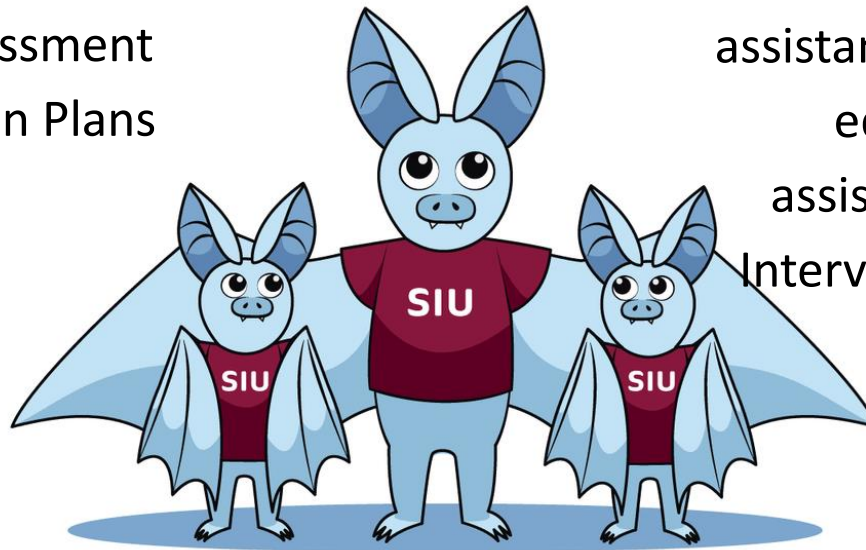# Behavior 101: Foundational Concepts of Behavior for Classroom Teachers and Paraprofessionals, Part 4

Michelle Connet, M.Ed.
4/12/25

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.

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Poll #1 – Who are you?

- General education teacher

- Special education teacher

- Administrator

- Social Worker

- Other

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Part 3	Part 2	Part 1
FBAs	Measurement	Principles of ABA
BIPs	Direct vs. Indirect Data	7 Dimensions of ABA
Functions of Behavior	Permanent Product	Operational definition of behavior
	Continuous & Discontinuous Measures	Reinforcement vs. Punishment
	Data & Graphs	
	ABCs of Behavior	

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Principles of ABA

- ABA is Applied Behavior Analysis
- Behavior is learned.
- Behavior is a product of its environment.
- We are part of that environment.
- Behavior is strengthened/weakened by consequences that follow the behavior.
- Behavior continues because it's effective...it works!
- If we change the environment, we change the behavior.

Functions of Behavior

Function of Behavior	Description	Examples
Escape	A person engages in a behavior to end or avoid something they do not like.	• Crying when presented a non-preferred activity. • Refusing to walk to art class because you do not like to draw.
Attention/Connection	A person engages in a behavior to receive attention or connection.	• Raising a hand in class to gain attention from the teacher. • Screaming so that someone comes to your desk.
Tangible	A person engages in a behavior to get access to an item or preferred activity.	• Completing homework for IPad time. • Hitting a peer to get them to give up a toy.
Sensory	A person engages in a behavior because it physically feels good or relieves something that feels bad	• Scratching and crying about the sensation of the tag on your shirt. • Running out of the classroom because of the noise level.

Agenda

- Antecedent-Based Interventions
- Preventing/Reducing Problem Behaviors
- Shaping
- Differential Reinforcement/Behavioral Momentum
- Extinction
- Crisis/Emergency Procedures

- Task Analysis
- Chaining
- Contingencies of Reinforcement
- Schedules of Reinforcement
- Token Economy
- Prompt and Prompt Fading
- Generalization and Maintenance

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Antecedent Interventions

- Antecedent-based interventions (ABI) are a collection of practices in which environmental modifications are used to change the conditions in a setting that prompt a learner to engage in undesirable behavior.

Example of antecedent intervention

Preventing/Reducing Problem Behaviors

- **Positive Behavioral Supports and Interventions:** prevention strategies and are preferred because of the low rise of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP).

- **Reactive Nonrestrictive Behavioral Interventions:** supporting behaviors and in preventing escalation of inappropriate behaviors.

Elementary scenario

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Shaping

- Shaping involves systematically reinforcing successive approximations of a target behavior. It is a process of gradually molding or shaping behavior by reinforcing behaviors that are increasingly similar to the desired behavior.

