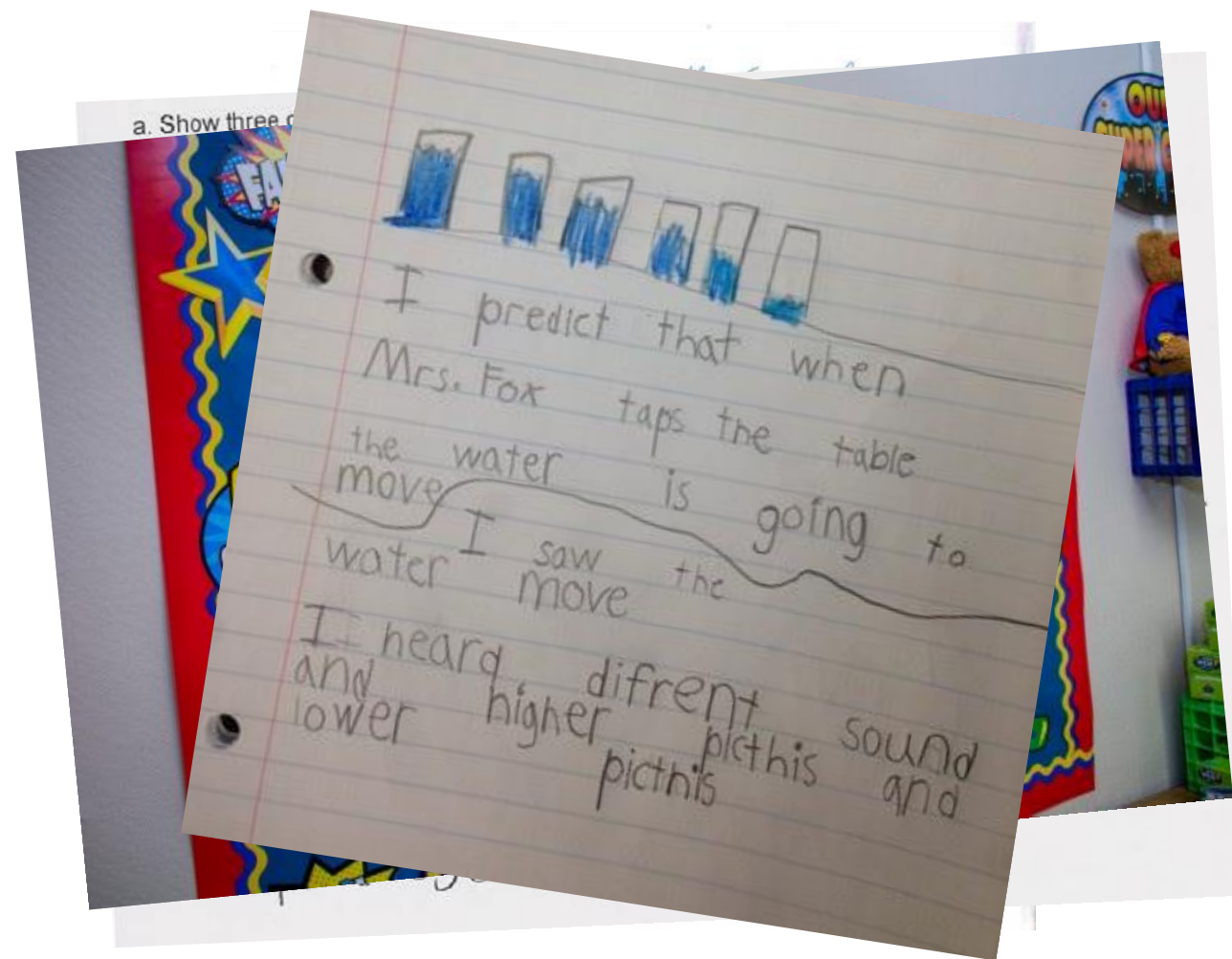 - make data-driven decisions
  - establishing baseline

Indirect vs. Direct Data

Indirect	Direct

• Data gathered by people that know the student.
 	
• Teacher interviews
• Parent/Guardian interviews
• Student interviews
• Rating scales
	• Data gathered by observing the student.
	
	• ABC Data
	• Baseline/Progress Data
	    ○ Frequency, Duration
	    ○ Time Sampling

Permanent Product

- Any behavior that leaves an impact on the environment and can be recorded after the behavior happens.

Continuous Measurement

- Frequency
  - How MANY TIMES behavior occurs
  - Tally mark, counter

- Duration
  - How LONG behavior occurs
  - Stopwatch

- Latency
  - How LONG it takes for a behavior to start
  - Stopwatch

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Frequency

Continuous Measurement

- ~~Frequency~~
  - ~~How MANY TIMES behavior occurs~~
  - ~~Tally mark, counter~~

- Duration
  - How LONG behavior occurs
  - Stopwatch

- Latency
  - How LONG it takes for a behavior to start
  - Stopwatch

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Duration

Continuous Measurement

- ~~Frequency~~
    - ~~How MANY TIMES behavior occurs~~
    - ~~Tally mark, counter~~

- ~~Duration~~
    - ~~How LONG behavior occurs~~
    - ~~Stopwatch~~

- Latency
    - How LONG it takes for a behavior to start
    - Stopwatch

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Latency

How have/can you use these measurements?

