



# Trainer Resource Guide



## 9. Positive Behavior Support, Part 1

# Trainer Guide: SESSION 9

## Materials

- LCD projector and computer
- Flash Drive

### Show Slide #1: Positive Behavior Support, Part 1



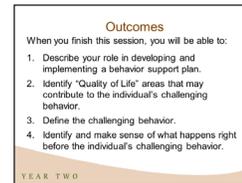
### Show Slide #2: Practice and Share, Session 8

- Review assignment.
- Ask for volunteers to share their experience.
- In the last session, you learned about managing risks that individual's may experience in daily living. You learned strategies for establishing a positive environment that will help to prevent many challenging behaviors from occurring.
- In this session, you will learn how to promote positive behavior by creating and supporting environments that are conducive to a positive quality of life.



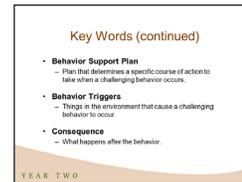
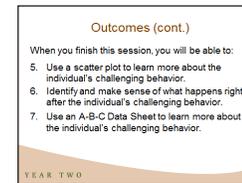
### Show Slides #3 and #4: Outcomes

- Review outcomes for the session.



### Show Slides #5 and #6: Key Words

- Review key words for the session.



# Student Resource Guide: SESSION 9

## Positive Behavior Support, Part 1

### O U T C O M E S

When you finish this session, you will be able to:

- Describe your role in developing and implementing a behavior support plan.
- Use a scatter plot to learn more about the individual's challenging behavior.
- Identify "Quality of Life" areas that may contribute to the individual's challenging behavior.
- Identify and make sense of what happens right after the individual's challenging behavior.
- Define the challenging behavior.
- Use an A-B-C Data Sheet to learn more about the individual's challenging behavior.
- Identify and make sense of what happens right before the individual's challenging behavior.

### K E Y W O R D S

Key Word	Meaning	In My Own Words
<b>A-B-C Data</b>	Information about what happens before, during, and after a specific challenging behavior.	
<b>Antecedent</b>	What happens before the behavior.	
<b>Behavior</b>	Actions that are used to communicate wants and needs.	
<b>Behavior Support Plan</b>	Plan that determines a specific course of action to take when a challenging behavior occurs.	
<b>Behavior Triggers</b>	Things in the environment that cause a challenging behavior to occur.	
<b>Consequence</b>	What happens after the behavior.	

## Trainer Guide: SESSION 9

### Activity: What Do You Want to Know?

- Read directions aloud.
- Ask for student volunteers to share answers.
- Make note of student answers and link back to student knowledge and interests as appropriate as you review session content.
- At the end of this session, you will return to this activity to give students an opportunity to answer the third question.

## ACTIVITY

### What Do You Want to Know?

**Directions:** *Think about the topic of this training session. Answer the first two questions in the space provided below. You will come back to this page at the end of the session to answer the last question.*

.....  
What do you **already know** about positive behavior support?

.....  
What do you **want to know** about positive behavior support?

.....  
To be answered at the end of the session, during review:  
What **have you learned** about positive behavior support?

# Trainer Guide: SESSION 9

## Opening Scenario

- Read scenario aloud.
- Year 1 gave us a general description of challenging behaviors and we learned that behaviors have a reason and are generally a way for an individual communicates his or her needs and wants.
- Ask students the following questions about the scenario:
  - Did the new consumer choose to move here?
  - What do you think the IPP says? (Session 2)
  - How can Mary know if there are any health issues (Sessions 3, 4, and 5)

## How to Support Individuals with Challenging Behaviors

- **Behavior** are actions that are used to communicate wants and needs.
- Review key points from Positive Behavior Support in Year 1.
- Many behaviors can be dealt with by:
  - Creating positive environments, which are conducive to positive quality of life.
  - Examining the communicative intent of the behavior.
  - Offering the individuals choices in their daily lives.
  - Creating win-win situations by being respectful in your approach to individuals.
- Some challenging behaviors require a more intensive approach.
- Begin by asking the individual's person-centered planning team to discuss the issue and strategize actions.

### Show Slide #7: The Person-Centered Planning Team

- Ask students for examples of the make-up of an individual's planning team.
- DSP's are not alone when figuring out how to address challenging behavior. They have the support of the person-centered planning team.

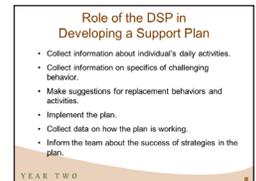


## What is the Role of the DSP in Developing the Support Plan?

- The following relates to a learning outcome and may appear on the quiz.  
*Outcome: Describe your role in developing and implementing a behavior support plan.*

### Show Slides #8: Role of the DSP in Developing a Support Plan

- Review.
- A **Behavior Support Plan** is a plan that determines a specific course of action to take when a challenging behavior occurs.



## Opening Scenario

*Remember Mary and Guy from the Positive Behavior Support session last year? Mary is still working at Martha's Place and feels like she has learned a great deal in the last six months. Recently though, she has been having difficulty with a new individual who moved into the facility. Suzy is the first new resident to arrive since Mary has been working there. Suzy seems upset a great deal of the time and she yells and tries to hit the other individuals in the home. Mary wonders where to start with Suzy.*

### How to Support Individuals with Challenging Behaviors

In the Positive Behavior Support session in Year 1 you learned how to promote positive behaviors by creating and supporting environments that are conducive to a positive quality of life. You also began to try and figure out what the individual was telling you with the **behavior**. **Behavior** are actions that are used to communicate wants and needs. The strategies in the last session should assist you in establishing a positive environment that will help to prevent many challenging behaviors from occurring.

Even the most positive environment cannot prevent all challenging behaviors. When a challenging behavior continues even after the preventative measures have been implemented, it may be time to begin a team approach to examine the behavior more completely and develop a **Behavior Support Plan**. A behavior support plan is a plan that determines a specific course of action to take when a challenging behavior occurs.

The Person-Centered Planning Team is usually formed already and best able to develop a support plan for an individual's challenging behavior. This team includes people who know the individual well and interact regularly with him or her. The team might also include a Behavior Specialist who helps the team develop a support plan to help develop replacement behaviors for the challenging behavior.

The team may include:

- The individual
- DSPs or other support providers
- A representative from the individual's day program
- Family members
- Behavior specialist
- Regional Center case managers
- Others who know the individual and can assist with the development of the plan

#### What is the Role of the DSP in Developing the Support Plan?

The DSPs who support an individual with challenging behavior should be included as part of the team that is analyzing the behavior and developing and implementing the plan. This is important because you are often the ones who have the most information and the most frequent contact with the individual. You are also an important part of the implementation of the plan after it is developed. You may be asked to assist the team in several ways:

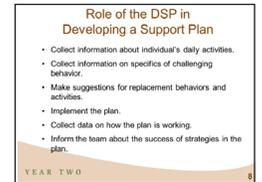
- Collect information on the daily activities of the individual (individual's daily schedule, individual profile).
- Collect information on the specifics of the challenging behaviors such as how often it occurs, under what circumstances, etc.

# Trainer Guide: SESSION 9

## How to Support Individuals with Challenging Behaviors (cont.)

### Show Slide #8: Role of the DSP in Developing the Support Plan (cont.)

- “These nine steps are the steps we will be using as the process for the development of a plan to deal with challenging behavior. We will describe each of these steps in detail throughout this and the next session.”



## Developing a Positive Behavior Support Plan

### Show Slide #9: Steps for Developing a Positive Behavior Support Plan

- Review.



## How to Support Individuals with Challenging Behaviors

- Develop suggestions for replacement behaviors and activities.
- Implement the plan.
- Collect data on how the plan is working.
- Help inform the team on the success of the strategies in the plan.

As you can see, you are a critical team member and an important part of the plan's success. While you do not have to decide how to develop and implement the plan by yourself, it is important that you understand its components.

Let's begin by talking about what each phase of the plan might look like. Remember, you are not expected to develop the plan by yourself. You will be asked to collect information and data on the specific behavior and intervention strategies, but the decisions will be made by the team. The more information the team has about the individual and the challenging behavior, the more likely the success of the intervention strategies.

## Developing a Positive Behavior Support Plan

In the Year 1 session on Positive Behavior Support, we talked about several ways to look at behavior for all individuals living in the home. In this session we will talk about the information you will need to develop a Positive Behavior Support Plan.

