

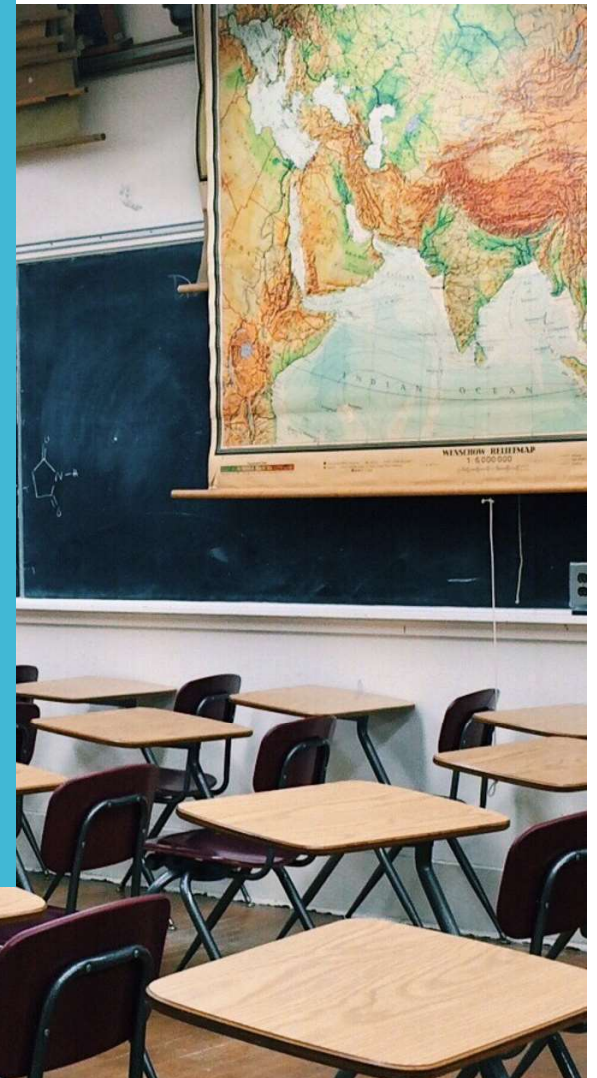
UCSF

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Using ABC Models to Establish Home and Classroom Behavior Plans

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Disclosures

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Learning Objectives

1. Apply the five steps of the Antecedent-Behavior-Consequence (ABC) system to specific cases needing additional support
2. Connect the ABC system with the School Wide Positive Behavioral Interventions and Supports (PBIS) model and home setting
3. Identify 2 effective antecedent and 2 effective consequence strategies to be used in ABC Behavior Support Plans