Frequency

Duration

Latency

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Discontinuous Measurement

- Sample of behavior
- Interval is a short period of time
- Mark + if the behavior happened, - if it didn't

INTERVAL RECORDING EXAMPLE

Behavior: *Writing in Journal*

Behavior Definition: *Pen on paper and moving with eyes on paper.*

Total Observation Time: *1.5 minutes*   Length of Interval: *10 seconds*

Date	Interval Number										Total Intervals Behavior Occurred (+)
	1	2	3	4	5	6	7	8	9	10	
11/5											
+ or -	−	+	+	+	−	+	−	+	+	−	6

Summary: *The student was on task 6 out of 10 intervals, or 60% of the time*

Discontinuous Measurement

- Whole Interval
  - The behavior happens the entire interval.

- Partial Interval
  - The behavior happens anytime during the interval.

- Momentary Time Sample
  - The behavior is happening at the end of the interval, at the same time as the interval signal.
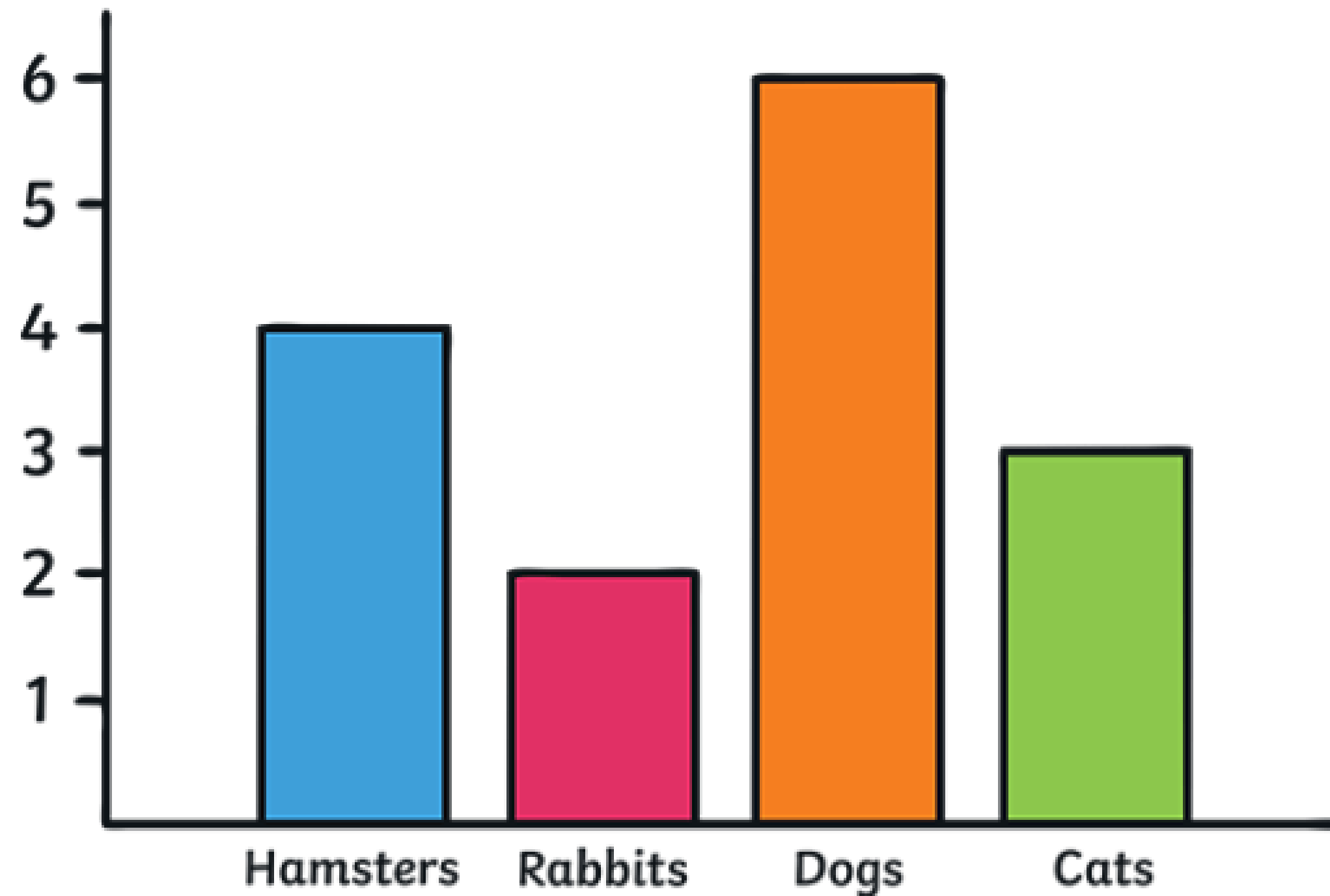
Interval Data Collection

Graphing Data

A graph is a visual representation of data using lines, bars, or other symbols to illustrate relationships between variables .