Steps for developing a Behavior Support Plan include:

1. **Identify "Quality of Life"** areas that may be lacking and therefore contributing to behavior challenges. Figure out how to improve these areas in the individual's life; for example, add more opportunities for choice and variety, suggest meaningful activities based on preferences, or use a more person-centered planning process.
2. Identify and **define the challenging behavior(s)** by precisely defining exactly what the person does (kicks, throws objects, hits self with fist, etc.) and observing when the behavior occurs, how long the behavior lasts, how often it occurs, and how intense it is.
3. **Identify the antecedents** (behavioral "triggers" and other factors) that occur before the challenging behavior immediately.
4. **Identify other events** including medical issues, activity, environment, people present, time of day, etc., that may be influencing behavior.
5. **Identify the consequences** that happen after the behavior that may be reinforcing the challenging behavior. Remember, the reason that challenging behavior exists is because it is being reinforced by something. You want to find out what individuals are getting or avoiding through their challenging behaviors and give them a more appropriate strategy or skill to use that will still allow them to get their needs met.
6. **Identify learning characteristics** of the individual to know how the individual learns best. When you teach new skills and replacement behaviors you need to match your teaching style to the individual's learning style.

# Trainer Guide: SESSION 9

## Developing a Positive Behavior Support Plan (cont.)

### Show Slide #9: Developing a Positive Behavior Support Plan (cont.)

- This list is a process that is useful in developing a positive behavior support plan.
- We will now begin to cover each of these steps in detail.
- We will complete steps 1-5 in this session, and steps 6-9 in Session 10.



## Developing a Positive Behavior Support Plan (cont.)

7. Use the individual learning characteristics to **teach to the individual's strengths**. If an individual learns best by what he or she sees, then you should maximize your use of gestures, modeling, and visual cues like pictures and objects. If an individual learns best by actually doing an activity, you want to promote opportunities for participation in healthy routines to help the individual acquire new skills and behaviors to replace the challenging routines and behaviors.
8. **Identify possible reasons for the challenging behavior**. What is the individual getting or avoiding through their behavior? Develop a hypothesis or “best guess” as to why the behavior is happening and what the behavior is saying. Is it related to medical issues like pain, allergies, hunger, etc., or is the behavior a communication of wanting to get or avoid something?
9. **Identify replacement behaviors or skills that:**
  - Allow the individual to get their needs met in a more socially appropriate way.
  - Will “work” just as well as the challenging behavior.

*Mary looks at the steps in developing a plan and wonders how to use these steps to help Suzy adjust to the new home and feel comfortable and happy. The DSPs at Martha's Place have all worked on creating a positive environment at the home. They have also worked on supporting all of the individuals to have a good quality of life. Mary wonders how to positively support a new, unhappy resident. She knows she should develop a relationship with Suzy and try to understand why she is unhappy. Mary feels overwhelmed and doesn't know what to do.*

How do you begin to support a person with challenging behavior? Let's begin by looking at the previous list of steps in developing a support plan and break each of the items into some specific activities that can be used to develop an overall support system for individuals with challenging behavior.

All behavior has meaning and serves a need for the person. You need to do some detective work to find out the meaning (or purpose) of the behavior. We call this process functional assessment. Once you have a better understanding of why the behavior is occurring, you can identify and teach appropriate replacement skills as an alternative to the challenging behavior.

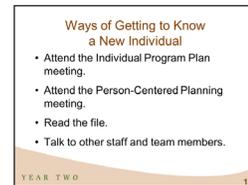
# Trainer Guide: SESSION 9

## Step 1: Examining Quality of Life Areas

- The following relates to a learning outcome and may appear on the quiz.  
*Outcome: Identify “Quality of Life” areas that may contribute to the individual’s challenging behavior.*
- Remember Session 11 in year one on Positive Behavior Support? The last part of that session was looking at an individual’s quality of life and included activities, questions and suggestions about how to address quality of life issues in all aspects of the individuals’ lives.
- The final session this year is all about Quality of Life and we will talk more specifically about how to improve an individual’s quality of life.
- We need to touch on the term again here as starting point for positive behavior support.

## Show Slide #10: Ways of Getting to Know a New Individual

- Review section.



## Step 1: Examining Quality of Life Areas

To begin the process of functional assessment, let's look at some important questions to help us figure out the meaning of the behavior and why it is happening.

To begin this process we will breakdown the steps for developing a Behavior Support Plan into some specific activities.

**Step 1. First, identify “Quality of Life” areas** that may be lacking and contributing to behavior challenges. Figure out how to improve these areas in the individual's life; that is, add more opportunities for choice and variety, suggest meaningful activities based on preferences, or use a more person-centered planning process.

One of the first steps in developing a behavior support plan is to look at an individual's quality of life areas. It is important to get to know the individual to figure out whether the quality of his or her life is enriching and encouraging to them.

Think about how you get to know any new person who comes into your life. You usually begin by talking to them and finding out about their life; for example, who is in their family, what kind of work they do, what kinds of things they like to do for fun, etc. You also spend time with the person doing activities you both enjoy and you watch and pay attention to the things they choose to do and say. You find out what they like and don't like, usually in a very informal way over time. How do you do this with a person who is not able to use words to tell you these things? Where would you start?

Ways of getting to know a new individual in your home:

- Attend the IPP meeting that is held before or immediately after the individual arrives.
- Attend the person-centered planning meeting to plan for a smooth transition into the new home.
- Read the file.
- Talk to other staff and team members to see what they observed or learned about the individual.

It is helpful to create a profile of the individual so all team members can give input and understand more about the individual. The profile could include information you might or might not readily find in the file but would be helpful for people supporting the individual to know in order to create a supportive and welcoming environment. Information about what the individual likes and dislikes, strengths and challenges, and any other information about the individual is helpful. This information is collected by all the team members and is done by:

- Observing the individual.
- Talking with other DSPs about their observations.
- Having discussions at the person-centered planning meeting and IPP meeting.
- Talking with family members and others who know the individual.

The following profile can help to organize the information for easy use and reference.

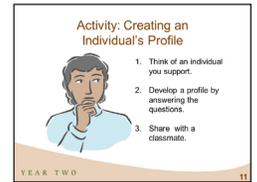
## Trainer Guide: SESSION 9

### Step 1: Examining Quality of Life Areas (cont.)

#### Activity: Think-Pair-Share: Creating An Individual's Profile

##### Show Slide #11: Activity: Think-Pair-Share: Creating An Individual's Profile

- Grouping: pairs.
- Read directions aloud to ensure understanding.
- Students should record only the first name of the individual for confidentiality purposes.
- After 5 minutes of individual work, have students get into pairs and discuss the profiles.
- Ask the students:
  - Did you have trouble answering the questions about the individual? Why?
  - Where could you go to get additional information about the individual?
- Using a form like this can help you better understand an individual. You can fill out the questions yourself as well as use it as an interview tool to question other DSPs, day program staff and even family members.
- Ask students how they might use this tool.



##### Show Slide #12: DSP TV, Scene 15: Quality of Life

- Click to play video.

##### Show Slide #13: Discussion

###### Answers:

1. Identify the quality of life issues.
  - **David does not have choices about his daily routine both recreational activity (TV) or when he does his laundry. What is important to him (watching a TV show) is not being respected by the DSP.**
2. How do they affect behavior?
  - **Missing something important in their life can be a cause of an individual's challenging behavior.**
3. What would you do differently?
  - **Arrange David's schedule so that he does not miss his favorite TV show.**



## Step 1: Examining Quality of Life Areas (cont.)

### ACTIVITY

#### Think-Pair-Share: Creating an Individual's Profile

**Directions:** *Think of an individual who you support. Develop a profile of the individual's characteristics, strengths, and needs based on input from the team members. Note when you do not have enough information about how to answer the questions. How would you get that information? Share about the profile with a classmate.*

##### **Profile of the Individual's Strengths and Needs**

Who is \_\_\_\_\_?

What does \_\_\_\_\_ like?

What are \_\_\_\_\_'s strengths (i.e., capabilities)?

What does \_\_\_\_\_ dislike?

What are \_\_\_\_\_'s challenges and needs?