ClassDojo

YOU HAVE BEEN USING ABC'S ALREADY

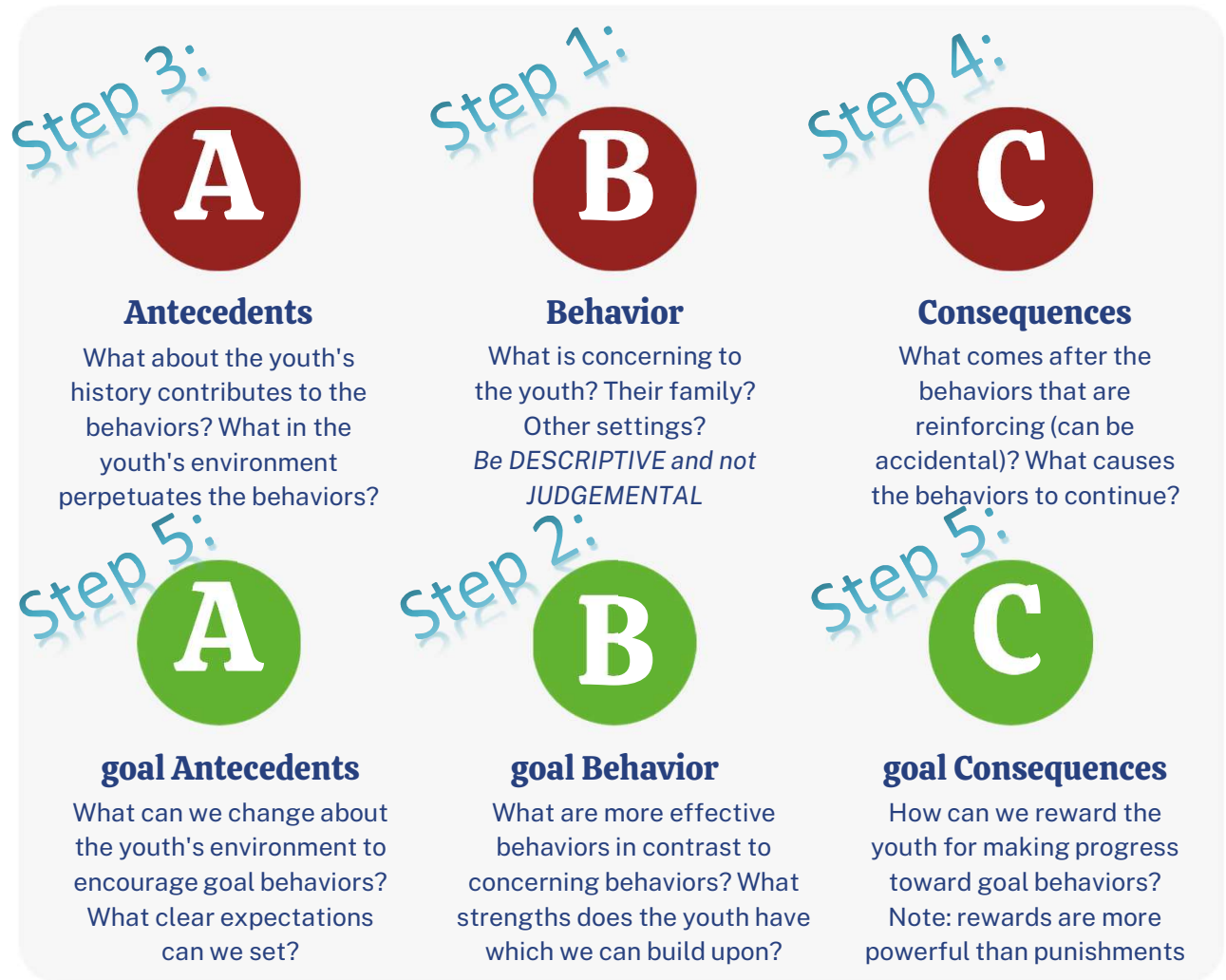


WHEN YOU
COMPLETE YOUR
HOMEWORK ,
YOU CAN PLAY
VIDEO GAMES

The ABC model

Sometimes called:
*Functional Behavior Analysis (FBA),
Functional Assessment-Based Intervention (FBAI) or
Before-After Plans*

Can be done
*collaboratively with a
student, teacher,
family, therapist,
coach, ANYONE!*



Hanley et al., 2003; Majeika, et al., 2011

School Example



ABC model gives you framework to analyze the more difficult problem behaviors

Steps 1-2) TRACKING BEHAVIORS & IDENTIFY GOALS

Track the behavior – students become disruptive in afternoon around 3pm; what do we want to see instead?

Step 3) IDENTIFY & ANALYZE ANTECEDENTS

- student A starts to make sounds with flicking his mouth (to make water like sound)
- teacher starts to tell Student A to "stop"
- Student A then stops
- other students then start to make fun of Student A
- other students then start talking

Step 4) IDENTIFY & ANALYZE CONSEQUENCES

Teacher notices that she is giving negative attention to the Student A, Student A then gets more attention from other students

School Example



Step 5) IDENTIFY NEW ANTECEDENTS & CONSEQUENCES

Teacher switches student's seat to front corner near her
Teacher ignores Student A when Student A starts to make the sounds

Result: Classroom is less disruptive

Other ideas?

DIFFERENT LEVELS

ABC System implementation

- School Wide Positive Behavioral Interventions and Supports (PBIS)
- Home Implementation

	School	Home
Universal	<u>School Values</u> <i>Be respectful, responsible, safe, an ally</i>	<u>Family Values</u> <i>Be respectful, responsible, kind</i>
Tier II	System to collect/gather data for all	Behavior charts for all in family
Tier III (targeted individual)	System for individual/targeted behavior	Specific behavior plan for individual and targeted behavior

ABC IN SCHOOLS

School wide positive behavioral interventions & support (PBIS)

- Each implementation should match the culture, resources and organizational demands of the local school
- Reduces racial inequity in school discipline

Prevention Tier	Core Elements
Tier 1	<ul style="list-style-type: none">• Behavioral Expectations Defined• Behavioral Expectations Taught• Reward system for appropriate behavior• Clearly defined consequences for problem behavior• Differentiated instruction for behavior• Continuous collection and use of data for decision-making• Universal screening for behavior support
Tier 2	<ul style="list-style-type: none">• Progress monitoring for at risk students• System for increasing structure and predictability• System for increasing contingent adult feedback• System for linking academic and behavioral performance• System for increasing home/school communication• Collection and use of data for decision-making• Basic-level function-based support
Tier 3	<ul style="list-style-type: none">• Functional Behavioral Assessment (full, complex)• Team-based comprehensive assessment• Linking of academic and behavior supports• Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.• Collection and use of data for decision-making