Terms we use:

- Bar, line graphs
- Baseline
- Stable or variable
- Ascending (trending upwards)
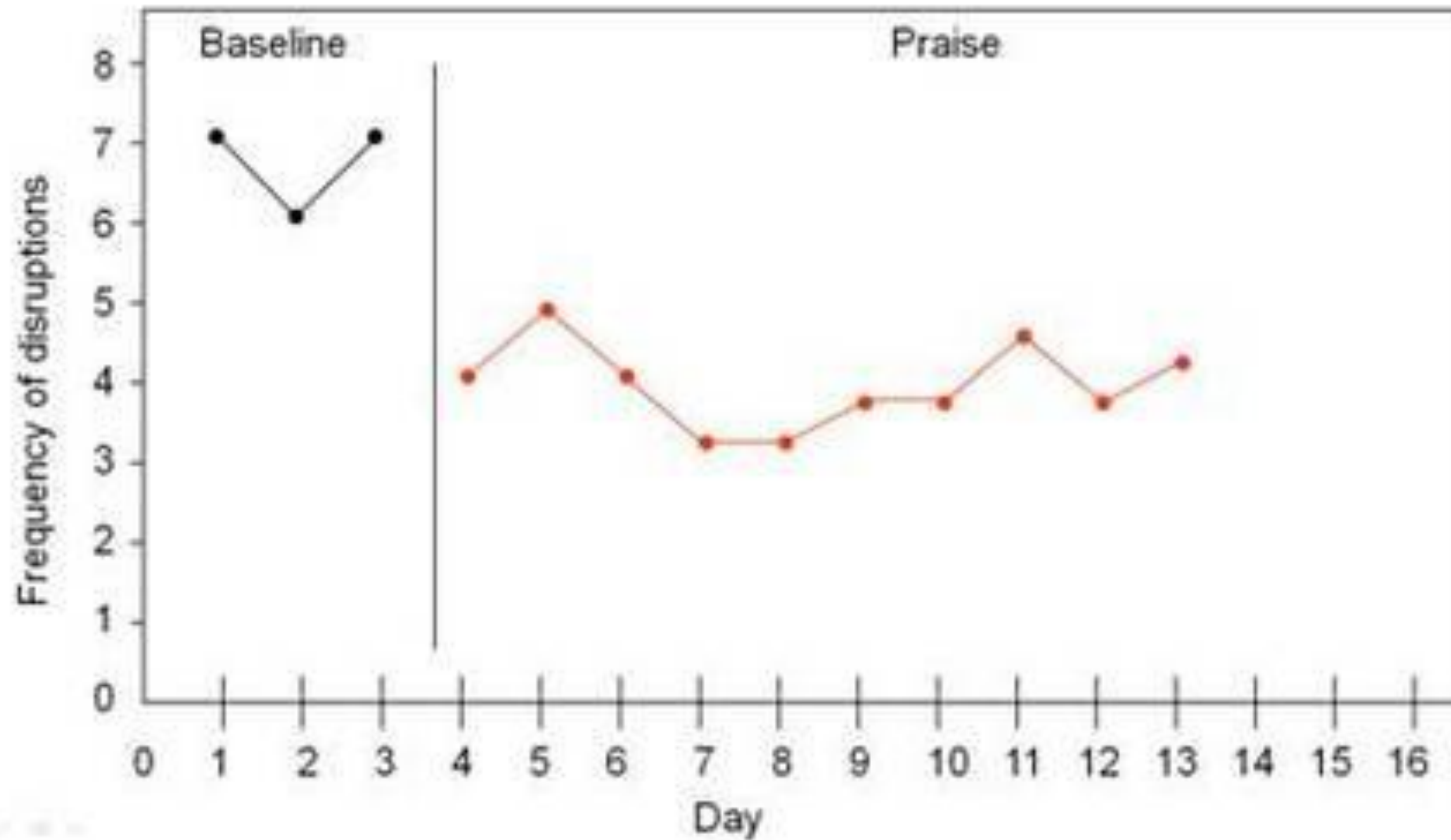- Descending (trending downwards)