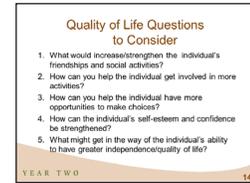
Having the same information in one place is helpful to those providing support and helps everyone get to know a great deal about the individual in a short period of time.

# Trainer Guide: SESSION 9

## Step 1: Examining Quality of Life Areas (cont.)

### Show Slide #14: Quality of Life Questions to Consider

- Review section.



## Step 1: Examining Quality of Life Areas (cont.)

### Quality of Life Questions to Consider

In Year 1, we discussed the quality of life of individuals and how important it is to consider these issues for all of the individuals you support. It is particularly important to consider the quality of life for individuals who exhibit challenging behavior. They may be trying to tell us that something about their life quality is missing or not acceptable.

It is helpful to consider these questions when developing a profile of an individual as it helps us think about things the individual likes and dislikes, and the ways that these likes could be included in their daily life.

1. What would increase or strengthen the individual's friendships and social activities?

2. How can you help the individual get involved in more activities in the individual's home, school, work, or community?

3. How can you help the individual have more opportunities to make choices, and more control over parts of his or her life?

4. How can the individual's self-esteem and confidence be strengthened?

5. What might get in the way of the individual's ability to have greater independence and a higher quality of life?

## Trainer Guide: SESSION 9

### Step 1: Examining Quality of Life Areas (cont.)

#### Individual Daily Schedule

- It can be helpful in analyzing an individual's challenging behavior to begin by looking at how they typically spend their time.
- This can be done in a formal way by using the Typical Daily Schedule on page S-10.
- You collect information about the things that the individual usually does from the time they get up until they go to work, school, day program or other daily activity. Then again from the time they arrive home until they go to bed.
- It is also helpful to note who the support provider is for each activity.
- This information will be helpful when looking at patterns of behavior and when they are most likely to occur.

## Step 1: Examining Quality of Life Areas (cont.)

### Individual Daily Schedule

Another way to get to know an individual is to look at how they spend their time. This can be done informally by watching and noticing what the individual does. When an individual has challenging behaviors and is clearly upset on an ongoing basis, a more formal look at their schedule might be a way to find out what they like and don't like to do. Writing down the typical daily schedule is a good way to gather this information.

The Typical Daily Schedule that follows is one way to record information about how an individual usually spends their day. You would record what the individual does from the time he or she gets up until they go to bed. Support providers complete the schedule by listing the time of day, activity the individual is

involved in, and what kind of support and who provides the support, if necessary, for each activity. Several days worth of schedules could be kept and then the information compiled to form a typical day schedule. At the bottom of the schedule is a place to record any changes that might occur on a weekend or an infrequent basis.

This information can be particularly helpful when looking at patterns of behavior to determine when, where, and under what circumstances a behavior occurs.

A completed example of a typical daily schedule follows. You will notice information about daily activities along with activities that occur less frequently.

# Trainer Guide: SESSION 9

## Step 1: Examining Quality of Life Areas (cont.)

### Activity: Individual Daily Schedule

#### Show Slide #15: Activity: Individual Daily Schedule

- Read directions aloud to ensure understanding.
- Ask for volunteers to share what they learned about Kevin from looking at his daily schedule.
- Discuss: After looking at Kevin’s daily schedule we can discuss any problem behaviors as ‘a specific action that prevents Kevin from doing a specific goal.’ What if Kevin yells and screams at the breakfast table and he does not get through with breakfast until 8:30 a.m.? What if Kevin refuses to take showers and he smells? What part of his schedule might be impacted?”



## Step 1: Examining Quality of Life Areas (cont.)

### ACTIVITY

#### Individual Daily Schedule

**Directions:** Look over the completed schedule for Kevin and think about whether it is like the schedule you might have at your facility. Then think about what you are able to learn about Kevin by looking at this schedule and share your thoughts with your classmate. A blank Individual Daily Schedule is available in Appendix 9-A on page S-32 for you to use in your facility.

#### Kevin's Daily Schedule

Time	Activity	Support Perrson
6:30 a.m.	Wake up housemates	Sally
7:00-8:00 a.m.	Breakfast and a.m. routine	Sally
8:00 a.m.	Take transit bus to work	
9:00 a.m.-1:30 p.m.	Work at Home Depot	Job coach
2:30 p.m.	Arrive home on transit bus	Jon
3:00-3:30 p.m.	Other housemates arrive home	Jon and Dan
3:30-5:00 p.m.	Home chores	Jon
5:00-6:00 p.m.	Free time	Dan
6:00-7:00 p.m.	Dinner	Jon and Dan
7:00-9:00 p.m. (M, W, Th, F)	Board games/social time	Jon and Dan with other housemates
7:00-9:30 p.m. (Tuesdays)	Community outing	Jon
9:30-11:00 p.m.	Relax/video games, etc.	Dan

#### **Weekend Schedule Changes:**

Kevin and other housemates sleep in and go on community outings both days.

# Trainer Guide: SESSION 9

## Step 2: Defining the Challenging Behavior

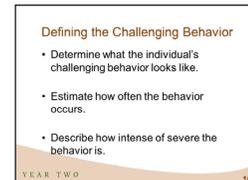
- We have completed Step 1 of developing a Positive Behavior Support Plan: Identify Quality of Life areas.
- Now we will move to Step 2: Identify and define the challenging behavior.
- The following relates to a learning outcome and may appear on the quiz.

*Outcome: Define the challenging behavior.*

- It is important to precisely describe what the individual does during the challenging behavior.

### Show Slide #16: Defining the Challenging Behavior

- Review.
- Provide examples.



## Step 2: Defining the Challenging Behavior

**Step 2.** Identify and **define the challenging behavior(s)** by precisely defining what the person does (kicks, throws objects, hits self with fist, etc.) and observing when the behavior occurs, how long the behavior lasts, how often it occurs, and how intense it is. (Later in this section we will discuss how you can use a scatter plot to look at how long the behavior lasts and when it occurs.)

Determining the communicative intent of the behavior is helpful in trying to define the behavior that the individual is using to tell us what is wrong. Clearly defining the behavior is also important when you begin to develop a plan for changing the behavior.

It is important that the target behavior be defined in clear terms that are observable and measurable. This means that you and others will know the behavior when you see it. When the behavior is clearly defined, it can be recorded as it happens and determined if it is improving or changing over time.

When defining the behavior, it is important to use words that are descriptive and that you can see.

Instead of saying the behavior is “acting out” you could say that the individual yells, hits, swings arms, and stomps feet, instead.

Instead of “gets upset” you could say that the individual cries, screams, clenches fists, and slams fist down.

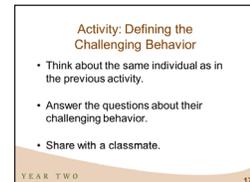
# Trainer Guide: SESSION 9

## Step 2: Defining the Challenging Behavior (cont.)

### Activity: Defining the Challenging Behavior

#### Show Slide #17: Activity: Defining the Challenging Behavior

- Read directions aloud to ensure understanding.
- After 5 minutes, ask students to share with their classmate.
- Ask for volunteers to discuss if the worksheet was helpful for defining the behavior.



## Step 2: Defining the Challenging Behavior (cont.)

### ACTIVITY

#### Defining the Challenging Behavior

**Directions:** Continue to think about the individual with challenging behavior that you have described in the previous activities. Answer the following questions about their challenging behavior to help you define the behavior that the individual exhibits. Write it on the worksheet. Turn to a classmate and describe.

.....  
*Determine what the individual's challenging behavior looks like.*

.....  
*Estimate how often the behavior occurs.*

.....  
*Describe how intense or severe the behavior is.*

.....  
*Determine what skills appear to be lacking.*

It is important that you be as clear as possible when defining the behavior, as it will be used in all of the next steps.

## Trainer Guide: SESSION 9

### Step 3: Identifying the Antecedents

- We have completed Steps 1 and 2, and now we will discuss Step 3: Identify the Antecedents.
- The following relates to a learning outcome and may appear on the quiz.

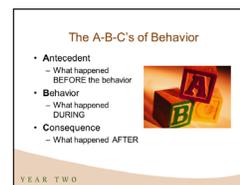
*Outcome: Identify and make sense of what happens right before the individual's challenging behavior.*

- **Antecedents** are factors that occur before a behavior that may set-off or “trigger” the behavior.
- The A-B-C data sheet is a useful tool to help to identify the behavior antecedents. See Appendix 9-B.
- A good way to identify antecedents is to use the A-B-C Data Sheet. This is a way to help us figure out what happens prior to the behavior that might be causing or “triggering” the behavior. This data sheet gives us good information on happens before, during and after the challenging behavior occurs.