Shaping video

Differential Reinforcement

Reinforcing a desirable behavior in a particular context while withholding reinforcement for any undesirable behaviors

- DRA
- DRI
- DRO
- DRL
- DRD
- DRH
- DRP

Differential reinforcement example

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Behavioral Momentum

- Behavior momentum is a strategy that increases the likelihood of appropriate behavior by asking a student to do two or three things they typically want to do and then following up with a request for a behavior the student typically does not want to do. This strategy builds momentum toward appropriate behavior. By following a pattern of easy-easy-hard, easy-easy-hard, you increase the learner's motivation to engage because you are building in many opportunities for success.

  Behavioral Momentum example

Extinction

- Reinforcement provided for an undesirable behavior is discontinued in order to decrease or eliminate occurrences of the behavior

Extinction video

Poll #2: Which intervention are you more likely to use?

- Antecedent-based intervention
- Shaping
- Behavioral Momentum
- Differential Reinforcement
- Positive supports and intervention

Crisis/Emergency Procedures

- Public-Act-102-0339-fact-sheet.pdf

- RTO-Bill-of-Rights.pdf

Physical Restraint, Time Out, and Isolated Time Out Bill of Rights

This Bill of Rights provides parents and guardians with an overview of the requirements and rights related to the use of physical restraint, time out, and isolated time out (RTO). RTO should be used as a last resort and only when the threat of imminent danger of serious physical harm exists. The information presented in this guide is not meant to be exhaustive and does not include a complete explanation of all the laws. However, at a minimum, parents and guardians should be aware of their rights when RTO is utilized to ensure the safety and well-being of their child.

Terms to Know
- **Chemical Restraint:** Using medication to control a student's behavior or to restrict a student's movement.*
- **Imminent Danger:** A situation in which a student presents a danger to the safety and well-being of himself, her self, or another person and is likely to cause immediate physical harm.
- **Isolated Time Out:** Involuntary confinement of a student alone in a time out room or other enclosure outside of the classroom without a supervising adult in the time out room or enclosure.
- **Mechanical Restraint:** Using a device or equipment that limits or prevents a student's movement.*
- **Physical Restraint:** Holding or restricting a student's movement.
- **Prone Restraint:** A physical restraint in which a student is held face down and physical pressure is applied to the body to prevent movement.*
- **Time Out:** Involuntary monitored separation of a student from classmates with a trained adult in the room for part of the school day or for a brief time in a non-locked setting.

RTO Standards

RTO may be used when:	RTO must end when:	RTO must not be used if:
✓ Your child's behavior may cause serious physical harm to self or others.	✓ Your child calms down and there is no longer a risk of serious physical harm to self or others.	✓ Your child has health concerns and using RTO could harm your child.
✓ The school tried to calm your child down with other	✓ Your child says that he/she/they is unable to breathe.	✓ Your child did not follow directions.

Physical Restraint, Time Out, and Isolated Time Out

Public Act 102-0339 Fact Sheet

This fact sheet summarizes frequently asked procedural questions and requirements pertaining to when schools use physical restraint, time out, or isolated time out (RTO) on a student. More specific answers to questions regarding the use of physical restraint, time out, and isolated time out can be found in this guidance document.

Is prone restraint allowed?
Per 23 IAC 1.285(d)(4)(F), prone restraint is prohibited in all Illinois public schools, special education cooperatives, and nonpublic facilities. Prone restraint cannot be used on Illinois students placed at educational locations outside of Illinois, even if that location's local or state regulations allow it.

Is supine restraint allowed?
Under 23 IAC 1.285(d)(5)(A-G), supine restraint (or any other physical restraint, excluding mechanical, chemical, and prone restraint) may only be used if a student's behavior presents an imminent danger of serious physical harm to the student or to others, other less restrictive and intrusive measures have been tried and proven to be ineffective in stopping the imminent danger, there is no known medical contraindication to its use on the student, and the staff member(s) applying the technique has been trained in accordance with 23 IAC 1.285(i).