ABC'S

Functional Behavioral Analysis (FBA)

1. Analyze the function of the behavior
2. Identify the desired "behavior"
3. Identify possible antecedents
4. Identify how the consequence either reinforces or discourages the desired behavior
5. Define possible interventions to build skills, change antecedents, & change consequences for desired behavior



Antecedent



Mom says "no" toys at store



Behavior



Child has a tantrum



Consequence



Child gets at toy and calms down

Child and parent negatively reinforced (child gets toy, parent avoids tantrum)

Antecedent	Did mom give clear expectations before going into the store	Does the kid even need to be in store (pick your battles)	Is the kid hungry, tired? Is the mom hungry, tired, stressed?
Behavior	Positive measures to decrease: immediate praise, pay attention to desired behaviors, use other incentives	Negative measures to decrease: planned ignoring, time out, losing privileges	"Catching them doing good"
Consequence	Analyze what may be reinforcing the undesired behavior	In this instance, a tantrums = toy. Change to tantrum = no toy. Calm = toy.	Change to reinforce the behavior you seek. Rewards are more powerful.

Jedi MASTER ABC SKILLS

- Clearly state REASONABLE & ACHEIVEABLE expectations
- Create a VISUAL REMINDER for challenging and/or multi-step routines to be completed AT THE SAME TIME, IN THE SAME ORDER/PLACE, EVERY DAY
- Pair with PRAISE & REWARDS



Effective Instructions

ARE YOU MAKING ONE OF THESE COMMON MISTAKES?

Asking the child a question	Telling them what NOT to do	Too many steps at a time
A lot of parents make the mistake of saying "Are you ready to ___?" or "Can you please ___?" Spoiler alert: Their answer is NO. You should be telling them, not asking.	You've made it very clear you do not want them to leave a mess or stomp their feet. Have you told them what they should do instead? Be clear about the desired behavior.	You are giving them a long list of tasks that overwhelms them. Try telling them to do one thing at a time. Keep it simple.

https://www.youtube.com/channel/UCGU1UNhUYVfs_Y8oPj4tp2A/videos

Establishing Routines and Family Expectations

Set and stick to a regular schedule

<https://youtu.be/BcSCQeyGjgA>

HOME CHALLENGE SAMPLES

SAMPLE 1

MORNING ROUTINE	
When	Then
When You Finish These Tasks by 8:30am: <ul style="list-style-type: none"> • Get Up • Get Dressed • Have Breakfast • Brush Your Teeth • Comb Your Hair 	Then You Can Pick One of These Choices: <ul style="list-style-type: none"> • Watch cartoons • Get a special hair-style • Play on dad's phone • Play your video game • Pick a special lunch treat

<https://clsprogram.ucsf.edu/s/resources>

Creating Daily Routines

▶ Play Video

📄 See Handout

<https://chadd.org/stroud-umdahdtools/>

https://childmind.org/guide/parents-guide-to-problem-behavior/#block_baaebba5-7e17-4812-b852-07fb93885e3f

<https://psychiatry.ucsf.edu/copingresources/videos>

Behavior Support Plans

Step 1) Establish SMART (specific, measurable, attainable, relevant, time-limited) **goals**

Step 2) Establish rewards (more effective than punishment) **and pair with PRAISE!**
(aim for 5-1 ratio of praise to correction)

Step 3) Monitor progress and tweak system as needed



Tips & Templates:

<https://www.interventioncentral.org/goalacademy>

<https://www.additudemag.com/daily-report-card-to-improve-adhd-classroom-behavior/>



Behavior Support Plans

Benefits?



- Can be resilience-focused and trauma-informed



- Clear expectations and structure help us feel safe



- Provide students experience and reinforcement for behaviors we WANT to see

*Sometimes called:
Daily Report Cards (DRCs) or
Check-in/Check-out Plans*





Other Considerations

Be consistent AND understanding

Be confident AND respectful

Be genuinely yourself AND a role-model

Provide choices when possible AND limits when needed



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Antecedents



Behavior



Consequences



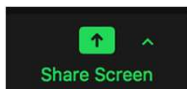
goal Antecedents



goal Behavior



goal Consequences



Whiteboard, word document or powerpoint table, Canva handout, etc.

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