### The A-B-C's of Behavior

#### Show Slide #18: The A-B-C's of Behavior

- **A-B-C data** is information about what happens before, during, and after a specific targeted behavior.
- **A-B-C Data Sheet** is a worksheet used to help analyze the challenging behavior.
- **A** is for the antecedent (far left column). This is where you list things that you think might have triggered the behavior. These can include:
  - Time of day
  - Place
  - People around
  - Activity occurring
  - Temperature or weather
  - Noise level
  - Other
- **B** is for behavior (middle column). Write down what the individual actually did in measurable and observable terms.
- **C** is for consequence, or what happened after the behavior occurred (right column). You would record:
  - What the individual did after the behavior.
  - Any consequences or outcomes of the behavior.



## Step 3: Identifying the Antecedents

**Step 3. Identify the antecedents** (behavioral “triggers” and other factors) that are present immediately before the challenging behavior occurs, including medical variables, activity, environment, people present, time of day, etc.

You can use an A-B-C observation data, scatter plot, or positive behavior support worksheet questions, which we will talk about later.

You also want to begin to figure out as much as you can about the challenging behavior such as how often it occurs, what happens before the behavior that might cause it, and what might be motivating the individual. Completing assessment tools (like A-B-C data sheets or scatter plots) can help you find out why the behavior is happening.

## The A-B-C's of Behavior

First, let's spend a few minutes talking about the A-B-Cs of behavior. Here is a simple tool that helps you to be aware of patterns in behavior(s) over time. It's called an A-B-C Data Sheet. **A-B-C data** is information about what happens before, during, and after a specific targeted behavior.

You will notice the A-B-C chart contains three columns: the first or far left column is for listing the **Antecedents** (what happens before the behavior), the middle column is for listing the **Behaviors**, and the last or far right column is for listing the **Consequences** (what happen after the behavior) of the behavior. Let's go into more detail about each section.

The “**A**” section stands for **Antecedents**, or what happens right before the behavior happens. This is where you would document time of day, the place where the behavior happened, what people were around, the activity, and anything else you noticed that may have triggered the behavior. **Behavior triggers** are things in the environment that cause a challenging behavior to occur.

The “**B**” section stands for the **Behavior**. In this section, write down what happened during the behavior; that is, what the individual actually did. This should be stated in measurable and observable terms.

The “**C**” section stands for **Consequences** or what happened after the behavior. Here is where you should record how individuals responded, what they did after the behavior, and any other consequences or outcomes that followed the behavior.

The A-B-C data sheet should be one of the first tools you use when confronted by challenging behavior. You can easily make your own A-B-C sheet on a piece of blank paper by simply dividing it into three sections. You can find blank A-B-C sheet on Appendix 9-B.

Remember that the more A-B-C data you have, the easier it is to identify patterns in the antecedents and consequences.

## Trainer Guide: SESSION 9

### A-B-C Data Sheet

- Direct students to the A-B-C Data Sheet on page S-14.
- Describe each column and what type of data you would put in each.
- Ask for examples of types of data for each column.
- Ask students if any of them have used a data sheet such as this.

### The A-B-C's of Behavior (cont.)

- Review section.

## A-B-C Data Sheet

<b>ANTECEDENT</b> <i>What happened BEFORE the Behavior</i>	<b>BEHAVIOR</b> <i>What happened DURING the Behavior</i>	<b>CONSEQUENCE</b> <i>What happened AFTER the Behavior</i>
<p><b>Things we can find out:</b></p> <ul style="list-style-type: none"> <li>• Identify <b>behavior triggers</b> or what sets off the behavior?</li> <li>• <b>When</b> is it more and less likely to occur?</li> <li>• <b>Where</b> is it more and less likely to occur?</li> <li>• <b>What activities</b> are most and least likely to promote the behavior?</li> <li>• Are medications or medical factors influencing the behavior?</li> <li>• What do people <b>do or say</b> that leads to a behavior?</li> </ul>	<p><b>Things we can find out:</b></p> <ul style="list-style-type: none"> <li>• What does the behavior look like?</li> <li>• What did the individual actually do?</li> <li>• How often does it happen?</li> <li>• How long does it last?</li> <li>• How severe was it?</li> <li>• Are we paying attention to decreases in or absence of typical behaviors also?</li> </ul>	<p><b>Things we can find out:</b></p> <ul style="list-style-type: none"> <li>• What is the payoff for the challenging behavior? (All challenging behavior is reinforced by something!)</li> <li>• What is the behavior saying to us?</li> <li>• What is the individual getting or avoiding through the behavior?</li> </ul>

### The A-B-C's of Behavior (cont.)

Recording this information on an “A-B-C” data sheet will help you to find patterns in antecedents and consequences so you can better understand why the behavior happens. When you look at antecedents, you can find out when behaviors are more and less likely to occur, where, with whom, and during which activities.

This A-B-C Data Sheet focuses on antecedents and consequences to the behavior over time. This tool should be

one of the first ones used when you are faced with a challenging behavior. When you record A-B-C data over a period of time, you should be able to see patterns in the antecedent data. These patterns should help identify the circumstances around the behavior:

- When?
- Where?
- With whom?

# Trainer Guide: SESSION 9

## The A-B-C's of Behavior (cont.)

### Antecedents

- Antecedents are things that occur prior to the behavior.
- These are often things that we can change to prevent the behavior from occurring.

### Show Slides #19 and #20: Examples of Antecedents

- Review.
- Ask for students to give examples of each type of antecedent.

### Show Slide #21: DSP TV, Scene 16: ABC's

- Click to play video.

### Show Slide #22: Discussion

#### Answers:

1. Identify the antecedent.

**Marisa turns back over the puzzle pieces that AJ has just turned over.**

2. Identify the behavior.

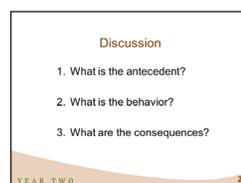
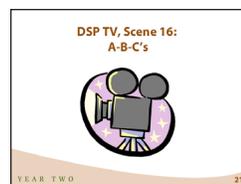
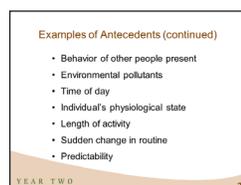
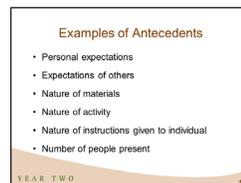
**A.J. pulls Marisa's hair.**

3. Identify the consequences.

**Marisa screams "OW." AJ and Marisa stop the activity. Darrel asks what is wrong and gets up from the desk.**

#### Additional discussion questions:

- What is Marisa's behavior communicating?
- How does Mike's behavior contribute toward AJ's?



## The A-B-C's of Behavior (cont.)

### Antecedents

This data should help you to identify some behavior triggers that are likely to lead to the challenging behavior.

**Behavior triggers** are things in the environment that set off a targeted behavior. Sometimes you find out that things you say or do may actually be triggers for an individual's behaviors. Once you figure this out, you can often change what you are doing or saying and actually see an improvement in the individual's behavior. Similarly, you should be able to find some patterns in the consequences by looking at the A-B-C data. It is important to find out what consequences usually follow a challenging behavior.

Examples of antecedents:

- **Personal expectations** are the expectations the individual has about the environment, what will be happening to him or her, and how predictable these events are; for example, when meals are usually served.
- **Expectations of others** about the individual; that is, what others assume they can or can't do. For example, I know if we try to go to an action movie, Jack will throw a fit. Individuals often live up or down to the expectations that others have of them. If we expect a person to display behavior challenges, they probably will!
- **Nature of materials** that are available to the individual. What is his or her reinforcement value and is it meaningful; for example, someone likes rock and roll music, but only country western is available.
- **Nature of the activity** in which the individual is engaged. How difficult is the activity for the individual? Is it something that the person likes or prefers? Is the activity functional and age appropriate?
- **Nature of the instructions given to the individual** refers to how clear and simply instructions are given. Are the instructions given the way the person learns or understands best (verbally, visually, through signed information or other ways)?
- **Number of people present** in the environment.
- **Behavior of other people present** can have a big influence on behavior, both good and bad.
- **Environmental pollutants** include noise, crowds, temperatures, and lighting.
- **Time of day when behaviors occur** or don't occur. You can use a scatter plot to help find patterns in behaviors; for example, when are behaviors most and least likely to occur?
- **Individual's physiological state** such as hunger, medication, seizures, pain, medical issues, and lack of sleep.
- **Length of activity** is the amount of time it takes to complete an activity. This can have a big influence on behavior. Sometimes, breaking down an activity into smaller parts can help.
- **Sudden change in routine** can act as a trigger for behaviors to occur.
- **Predictability** means that things happen in a certain, regular way.