Graphing Data

Graphing Data

The graph shows information about technology usage in the US over time. Summarize the information by selecting and reporting the main features. Make comparisons where relevant.
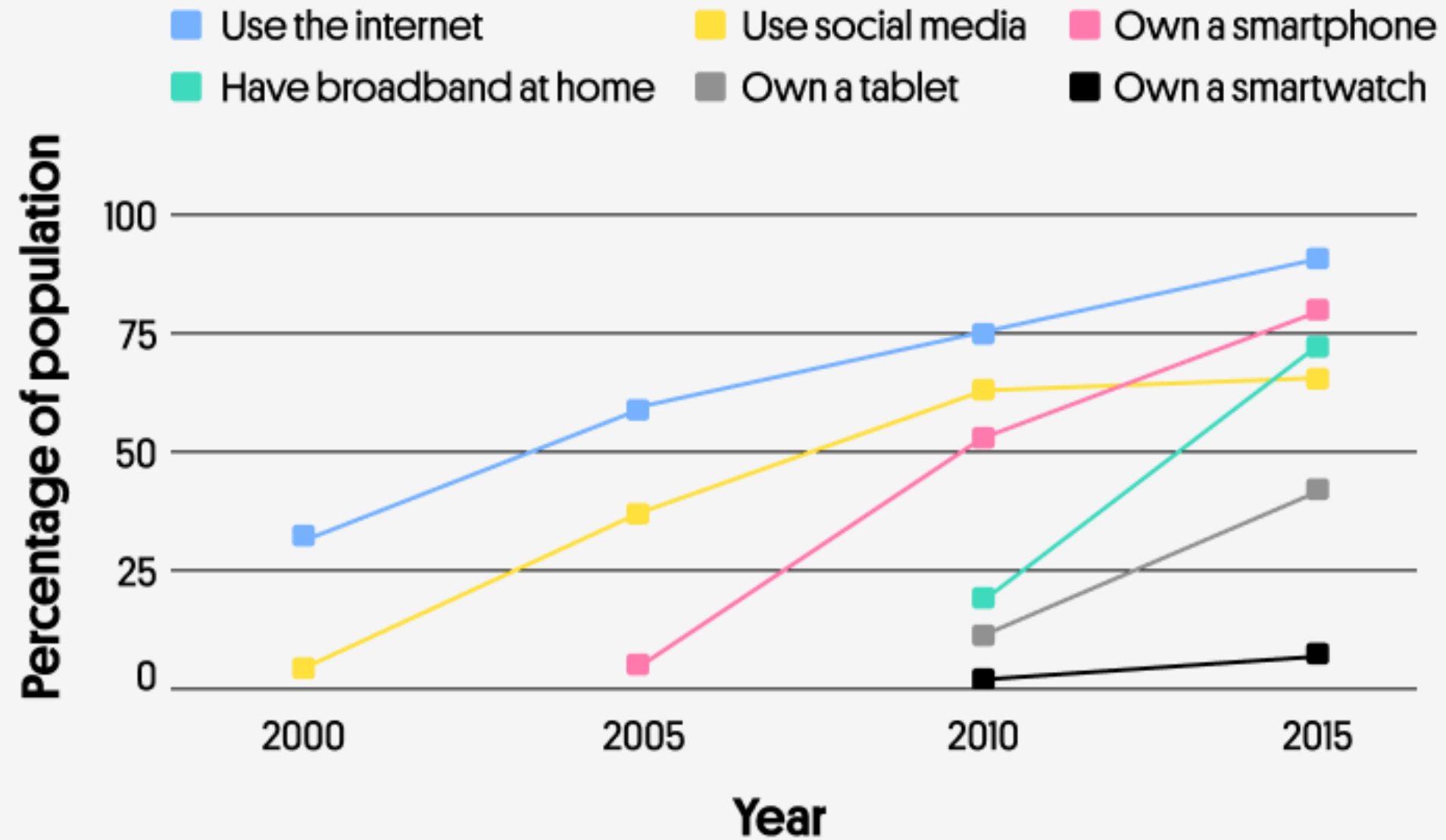
Legend:
- Use the internet
- Use social media
- Own a smartphone
- Have broadband at home
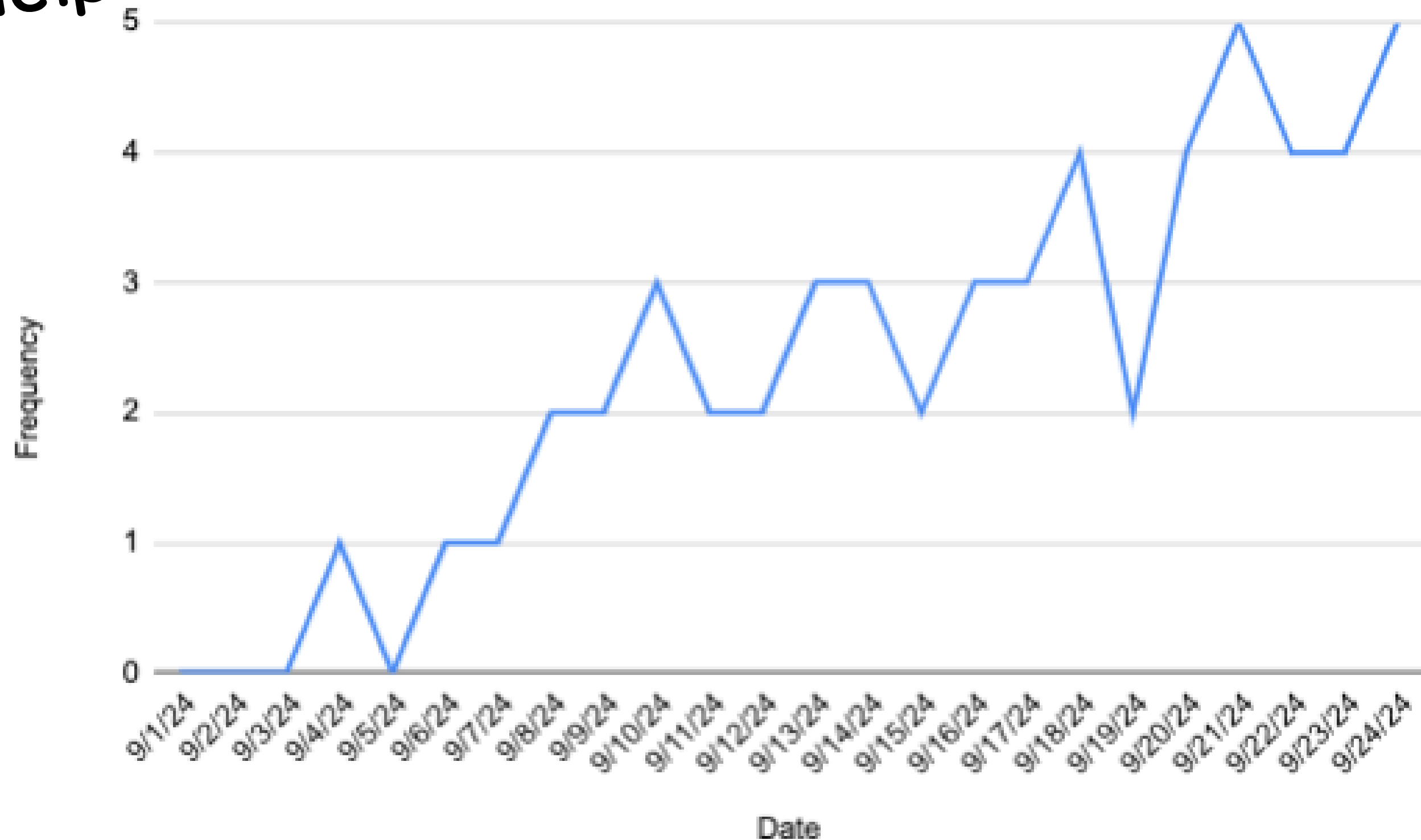- Own a tablet
- Own a smartwatch

