



Paraprofessional Training Series

PART V: BEHAVIOR SUPPORTS IN THE CLASSROOM

Missouri Department
of Elementary and Secondary Education

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Paraprofessional Series

This is a multi-part part series offered for paraprofessionals.

Verification of orientation training necessary for each paraprofessional to preform duties as assigned is present. The Federal Regulations and the Missouri Office of Special Education Compliance Standards and Indicators indicate that paraprofessionals who do not hold teaching certificates are required to have received fifteen clock hours of training within six month of hire including orientation and initial training prior to working with the student. A minimum ten clock hours each school year thereafter is also required.

Objectives

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Part 5 of this webinar series will provide information about:

- developing a basic understanding of the function of behavior;
- identifying the ABC's of behavior; and
- recognizing vulnerable decision points.



Guide to this Webinar

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Handouts:

- HO #1 – ABC Chart
- HO #2 – Vulnerable Decision Points
- HO #3 – Information from Today



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Focus

Quote Here

“Punishing students doesn’t teach them the right way to act.”

- George Sugai, 2005

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Function of Behavior



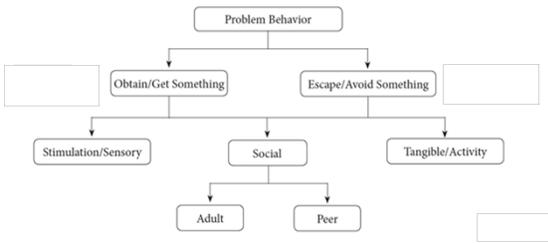
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Function of Behavior

- Behavior is communication.
- Behavior serves a purpose.
- Behavior is learned.
- Behavior errors can be corrected like academic errors.
- Behavior is functionally related to the classroom environment.

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Function of Behavior



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Important Points to Remember

- Do not take the student's behavior personally.
- Behavior is a form of communication.
- Behavior is learned.

The function of behavior is to avoid something or to obtain something.

10 The ABC's of Behavior



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11 **Function of Behavior in Every Day Life**

A → B → C

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior	Any observable and measurable act of an individual	The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior
You're hungry or thirsty and see a vending machine	You place your money in and make a selection	The machine dispenses your item for you to enjoy

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What does this look like in the classroom?

The next few slides gives examples of looking at the ABCs of behavior in math class.

When is the behavior occurring?

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Context: During Math Class



Define the Behavior

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Example	Non-example
Johnny says things like "You can't make me." "I don't have to do what you say." "You're not my boss."	Johnny is disrespectful.
Johnny interrupts class by making noises with his mouth, by tipping over his chair, by shouting out answers without being called on.	Johnny is disruptive.
Johnny refuses to get out of line when asked, refuses to pick up materials when dropped, refuses to begin work when asked to do so.	Johnny is defiant.



What is the observable behavior?

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Behavior
Student does:
 Says, "No,"
 folds his arms
 and mumbles



What happened right before the behavior?

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Antecedent
When: Asked
to take out his
book and
begin working



What happened right after the behavior?

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Consequence
Because this
happens: He is
sent out of the
classroom



Putting the ABCs together

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Context During: Math Class

Antecedent
When: Asked
to take out his
book and
begin working

Behavior
Student does:
Says, "No,"
folds his arms
and mumbles

Consequence
Because this
happens: He is
sent out of the
classroom

During math class, when asked to take out his book and begin working, Johnny will say, "No," fold his arms and mumble, because he will be sent from the classroom.

Therefore, the function of this behavior is likely to avoid the math task.



Your Turn - Activity

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Using Handout #1

Think about a possible behavior and complete one of the ABC frames.



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Important Points to Remember

- Be aware of antecedents that effect the student;
- carry out behavior plans as directed by the teacher; and
- collect data as directed by the teacher.

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Vulnerable Decision Points



What are Vulnerable Decision Points?

Vulnerable Decision Point: The point when an adult realizes they may be vulnerable to a biased response.

Are you aware of when your vulnerable decision points could occur?

Your Turn – Activity 2

Using Handout #2

Think about vulnerable decision points for yourself and the students with whom you work on a daily basis.

Important Points to Remember

- Communicate expectations consistently and regularly;
- set clear and realistic guidelines; and
- have high expectations for behavior.

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Final Thoughts



*RESPOND;
don't react.
LISTEN;
don't talk.
THINK;
don't assume.*
~Raji Lakkoo

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HO #3

Information From Today

Most Important...

Surprised me...

How will I use...

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Regional Professional Development Centers



Missouri RPDCs

- 1 Southeast - Cape Girardeau
- 2 West of Missouri
- 3 Kansas City
- 4 Northeast - Kirksville
- 5 Northeast - Moberly
- 6 South Central - Potosi
- 7 Southwest - Springfield
- 8 St. Louis
- 9 Central - Hannibal

Boundary Exceptions

- A school district may choose to utilize services from any RPDC.
- State supervisors are assigned to the RPDC in their respective regions.

THANK YOU FOR WATCHING!