

Trainer's Guide

For Module: **Understanding and Addressing Behavior**

Table of Contents:

A Letter to Our Trainers	2
About this Module	4
Learning goals	4
Before, during and after the training	4
About the materials	5
Monitoring and supporting trainees	7
Slides Information	8
Welcome activities	8
Section 1: Thinking about behavior	8
Section 2: Preventing and responding to behavior	13
Closing activities	19
Toolkit Information	20
Flipbook	20
Toolkit Pages	20
Trainer Resources	21
Tips for Trainers	21
Group Activity (slide #31) ABC Scenarios	22
Group Activity (slide #105) Prevention, Intervention, Consequence Scenarios	25

A Letter to Our Trainers

Dear DSI Master Trainer,

We are so glad you are here! Your experience and leadership are so important as we kickoff this Training of Trainers module, focused on ‘Understanding and Addressing Behavior’. First of all, thank you so much for being part of this process. We know that not only will the participants learn from you, the DSI team will also learn from you as we continue to partner in this work together.

Before we start with the training, let’s look at the overall goals and values. These principles were key to creating the training model and content itself, and we hope that you will work to pass them on too. At DSI and as part of this training, we believe that:

- Disability rights are human rights.
- Children with disabilities have the right to learn and are able to learn.
- People with disabilities are important members of society.
- Local changemakers are integral to creating positive and lasting change.

As Master Trainers, we ask that you lay aside any biases about people with disabilities, and we ask and expect the same of the people you are training. You will be in a position to share knowledge, ideas, and creativity, as well as make an impression on the educators who will receive the training - and ultimately this culture will impact the very people we are here for in the first place: students and people with disabilities!

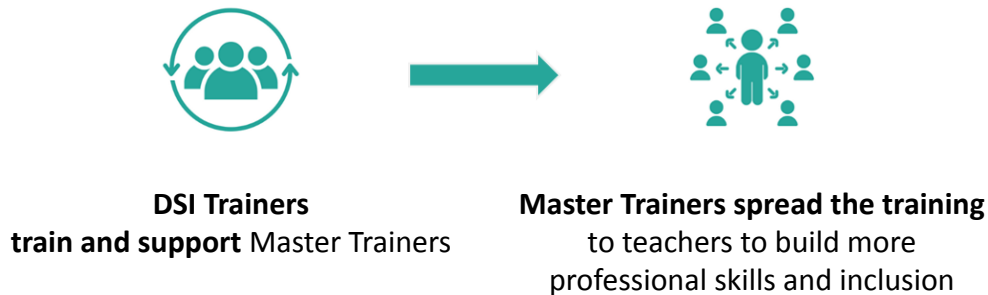
A sense of possibility and inclusivity starts with you. Thank you again for being an important part of this mission work with us.

With gratitude,
The DSI Team

Your Impact as a Trainer

We believe in you. And we are ready to help continue supporting your professional growth and work as a trainer too.

Our Training of Trainer (TOT) approach:



And your work has great impact! Since introducing the pilot module ‘Helping Children with Disabilities Learn’ in 2021, over 450 teachers (in the 18 months following) have also received training thanks to the ongoing work of you, our first Master Trainer cohort!

Other points of progress and positive effects of this training work so far:

- Monitoring and evaluation information indicates:
 - Increased knowledge, skills, abilities, and confidence of teachers, trainers, and other inclusive education sector personnel,
 - Dissemination of pilot content information and resources, especially the flipbook,
 - Continued commitment of project partners and team members,
 - More focus on aligning, collaborating, and promoting nationwide efforts,
 - Feedback and clarification of ways to improve future modules,
 - Identification of ongoing needs including more content, especially on behavior, (this module) and communication, and more continuous coaching and technical support between trainings.
- DSI was selected to present on this training approach and pilot work at the 2022 International Association of Special Education (IASE) conference in Vietnam.
- DSI and NISE have formalized a 3-year partnership agreement (2023-2026) to continue supporting the development of inclusive education teacher training programming nationwide.

About this Module

Learning goals

The module's **main goals** are to:

- Learn to think critically about the purpose of behavior.
- Be able to apply skills and knowledge to plan and respond effectively to help children with disabilities who are having challenging behavior in the school and other environments.