What should be provided to parents in the event of a physical restraint, time out, or isolated time out?
Per 105 ILCS 5/10-20.33 and 105 ILCS 5/34-18.20, within one business day, schools shall provide parents/guardians with the following information after each incident of RTO:
(1) A copy of the standards for when RTO can be used;
(2) Information about the rights of parents/guardians and students; and
(3) Information about the parent/guardian rights to file a complaint with the state superintendent of education; the complaint process; and other information, including procedures for students who are eligible to receive special education services, to assist the parent/guardian in navigating the complaint process [23 IAC 1.285(g)(3)];
(4) A copy of ISBE Form 11-01 — the information may be provided in printed form or, upon written request of the parent/guardian, by email [105 ILCS 5/10-20.33 and 105 ILCS 5/34-18.20].

What opportunities do parents have to discuss the incident of physical restraint, time out, or isolated time out with school staff?
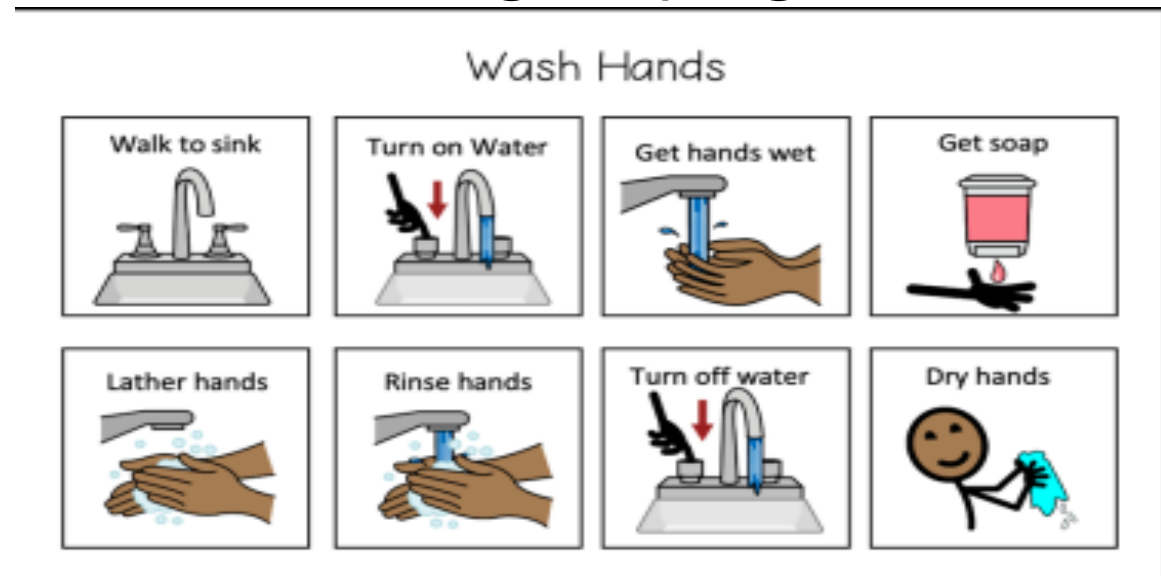

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Task Analysis

- Teach a new complex skill by breaking it down into a sequence of smaller steps. Having an understanding of all the steps involved for a particular task can assist in identifying any steps that may need extra instruction and will help teach the task in a logical progression.

Task analysis example

Wash Hands

| Walk to sink | Turn on Water | Get hands wet | Get soap |
| Lather hands | Rinse hands | Turn off water | Dry hands |

Chaining

Examples of Chaining

Example of Forward Chaining

Example of Backward Chaining

Example of Total Task Chaining

Contingencies of Reinforcement

- Non-Contingent Reinforcement (NCR):
  - A strategy used that involves providing reinforcement independent of any specific behavior. In other words, reinforcement is delivered on a fixed schedule or at predetermined intervals regardless of the individual's behavior. The goal of NCR is to reduce problem behavior by ensuring that the individual's reinforcement needs are met proactively, which can reduce the motivation for engaging in undesirable behavior.
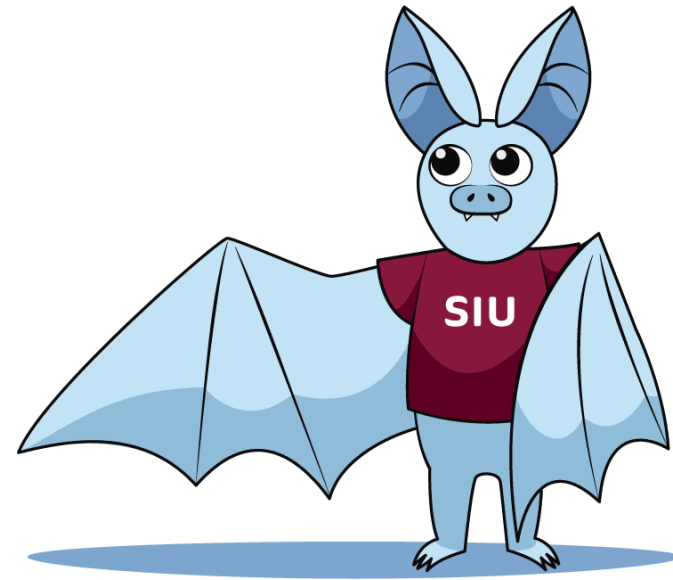
NCR Example