It is important to pay attention to what happens before and after the behavior because it helps understand the relationship between a person's behavior and its antecedents and consequences. By paying attention to this relationship, you can do a better job of finding out what a person is saying through behavior and figure out an appropriate replacement behavior.

## Trainer Guide: SESSION 9

### Activity: Find the Behavior Triggers

#### Show Slide #23: Activity: Find the Behavior Triggers

- Read directions aloud to ensure understanding.

#### Answers:

##### Scenario 1

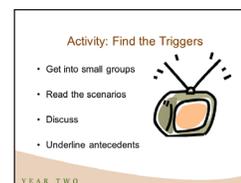
- Antecedent: Ramon's roommate saying "no" when Ramon told him he wanted to watch wrestling.

##### Scenario 2

- Antecedent: Staff came in and said, "Loretta, you need to do the dishes now."

##### Scenario 3

- Antecedent: DSP said, "It's time to leave and go to the bus stop."
- Ask students if they had any disagreements in their groups as to which statement to underline?
- Ask how they settled any disagreements.



## ACTIVITY

### Find the Behavior Triggers

**Directions:** *In small groups, read and discuss the following scenarios. Underline the possible antecedents (what happened before the behavior) that may be acting as a trigger.*

---

#### Scenario 1

*Time: 9:30 p.m.*

*Location: Ramon's room*

*Behavior: Scream/yell*

*Incident: Ramon's roommate was watching "Jeopardy" on television in their room. Ramon told his roommate that he wanted to watch wrestling instead. His roommate said "No." Ramon started to scream and yell profanities at his roommate. Staff came into the room and asked Ramon what was going on. Ramon said he wanted to watch wrestling. Staff told Ramon he could watch wrestling on the television in the living room. Ramon stopped screaming and watched wrestling in the living room.*

---

#### Scenario 2

*Time: 7 p.m.*

*Location: Loretta's room*

*Behavior: Bite self/scream*

*Incident: Loretta was sitting in her room listening to the radio. Staff came in and said, "Loretta, you need to do the dishes now." Loretta started to bite her arm and scream. Staff asked Loretta to take deep breaths until she calmed down.*

---

#### Scenario 3

*Time: 1:30 p.m.*

*Location: The Mall*

*Behavior: Throwing lunch pail*

*Incident: The DSP was supporting four individuals on a shopping trip to the mall. The DSP said, "It's time to leave and go to the bus stop." Jose threw his lunch pail across the store. Staff helped Jose to pick it up and then they left the store.*

# Trainer Guide: SESSION 9

## Scatter Plot

- The following relates to a learning outcome and may appear on the quiz.

*Outcome: Use a scatter plot to learn more about the individual's challenging behavior.*

## Show Slide #24: Scatter Plot

- Review.
- Scatter plot helps to define behavior based on how often it occurs and when it occurs.
- The person recording the information simply places an "X" in the square that corresponds to the time and date a challenging behavior occurs.
- Direct students to page S-18 as you describe the scatter plot.
- Describe each part of the scatter plot worksheet and have students point to the spot as you describe.
- Indicate that the numbers, which run across the top of the graph, correspond to the date of the month.
- The time along the left side of the graph correspond to the time of day that the behavior occurred. Help students to find the date and time and point to the corresponding box. Give them some examples to try and walk around as they point to the corresponding box.
- Indicate that they will place an "X" in a box as a behavior occurs, 1-2 times during the time period. If the behavior occurs more than three times during any one time period you will darken the whole square.
- After the data has been collected for 3-4 weeks, you can use the scatter plot to identify patterns of behavior.
- This data will help to determine if there are any particular antecedents occurring during that particular time period which may be setting off the behavior.
- Not all behaviors work well on a scatter plot. If a behavior is a high frequency behavior (occurs more that 10 times in an hour) then a scatter plot does not work well.



## Scatter Plot

The scatter plot is another way to look at and define behavior based on how often and when it occurs. This simple tool takes very little time and effort to complete. It was developed by Dr. Paul Tochette from the University of California, Irvine. It has squares representing 30-minute intervals from 6:00 a.m. through 10:00 p.m. for an entire month.

The person recording the data is asked to place an “X” in the square that corresponds to the time and date a challenging behavior occurs. If a behavior occurs more than three times in 30 minutes, darken the whole square.

After the data has been recorded for three to four weeks, use the scatter plot to identify patterns in behavior over time. This can help you identify when the behavior is more likely to occur, and then match those times and days to the activities, environments, task demands, people, and other events that may be triggering the behavior. It is also important to look for times when the behavior is least likely to occur so you can find out what things are working in the individual’s life.

Some behaviors work well with a scatter plot. These include: aggressive behavior toward others, tantrums and toileting accidents, ripping off clothing, or breaking or hitting things. The scatter plot is not as useful with very high frequency behaviors; for example, any behavior that occurs an average of 10 or more times an hour.

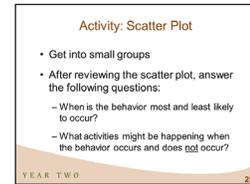
Let’s look at a scatter plot about Dennis. The behavior is taking clothes off in public. This data was not collected on the weekends, which is why there are no “X’s” in the two-day spots representing Saturdays and Sundays. Look for patterns when the behavior is most and least likely to occur. What questions would you ask of the staff that supports Dennis?

# Trainer Guide: SESSION 9

## Activity: Scatter Plot

### Show Slide #25: Activity: Scatter Plot

- Groupings: pairs.
- Read directions aloud to ensure understanding.
- Remind them that they are making some guesses about the behavior based on the data. Ask them to indicate where they might be able to find the answers to the questions they raise?



# ACTIVITY

## Scatter Plot

**Directions:** In your groups, spend about five minutes discussing the following questions based on the scatter plot:

1. When is the behavior most likely to occur?
2. When is the behavior least likely to occur?
3. What activities might be happening during the times that the behavior occurs?
4. What activities might be happening when the behavior does NOT occur?

Name: Dennis Bockman

Month/year: 9/15

Behavior Definition: Taking clothes off in public

Behavior did NOT occur     Behavior DID occur     Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
6:00-6:30am																							
6:30-7:00																							
7:00-7:30																							
7:30-8:00																							
8:00-8:30			x	x	x				x		x	x			x	x			x				
8:30-9:00	x	x	x	x	x			x	x			x				x	x	x					
9:00-9:30																							
9:30-10:00																							
10:00-10:30																							
10:30-11:00																							
11:00-11:30																							
11:30-12:00																							
12-12:30pm																							
12:30-1:00																							
1:00-1:30																							
1:30-2:00																							
2:00-2:30																							
2:30-3:00																							
3:00-3:30																							
3:30-4:00																							
4:00-4:30																							
4:30-5:00																							
5:00-5:30																							
5:30-6:00																							
6:00-6:30																							
6:30-7:00																							
7:00-7:30																							
7:30-8:00																							
8:00-8:30																							
8:30-9:00																							
9:00-9:30																							
9:30-1 0:00pm																							

## Trainer Guide: SESSION 9

### Scatter Plot (cont.)

#### Activity: Another Scatter Plot

Groupings: pairs.

Directions

- Direct students to the activity on the bottom of the page S-19.
- Instruct them that they will use the data on Kevin found on page S-20 to make up a scatter plot on the graph found on page S-21.

When they have finished, instruct students to refer back to Kevin's daily schedule found on page S-10 and the scatter plot they just completed on page S-21 to answer the questions on page S-22. They will use this information to make some "educated" guesses about the behavior.