Graphing Data
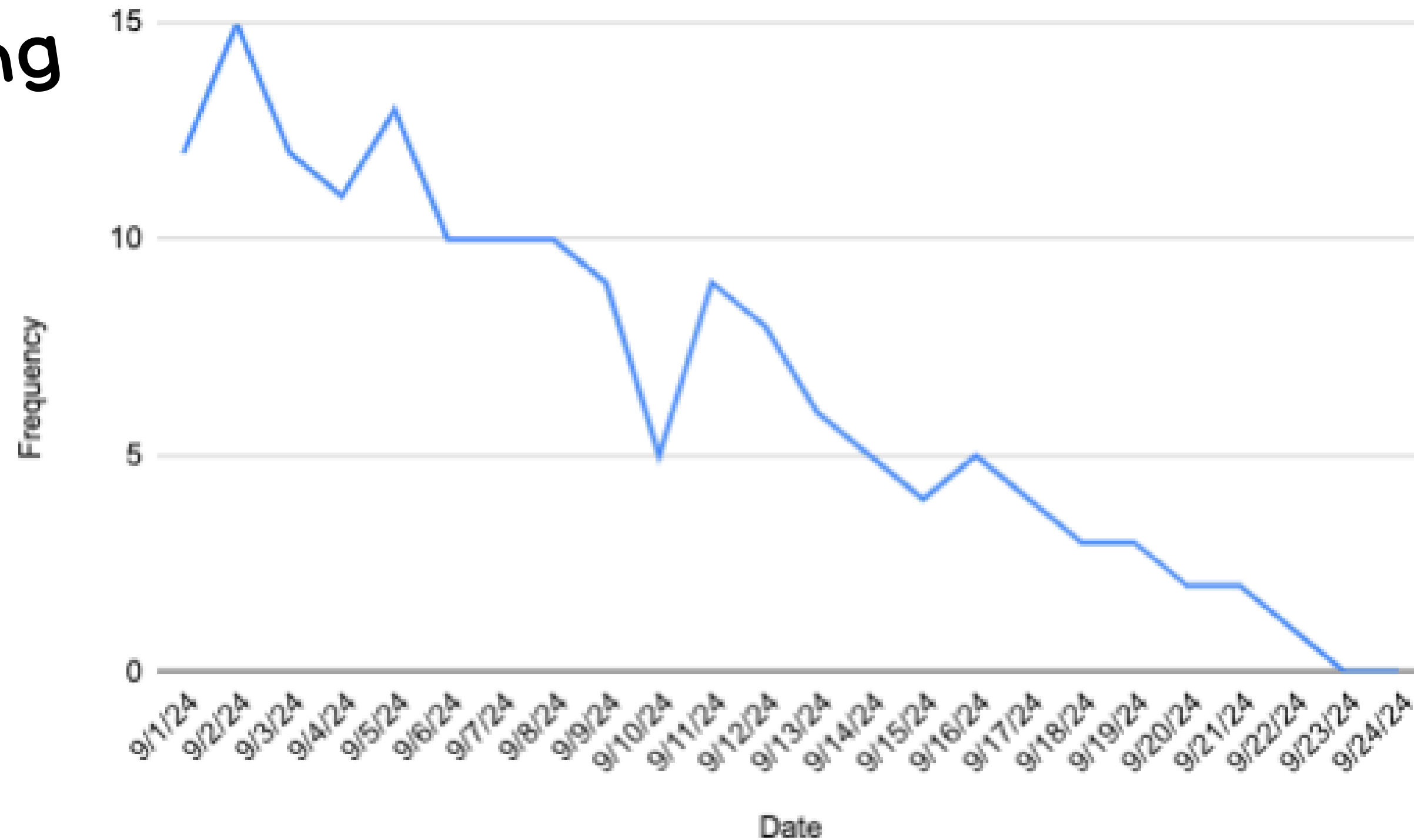
Graphing Data

Read the Graph

Asking for Help

Read the Graph