Example of Contingent Reinforcement

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Schedules of Reinforcement

Schedules of

Reinforcement

HIGH response rate — **LOW** response rate

Schedule	Description	Result	Example
Continuous reinforcement	Reinforcement is delivered for every occurrence of the behavior	HIGHEST rate of responding	Vending machines
Variable ratio	Reinforcement is delivered after an unpredicted # of responses	HIGH and steady response rate	Gambling
Fixed ratio	Reinforcement is delivered after a predicted # of responses	HIGH response Rate with pauses after reinforcement	After collecting 5 tokens, a door opens on a video game
Variable interval	Reinforcement is delivered after unpredictable time intervals	Moderate and steady response rate	Checking social media
Fixed interval	Reinforcement is delivered after predictable time intervals	Significant pauses after reinforcment delivered l	Studying for finals

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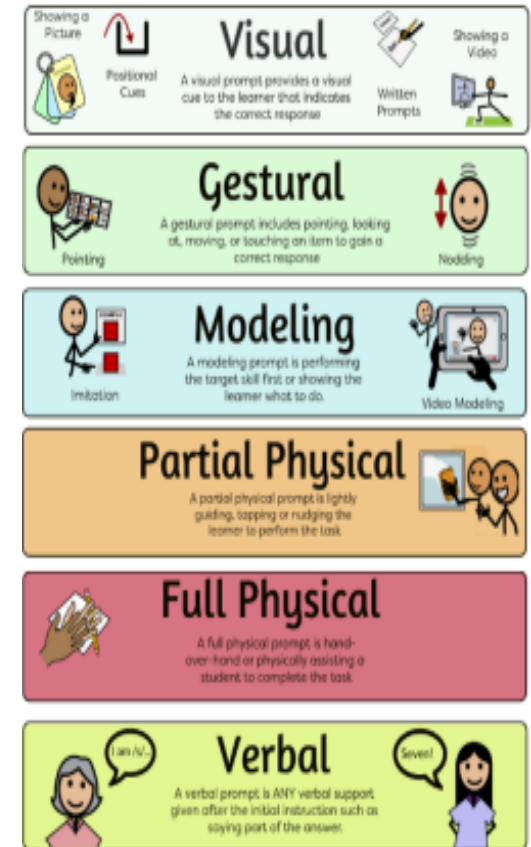
[Behavior Intervention Examples](#)

Token Economy

- A behavior support system that utilizes tokens as a form of reinforcement to encourage and reinforce desired behaviors.

- In a token economy, students earn tokens as a reward for exhibiting appropriate behaviors or achieving specific goals.

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Prompting

- A prompt is a cue or assistance provided to help a student learn a new skill, complete a task, or engage in a desired behavior.
- Prompts are used to guide and support the learner's performance until they can demonstrate the desired response independently.

Prompt Fading

- Prompt fading is the gradual reduction of prompting.
- The goal is to eventually decrease prompting until it is no longer needed.

AAC Prompting Hierarchy
(From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistance	Provide hand-over-hand assistance to help the child to form the message using their device.

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Generalization

STRATEGIES TO PROMOTE GENERALIZATION

- Vary your teaching cue.
- Include sufficient examples.
- Change up the person doing the teaching.
- Make your teaching space as similar as possible to the natural environment you want the behavior to occur.
- Include some "don't do it" teaching.
- Vary reinforcers.
- Sit in different seats.
- Teach in different settings or tables.
- Provide prompts and then fade prompts in the natural setting.
- Frequently test for generalization.

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Maintenance

Please complete the exit survey.

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