## Scatter Plot (cont.)

Here are some of Dennis' patterns you should be able to identify:

- Behaviors happen most often between 8:00 a.m. and 9:30 a.m. What is happening during those times?
- Behaviors happen least often (not at all), between 9:30 a.m. and 11:00 a.m. What is working during these times?
- There also seems to be a higher likelihood of the behavior on every fifth day (Fridays).

- What questions would you ask staff members who support Dennis?

Again, you can see how so many different things influence behavior and how we might be able to support individuals in learning better ways of communicating by changing environmental triggers.

### ACTIVITY

#### Another Scatter Plot

**Directions:** Look at the schedule for Kevin that follows. It contains two weeks worth of data on Kevin's target behaviors of screaming and cussing. Use this information to plot his behaviors on the blank scatter plot on page S-21.

After plotting the behavior on the graph, refer back to Kevin's daily schedule on page S-10 to see what he is doing during the times he exhibited the target behavior. Look for patterns in Kevin's behavior when the behavior occurs the most and the least. Try to answer the following questions:

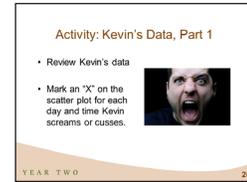
1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?
2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?
3. What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?
4. Why do you think Kevin has no problem behaviors during the weekends?
5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?

# Trainer Guide: SESSION 9

## Activity: Kevin's Data: Part 1

### Show Slide #26: Activity: Kevin's Data: Part 1

- Read directions aloud to ensure understanding.



## ACTIVITY

### Kevin's Data: Part 1

**Directions:** Review the two weeks of data below. Using the scatter plot that follows, mark an “X” under the appropriate time and date for every time Kevin screamed or cussed.

**When is Kevin more and less likely to scream or cuss, and why?**

<i><b>Date:</b></i>	<i><b>Time:</b></i>	<i><b>Activity/Behavior:</b></i>
9/5	6:31 am	Screamed
	6:35 am	Screamed
	3:20 pm	Cussed for five minutes
	6:50 pm	Screamed and cussed
9/6	6:35 am	Screamed
9/7	6:40 am	Screamed
	3:25 pm	Cussed for five minutes
	7:10 pm	Cussed and screamed
9/8	6:35 am	Screamed
	3:29 pm	Cussed for 10 minutes
	7:45 pm	Screamed and cussed
9/9	6:33 am	Screamed
	3:25 pm	Cussed
	7:05 pm	Screamed and cussed
9/12	6:32 am	Screamed
	3:25 pm	Cussed for five minutes
	6:35 pm	Screamed
9/13	6:32 am	Screamed
9/14	6:32 am	Screamed
	3:31 pm	Cussed
	6:44 pm	Screamed and cussed
9/15	6:31 am	Screamed and Yelled
	3:32 pm	Cussed
	7:45 pm	Scream and cussed
9/16	6:34 am	Screamed
	3:25 pm	Cussed
	7:20 pm	Scream and cussed

## Trainer Guide: SESSION 9

### Scatter Plot (cont.)

- This blank scatter plot will be used to plot the data on Kevin found on page S-20.

## Scatter Plot (cont.)

Name: \_\_\_\_\_ Month/year: \_\_\_\_\_

Behavior Definition: \_\_\_\_\_

Behavior did NOT occur  
  Behavior DID occur  
  Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
6:00-6:30am																										
6:30-7:00																										
7:00-7:30																										
7:30-8:00																										
8:00-8:30																										
8:30-9:0																										
9:00-9:30																										
9:30-10:00																										
10:00-10:30																										
10:30-11:00																										
11:00-11:30																										
11:30-12:00																										
12-12:30pm																										
12:30-1:00																										
1:00-1:30																										
1:30-2:00																										
2:00-2:30																										
2:30-3:00																										
3:00-3:30																										
3:30-4:00																										
4:00-4:30																										
4:30-5:00																										
5:00-5:30																										
5:30-6:00																										
6:00-6:30																										
6:30-7:00																										
7:00-7:30																										
7:30-8:00																										
8:00-8:30																										
8:30-9:00																										
9:00-9:30																										
9:30-10:00p																										

# Trainer Guide: SESSION 9

## Activity: Kevin's Data: Part 2

### Show Slide #27: Activity: Kevin's Data: Part 2

- Read directions aloud to ensure understanding.

#### Answers:

1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?

**Kevin has to wake up early on weekdays and gets to sleep in on weekends. Perhaps Kevin doesn't like to be rushed to get up and get ready. Perhaps Kevin needs more sleep during the week.**

2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?

**On Tuesdays, they go on a community outing. Perhaps Kevin enjoys doing things outside of the home and does not enjoy the evenings at home.**

3. What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?

**The group goes out into the community on the weekends but remain home during the weekdays. Perhaps Kevin has difficulty getting along with one or more of the people in the home.**

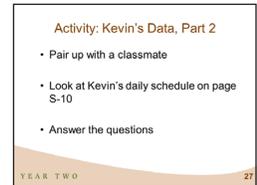
4. Why do you think Kevin has no problem behaviors during the weekend?

**His schedule is more relaxed on the weekend and he gets to go out into the community and do things he likes.**

5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?

**Look for other community outing possibilities during the week. Look at Kevin's bedtime and discuss the possibility of an earlier bedtime to help with morning routine. Look at the times he has outbursts to see if there is a person or event that is triggering the behavior. Allow more choices for Kevin about his free time. Perhaps there are other things he would like to do at home than the board games/social time. Look at transition times to see if Kevin has trouble moving from one activity to another. Perhaps a written or picture schedule that Kevin helps develop might help him to anticipate what is coming next.**

- Have groups discuss and then share back with the large group.
- Ask students what other questions they would ask of staff to further analyze Kevin's behavior patterns.



## ACTIVITY

### Kevin's Data: Part 2

**Directions:** Compare Kevin's daily schedule on page S-10 to the scatter plot. Identify patterns about when the target behavior is most and least likely to occur. Answer the following questions with a partner:

1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?
2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?
3. What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?
4. Why do you think Kevin has no problem behaviors during the weekends?
5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?

## Trainer Guide: SESSION 9

### Scatter Plot (cont.)

- An individual can also be taught to monitor his/her own behavior by using the scatter plot.
- The individual could then use it as a self-reminder of their behavior goal.

### Step 3: Identifying the Antecedents

- We have completed Step 3 of developing a Positive Behavior Support Plan: Identify the Antecedents.

### Step 4: Identify other events

- Now we will move to Step 4: Identify other events including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior.
- Review section.
- The following relates to a learning outcome and may appear on the quiz.

*Outcome: Identify and make sense of what happens right after the individual's challenging behavior.*

- We have completed Step 4: Identify Other Events.

### Step 5: Identifying the consequences

- Now we will move on to Step 5: Identify the Consequences.
- Review section.

## Scatter Plot (cont.)

It can also be very helpful to teach someone you support to monitor his or her own behavior. By using checks, an individual can see right away how they are doing. In other words, someone could use it as a self-reminder instead of needing a staff person to tell him or her.

### Step 4. Identify other events

including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior. Again, the A-B-C observation data, scatter plot, and worksheet can help.

Behaviors are strategies that individuals use to get their needs met. *All* behaviors mean something. When you observe behavior that is very different than usual for the person, you should look at possible medical reasons for the behavior first! You should work closely with doctors to find out if there is any medical basis for the behavior. Medication side effects can also influence behaviors. As we have discussed in previous sessions on medications and health, it is very important to note any change in behavior as a possible medical issue. Pay attention to decreases in or absence of typical behaviors.

The support team should work closely with physicians to monitor medications, possible side effects, and medical issues. Working with doctors, neurologists, psychiatrists, and other medical professionals is essential in assessing medical issues that influence behavior.

If there is a medical problem, once it is diagnosed and treated, challenging behavior issues will likely disappear. There will no longer be a need to communicate the symptoms of the illness through behavior.

### Step 5. Identify the consequences

that happen after the behavior that may be reinforcing (maintaining) the challenging behavior(s). Remember, the reason that challenging behavior exists is because it is being reinforced by something. You want to find out what individuals are getting or avoiding through their challenging behaviors and give them a more appropriate strategy or skill to use that will still allow them to get their needs met.

Finally on our A-B-C chart, let's look at things you find about consequences that may be maintaining the challenging behavior. What is the payoff for the problem behavior? Remember, every challenging behavior is being reinforced by something!