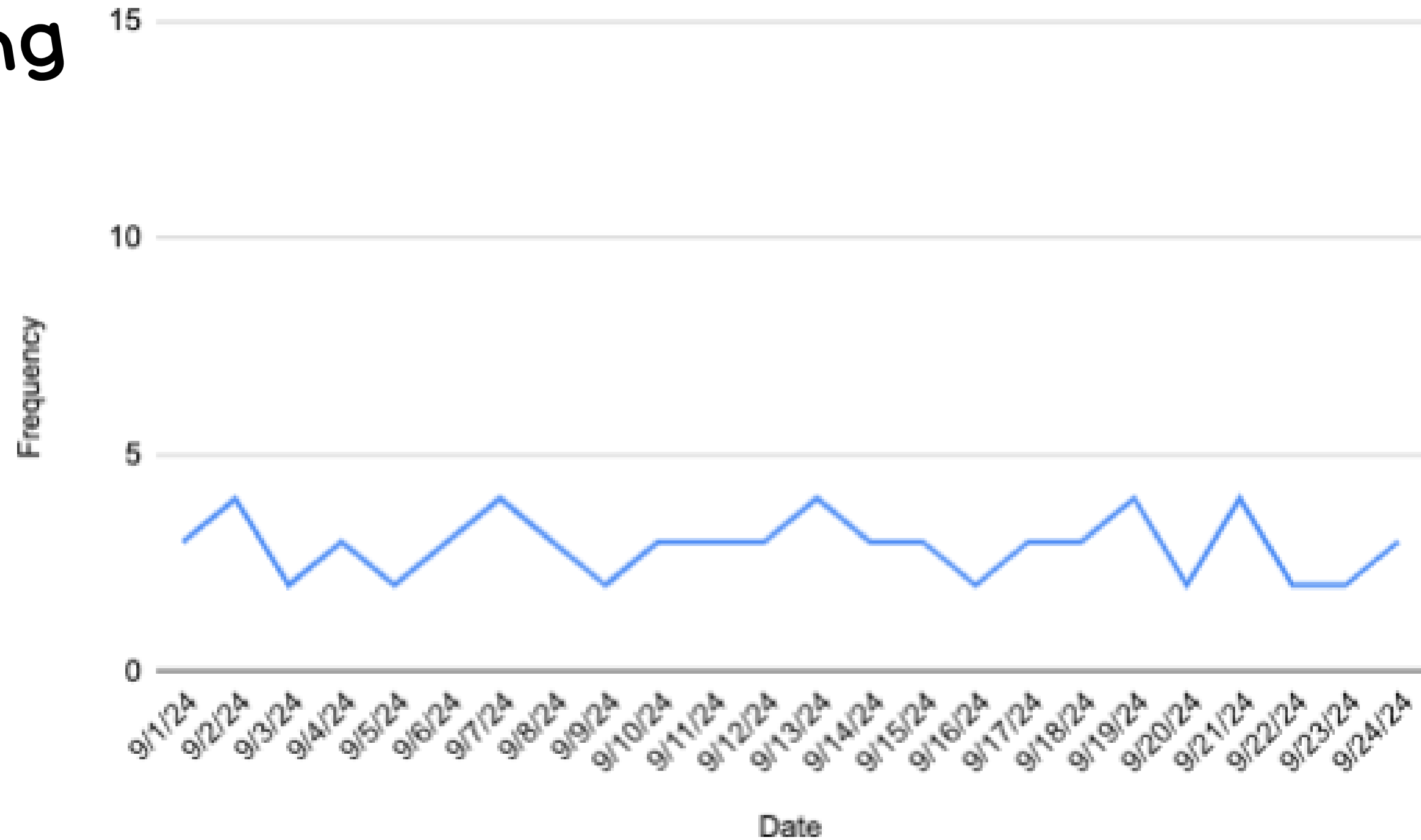
Read the Graph

Raising Hand

Graphing Data

Title

Measurement

Numbers

Dates