Content included in this module:	
<ul style="list-style-type: none">● The purpose of behavior● A = Antecedents● B = Behavior● C = Consequences	<ul style="list-style-type: none">● Prevention strategies● Interventions● Effective consequences● Creating a behavior plan

The **main objectives** of this module are to:

- Understand the purpose of behavior
- Think critically about 'why' behaviors are occurring and plan 'what to do'
- Learn information and build skills for preventing, intervening, and responding
- Understand the importance of also focusing on positive behavior

We will know that trainees have gained this information & skills by:

- Comparing survey information gathered before and after the training session(s)
- Observing and talking to trainees working with children with disabilities

Before, during and after the training

Before the training:

- Communicate and plan with your identified trainee group.
- Collect information about your trainee's prior knowledge and skills about this content module
- Learn about any accommodations needed for trainees so you can make sure to create an accessible and inclusive training space!
- Review your plan and the training content.

- Gather all training materials needed for you and all participants. The flipbook and all toolkit resources may be copied and shared with trainees. Copies of the slides may also be shared.

On training days:

At the start:

- Take attendance.
- Welcome participants. Take time for introductions, a welcome activity or game, set the schedule and group training agreements.

Throughout the training time:

- Make sure trainees are included, understand and able to access all parts of the training.
- Encourage trainees to share examples, ask questions, and think about ways they will implement what they are learning.

As the training concludes:

- Encourage trainees to plan for how they will use the training information.
- Get feedback from trainees about the training.

After the training:

Within 1 week of completing the training:

- Complete the 'Tell us about your training work!' online form. Please complete this form every time you carry out a training, using part or all of this module.



Tell us about your training work!

← Scan to go to the form now or access at: www.tinyurl.com/3rvkawmh

3-12 months after the training:

- Monitor and support trainees to encourage and track their professional growth.
- Report back to DSI to help with ongoing monitoring and evaluation, to give feedback, and to help us plan future training and support for you and others.





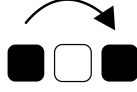
About the materials

This module contains three parts:

1. The Trainer's Guide (this resource)
2. The Slides
3. The Toolkit

The Trainer’s Guide (this resource): This resource provides key information about the content of this module to assist you, the Master Trainer, as you train other teachers.

The Slides: The corresponding slide deck that can be used alongside the content information in this guide during training (as technology allows). This icon key is used in the slides and trainer’s guide to help explain the content and training activities:

Icon Key				
Key Message 	Group Activity 	Think & Share 	Toolkit Resource 	Optional Activity 

The Toolkit: The toolkit contains highly tangible, user-friendly, quick access resources to supplement the training and support trainers and trainees who are putting the training into practice. All toolkit resources may be copied and shared to raise awareness and help others learn more too!

This modules toolkit contains:

1. The Flipbook
2. The ABC Process
3. Prevention Strategies
4. Intervention Strategies
5. Effective Consequences

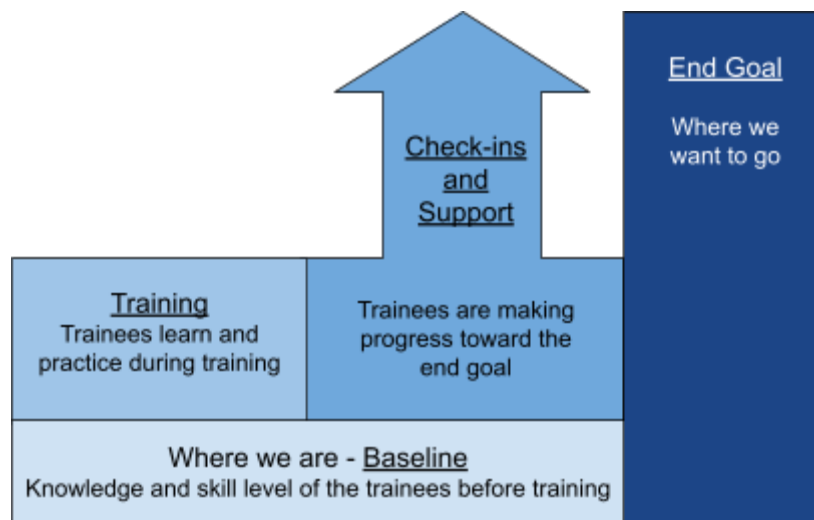
*See the section on ‘Slides Information’ and ‘Toolkit Information’ for more details.