According to the rule of reinforcement, if a behavior continues to happen on a regular basis and/or increase over time, it is being reinforced, or paid off, by something, although you may not always know what it is. You can use our A-B-C data to help figure out what is reinforcing a behavior.

- What is the behavior saying to us?
- What is the person getting or avoiding through the behavior?

The “**C**” section stands for **Consequences**, or what happened after the behavior. Here is where you should record what people (staff and peers) did after the behavior and any other consequences or outcomes that came after the behavior.

When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to observe more for additional A-B-C data.

## Trainer Guide: SESSION 9

### Activity: Looking at What Happens After the Behavior

#### Show Slide #28: Activity: Looking at What Happens After the Behavior

- Groupings: small groups.
- Read directions aloud to ensure understanding.
- Review answers as a class.

#### Answers:

##### Scenario 1

*Consequence: ice cream bar and attention from staff*

##### Scenario 2

*Consequence: getting out of the chores that he doesn't like.*



## ACTIVITY

### Looking at What Happens After the Behavior

**Directions:** *Break into small groups. Read through the scenario and underline the possible consequences for (or what happens after) the behavior. When you finish, discuss with your group.*

.....

#### **Scenario 1**

*Jessie, who cannot see very well, was walking to the mailbox and fell over a branch on the path. Staff ran to him and asked if everything was okay. Jessie said “yes” and returned to the house.*

*The next day Jessie was knocked over by a neighbor’s dog and began to cry. Staff again ran out, but this time brought an ice cream bar. Jessie ate the ice cream and said, “Thank you” to the staff.*

*The next day, Jessie fell in the hallway and immediately began crying even though no visible sign of injury was noticed. Staff asked Jessie if everything was okay and Jessie asked for an ice cream bar and the staff brought one immediately. Jessie has been falling down and crying a lot more these past few days than in the past.*

**What do you think that Jessie is either getting or avoiding from her behavior?**

.....

#### **Scenario 2**

*Each day staff spends a lot of time trying to get Chris to finish his assigned chores. His chores include making his bed each morning, setting the table for dinner, folding his laundry, and vacuuming his room. If the weather is nice, Chris is also responsible for watering the garden and filling the bird feeders.*

*The only chores Chris seems to do without a problem are the outdoor chores. He spends more than an hour each afternoon watering and filling the bird feeders. He does not do any of his other chores without throwing things.*

*Yesterday, a new morning staff told Chris that if his bed were made fast enough there would be time to water the garden in the morning before work. Chris made the bed in two minutes. In the afternoon, Chris folded the laundry without any argument after being told that the flowerbed needed special attention as soon as his regular chores are done.*

*Today, when Chris was asked to set the table, he threw the silverware across the kitchen.*

**What do you think that Chris is either getting or avoiding from his behavior?**

## Trainer Guide: SESSION 9

### **Activity: Identifying Possible Consequences for Challenging Behaviors**

#### **Show Slide #29: Activity: Identifying Possible Consequences for Challenging Behaviors**

- Groupings: small groups.
- Read directions aloud to ensure understanding.
- Review answers as a class.

#### **Answers:**

2:00 p.m.

**Consequence: Crystal gets her way.**

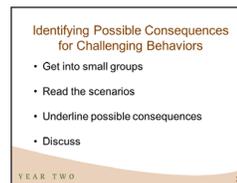
4:00 p.m.

**Consequence: Pat got her way and got the attention of the staff.**

5:30 p.m.

**Consequence: got out of having to do her chore and was left alone.**

- Review section.
- Remember: All behaviors are being reinforced in some way.
- The Consequence section (C) of your A-B-C data may show that a individual's behavior is followed by avoiding a task or activity, getting a social interaction from someone, or getting food, drink, money, or other tangible item.
- When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to do more observations to get more A-B-C data.



## ACTIVITY

### Identifying Possible Consequences for Challenging Behaviors

**Directions:** *In small groups, read and discuss the following scenarios. Underline the possible consequences (what happened after) that may be maintaining or reinforcing the challenging behavior.*

#### **Scenario 1**

**Time:** 2:00 p.m. Sunday

**Location:** Living Room

**Behavior:** *Crystal interrupts roommates and refuses to discuss choices she doesn't like.*

**Incident:** *Three roommates were deciding on the weekly menu in order to plan the shopping and cooking schedules. Two of them suggested spaghetti for Tuesday. Crystal loudly said, "No way, we are having fish and chips!" One roommate quietly said, "But..." and Crystal interrupted loudly, "That is the way it is going to be!" The other two roommates both said okay softly.*

#### **Scenario 2**

**Time:** 4:00 p.m.

**Location:** Van driving to store

**Behavior:** *Hitting window with fist*

**Incident:** *Pat is in the van with staff driving to the store. The staff was talking to another person in the van. Pat began waving and gesturing at the radio. The staff ignored her. Pat began to hit the van window with her fist. The staff said, "O.K., Pat, I'll turn the radio on." Pat calmed down.*

#### **Scenario 3**

**Time:** 5:30 p.m.

**Location:** Family Room

**Behavior:** *Hitting others*

**Incident:** *Sally was playing with a hand held video game. Staff asked her to turn the game off and set the table. Sally continued to play. Staff went to Sally and asked her again to turn the game off. Sally hit the staff on the arm. Staff left Sally alone until she calmed down.*

When you record A-B-C data on one or more specific behaviors over a period of several weeks to a month, you should be able to see that some antecedents are the same or similar. By looking for patterns in the antecedent data you should be able to find out when, where, and with whom the behavior is more and less likely to happen. This also helps you to identify some behavior triggers that are likely to lead to a challenging behavior. Sometimes you find out things you say or do may actually be triggers for an individual's behaviors.

Once you figure this out, you can often change what you do or say and actually see an improvement in the individual's behavior.

**Remember:** All behaviors are being reinforced (or rewarded) in some way. This includes challenging behavior. The Consequence section (C) of your A-B-C data may show that a individual's behavior is followed by avoiding a task or activity, getting a social interaction from someone, or getting food, drink, money, or other tangible item.

*When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to do more observations to get more A-B-C data.*

# Trainer Guide: SESSION 9

## A-B-C Data Sheets

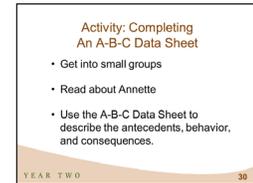
- The following relates to a learning outcome and may appear on the quiz.

*Outcome: Use an A-B-C data sheet to learn more about the individual's challenging behavior.*

## Activity: Completing An A-B-C Data Sheet

### Show Slide #30: Activity: Completing An A-B-C Data Sheet

- Groupings: small groups.
- Read directions aloud to ensure understanding.
- Review answers as a class.



### Answers:

1. **Antecedents: people not paying attention to Annette**  
**Consequences: she gets attention, praise, ignored**
2. **Consequences: getting positive attention, compliments, kiss**
3. **She is getting positive attention and reassurance.**
4. **Try to give attention and positive reassurance at other times when she is not asking for it**

## A-B-C Data Sheets

The following scenario is for you to practice completing an A-B-C data sheet. Work in small groups and read and discuss the scenario. Then work on

completing the A-B-C data sheet for the individual. Discuss the process after you are finished.

### ACTIVITY

#### Completing An A-B-C Data Sheet

**Directions:** After you have broken into groups, read the following observations of Annette. When you are finished, use the A-B-C data sheet that follows to describe what you read. In the Antecedent section, write down the antecedent events that happened before (that preceded) Annette's behavior. In the Behavior section, write down Annette's actual behavior (what did she say or do?). In the Consequence section, write down the consequences that happened after the behaviors occurred and what other people said or did.

#### **Annette**

Father is late for work and he is rushing Annette to her bus, which she takes to her day program. Annette says, "Nobody likes Annette." Her father stops and says, "Of course we like you; you're a good girl," and kisses Annette on the cheek as she gets on the bus.

Annette and some of her classmates go to the grocery store with a staff person. Annette has finished her shopping and approaches the staff person. She tells Annette, "Go look at some magazines until everyone else is finished shopping." Annette replies, "Everyone hates Annette. She's no good." The staff member says, "Stop it, Annette, or you'll have to go to the van." Annette continues to say negative statements about herself and the staff member ignores her.