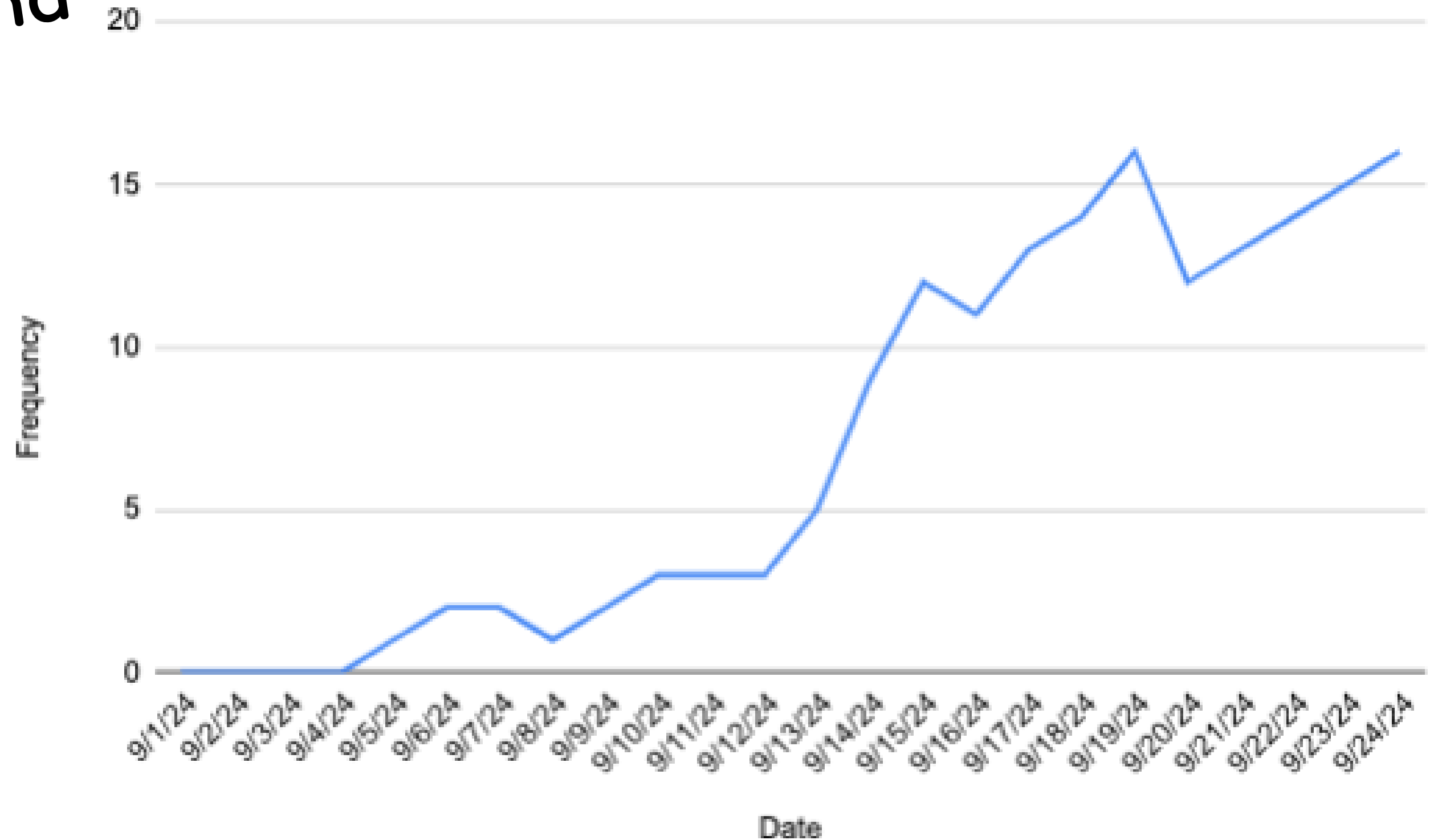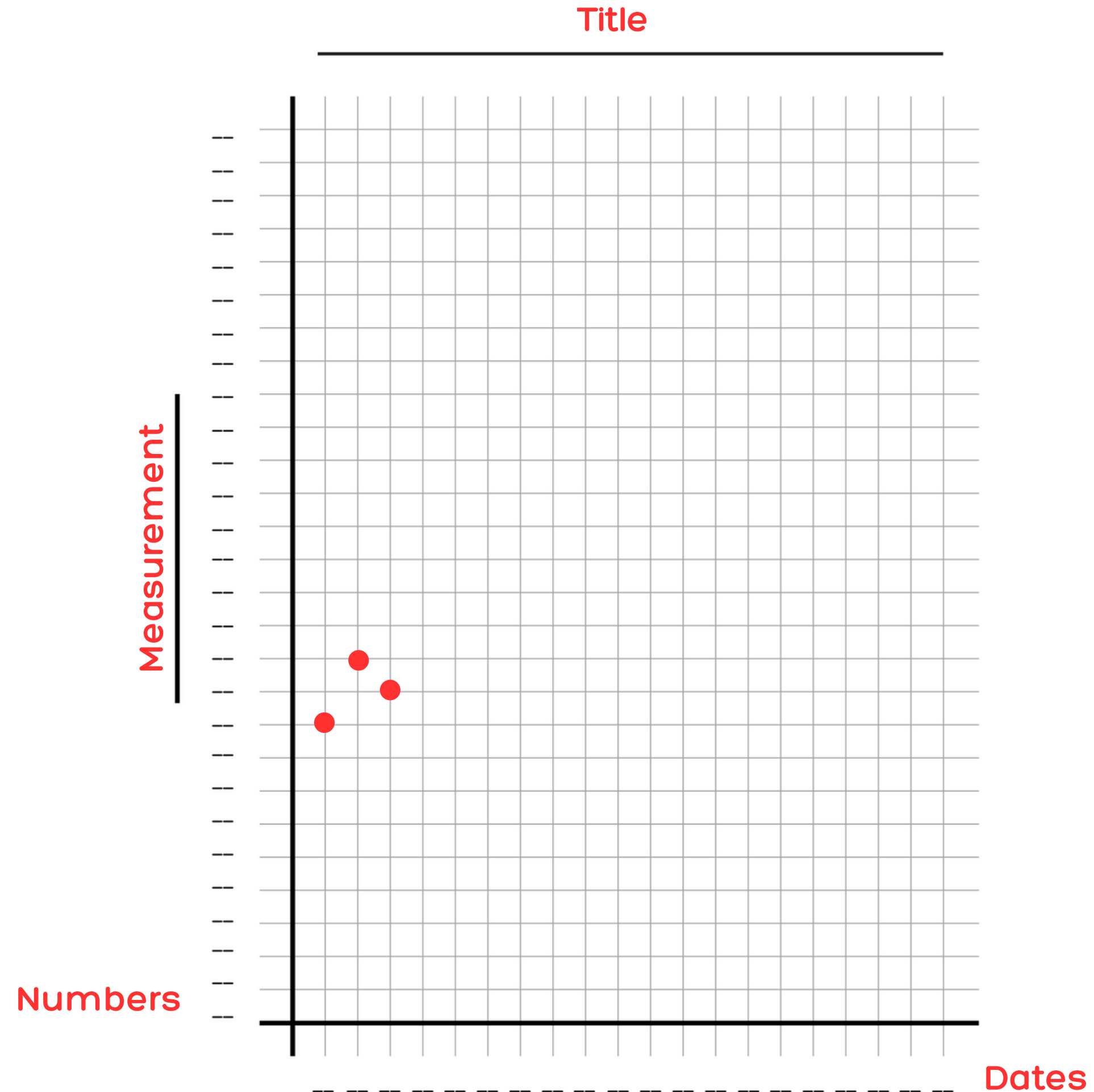
Poll #3: How comfortable are you with data collection?