Annette is sitting with some other students at school in the cafeteria. All the students, except for Annette, are talking with each other for several minutes. All of a sudden, Annette says, "Annette's bad." One of the students says, "It's okay, Annette, you're all right," while another student says, "Just ignore her. She's always saying stuff like that."

Questions to discuss:

1. What are some **antecedents** you noticed? What are some **consequences** you noticed?
2. What are some consequences that may be maintaining her behavior?
3. What do you think Annette is getting or avoiding through her behavior?
4. Using a positive approach, what strategies would you suggest to her support team?

**Trainer Guide: SESSION 9**

**A-B-C Data Sheet (cont.)**

## A-B-C Data Sheet (cont.)

**ANTECEDENT**  
*What happened  
BEFORE  
the Behavior*

*Time of day, location  
or environment, who  
was around, what was  
happening, task or  
activity, etc.*

**BEHAVIOR**  
*What happened  
DURING  
the Behavior*

*Describe the behavior.*

**CONSEQUENCE**  
*What happened  
AFTER  
the Behavior*

*What was the response from  
people or the environment,  
what did others say or do,  
other consequences?*

# Trainer Guide: SESSION 9

## Review

We have gone through the first five steps of developing a positive behavior support plan including:

1. **Identifying “Quality of Life”** areas.
2. Identifying and **defining the challenging behavior(s)**.
3. **Identifying the antecedents** (behavioral “triggers” and other factors) that occur before the behavior.
4. **Identifying other events** including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior.
5. **Identifying the consequences** that happen after the behavior that may be reinforcing (maintaining) the challenging behavior.

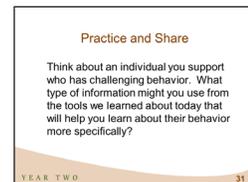
## Summary

- Ask students to turn back to the **‘What Do You Want To Know?’** activity at the beginning of the session.
- Give students 5 minutes to think about what they learned and answer the third question.
- Ask for volunteers to share their answers.

## Practice and Share

### Show Slide #31: Practice and Share

- Direct students to Practice and Share directions.
- Read the directions and make sure students understand the assignment.



## Review

In this session you have learned about several different ways to define and analyze challenging behavior. You have learned how to define a behavior into terms that are observable and measurable. You have learned how to use two tools to help analyze the behavior and pinpoint where and when it occurs.

We have gone through the first five steps of developing a positive behavior support plan including:

1. **Identifying “Quality of Life”** areas.
2. Identifying and **defining the challenging behavior(s)**.
3. **Identifying the antecedents** (behavioral “triggers” and other factors) that occur before the challenging behavior.

4. **Identifying other events** including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior.
5. **Identifying the consequences** that happen after the behavior that may be reinforcing (maintaining) the challenging behavior(s).

In the next session, we will complete the next four steps in the development of the Positive Behavior Support Plan and learn how to teach replacement behaviors and activities that are useful in decreasing the challenging behavior and increasing appropriate behaviors.

## PRACTICE AND SHARE

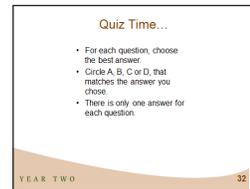
Think about one of the individuals you support who has challenging behaviors. What type of information might you use from the tools we learned about today that will help you learn about their behavior more specifically.

# Trainer Guide: SESSION 9

## Quiz: Positive Behavior Support: Part 1

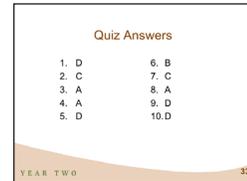
### Show Slide #32: Quiz Time

- Give students 20 minutes to take the quiz.



### Show Slide #33: Quiz Answers

- Discuss questions and answers as a class.
- Remind students to mark the correct answers so they can use the corrected quizzes as a study guide for the test after training.



Answers:

1. D
2. C
3. A
4. A
5. D
6. B
7. C

### Positive Behavior Supports, Part 1

Questions 1-3 are about the following scenario:

**Scenario:** *Carlos does not like listening to music. His roommate, Richard, likes listening to country music. This afternoon, Richard turned on the radio to his favorite country music station. Carlos started yelling and waving his fists. Richard turned the radio off.*

1. **What is the *antecedent* in the scenario?**
  - A) Richard turns the radio off
  - B) Carlos yells and waves his fists
  - C) Richard likes country music
  - D) Richard turns the radio on
2. **What is the *target behavior* in the scenario?**
  - A) Richard likes country music
  - B) Richard turns the radio off
  - C) Carlos yells and waves his fists
  - D) Richard turns the radio on
3. **What is the *consequence* in the scenario?**
  - A) Richard turns the radio off
  - B) Carlos yells and waves his fists
  - C) Richard turns the radio on
  - D) Richard likes country music
4. **What is one role of the DSP in developing and implementing a behavior support plan?**
  - A) Collecting information about an individual's daily activities
  - B) Keeping the behavior support plan safe
  - C) Punishing an individual who has challenging behavior
  - D) Writing the entire behavior support plan
5. **What “quality of life” areas may promote support of the individual’s positive behavior?**
  - A) The individual does the same routine and has no variety of activities
  - B) The individual has no choice about how they spend their time
  - C) The DSP chooses what the individual does each day
  - D) The individual has opportunities to choose from a variety of meaningful activities
6. **When defining a challenging behavior, it is important to:**
  - A) Describe what happens after the behavior occurs
  - B) Describe what happens while the behavior occurs
  - C) Describe what happens before the behavior occurs
  - D) Describe what other people do after the behavior occurs
7. **Why is it important to know how DSPs and other people react to an individual’s challenging behavior?**
  - A) Because DSPs should tell individuals what they should be doing instead of the challenging behavior
  - B) Because other people know how to stop that behavior
  - C) Because challenging behavior is usually reinforced by other people's behavior
  - D) Because DSPs should ignore the individual when the challenging behavior occurs

## Trainer Guide: SESSION 9

### Quiz: Positive Behavior Support: Part 1 (cont.)

8. A

9. D

10. D

**End of Session 9**

- 8. Describing what happens before challenging behavior occurs helps the DSP:**
- A) Identify other events that may influence the behavior
  - B) Identify specific consequences of the behavior
  - C) Learn about the people who are present
  - D) Learn how to communicate with the individual
- 9. When using a scatter plot, the DSP should:**
- A) Record what happens after the challenging behavior occurs
  - B) Describe what the behavior looks like
  - C) Record what happens before the challenging behavior occurs
  - D) Record how often and at what time the challenging behavior occurs
- 10. The A-B-C Data Sheet includes information about:**
- A) Quality of life areas that may contribute to the challenging behavior
  - B) The number of times the challenging behavior occurs each day
  - C) What the individual does when punished for the challenging behavior
  - D) What happened before, during, and after the challenging behavior occurred

# Appendices





## Appendix 9B A-B-C Data Sheet

**ANTECEDENT**  
*What happened  
BEFORE  
the Behavior*

*Time of day, location  
or environment, who  
was around, what was  
happening, task or  
activity, etc.*

**BEHAVIOR**  
*What happened  
DURING  
the Behavior*

*Describe the behavior.*

**CONSEQUENCE**  
*What happened  
AFTER  
the Behavior*

*What was the response from  
people or the environment,  
what did others say or do,  
other consequences?*

## Appendix 9-C Scatter Plot

Name: \_\_\_\_\_ Month/year: \_\_\_\_\_

Behavior Definition: \_\_\_\_\_

Behavior did NOT occur     Behavior DID occur     Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
6:00-6:30am																							
6:30-7:00																							
7:00-7:30																							
7:30-8:00																							
8:00-8:30																							
8:30-9:0																							
9:00-9:30																							
9:30-10:00																							
10:00-10:30																							
10:30-11:00																							
11:00-11:30																							
11:30-12:00																							
12-12:30pm																							
12:30-1:00																							
1:00-1:30																							
1:30-2:00																							
2:00-2:30																							
2:30-3:00																							
3:00-3:30																							
3:30-4:00																							
4:00-4:30																							
4:30-5:00																							
5:00-5:30																							
5:30-6:00																							
6:00-6:30																							
6:30-7:00																							
7:00-7:30																							
7:30-8:00																							
8:00-8:30																							
8:30-9:00																							
9:00-9:30																							
9:30-10:00p																							