- I feel pretty confident.
- Somewhat confident
- Neutral
- A little shaky but I think I can collect data with practice.
- Not confident at all!

ABCs of Behavior

- A chain of events creates the learning process for behaviors. This behavioral chain can be referred to as the ABC model.

- Antecedent - what happens **immediately** before the behavior
- Behavior - the behavior you observed
- Consequence - what happens **immediately** after the behavior

A - B - C

ABCs of Behavior

Dajè

Dajè finishes her class work quickly and correctly. She is allowed to spend the rest of the class period playing her favorite computer math game.

Dawson

Dawson finishes his class work quickly and correctly. His teacher gives him more worksheets to complete.

Cheralynn

Cheralynn works for a few minutes then makes a rude comment. In response, her teacher sends her into the hallway.

ABCs of Behavior

Antecedent ➡		Behavior ➡	Consequence
Dajè's teacher passes out class work.		Dajè completes the work quickly and accurately.	Dajè gets to play a math game on the computer.
Dawson's teacher passes out class work.		Dawson completes the work quickly and accurately.	Dawson receives more worksheets to complete.
Cheralynn's teacher passes out class work.		Cheralynn makes a rude comment.	Cheralynn has to stand in the hallway—but she also gets out of doing the assignment.

What's next in part 3?

- Behavior Intervention Plans

- Functions of Behavior

- Antecedent-Based Interventions

- Preventing/Reducing Problem

  Behaviors

- Shaping

- Differential Reinforcement/ Behavioral

  Momentum

- Extinction

- Crisis/Emergency Procedures

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Reference