Monitoring and supporting trainees

Evaluation is an important aspect of any activity. In the classroom, teachers use many tools and activities to check for understanding and evaluate a student’s progress. DSI has developed tools and activities that are used to evaluate different aspects of the training program. As a Master Trainer, we will ask for your input at different times (using tools including surveys and check-in questions). Your input helps us continue learning and planning future trainings, gather information to seek funding to continue and grow this work together, and know how to best support you and others.

Evaluation tools and activities are not tests and your individual honest answers are important. If things are going well, we want to know that! If things are not going well, that is important information for us to know too, so we know how to respond in the short term and better prepare for the future. The purpose is to understand where we want to go (end goals) and where we are now (baseline) so we can plan how to reach our goals. We know that, like students, all professionals need practice, and ongoing support to continue growing in their knowledge, skills, and abilities.

The Evaluation Process:



We want to help you support your teacher trainees and monitor their progress and professional development as well. Specific monitoring and evaluation tools (as well as information about who uses these tools, how, and when) have been drafted by the DSI team. As a Master Trainer team, we will continue to plan for this and share these resources in addition to this Trainer’s Guide. If you or your organization feel ready and would like more information about this at any point, please let us know.

Slides Information

How to use this section: This section contains key information to share with trainees while using the module slides, including the main focus, key points, and directions for training activities.

Welcome activities

Main focus: Welcome trainees and set expectations (slides #1-4)

Possible welcome activities:

- Complete pre-training survey, if not completed prior to training day.
- Do introductions, and a welcome activity or game.
- Set group agreements.
- Review the training goals, expectations, and content that will be covered.

Section 1: Thinking about behavior

Section topics:

1. The purpose of behavior
2. A = Antecedents
3. B = Behavior
4. C = Consequences

Section overview: The first half of this training module focuses on learning how to think about behavior. **It is tempting to skip this part, because we want to quickly find strategies to help fix challenging behavior, but this part is very important!** We need to know how to analyze what is occurring right now, so we know how to make the best plan and choose the correct strategies that change the challenging behavior and help the child and those around them.



Section 1 key messages:

- Behavior has purpose. It is a form of communication.
- Children with disabilities often learn differently and have different behavioral needs and struggles. Similar to other areas of learning, sometimes children with disabilities need additional learning support with their behavior.

- If we want to help change a child’s behavior, it is very important to first try to understand why the behavior is happening.
- We can think about ABC: Antecedents = what happens before, Behavior = the child’s behavior, & Consequences = what happens after.

The purpose of behavior

Key points (slides #5-7)

- Behavior is everything that we do, both appropriate and challenging.
- Behavior includes our words, actions, and even our inaction.
- Behaviors have a reason and is a way of communicating. It often means there is a need, or the child is trying to get something or get away from something.
- Sometimes behaviors are bad or challenging, but we should not label someone by their difficulties. The child is not bad, it is their behavior. Remember the child is trying to communicate and may need help to learn different ways to communicate or react.

Key points (slides #8-10)

- Children with disabilities often need additional help to learn appropriate behavior. This is very common because they sometimes have difficulty with social, emotional, communication, and other related skills.
- If we want to help change a child’s behavior, it is very important to first try to understand WHY the behavior is happening. This is similar to the way a doctor trying to diagnose a patient or a detective tries to solve a mystery.
- To think about behavior, we can use the ABCs of behavior. This method allows us a way to think individually, with others who know the child, and as we interact and observe their needs and challenges and plan for their learning.

A - Antecedent (before the behavior)

Key points (slides #11-14)

- The A is the English word ‘antecedent’. It means what happens before the behavior.
- Many times, what happens in the time shortly before the behavior happens helps us to think about why it happens.
- We should ask two important questions: What happened? What was their emotion?
- We may not always know exactly, but it is important to try to determine the ‘A’ so we can try to prevent or prepare for the behavior to happen.



Slide #13 Flipbook page - *Some examples of ‘A’ are...*

- Review the 'A' examples listed. Make sure to emphasize that these are only a few examples. As appropriate, you may discuss more examples with your group too.

Key points (slides #15-18)

- There are some other related concepts to think about that often relate to the 'A'. It is helpful to know and think about these when working with children with different disabilities. They are:
 - Developmental age. For example: A child with Down Syndrome is 10 years old, but their skills and abilities are more similar to a child who is 5 years old.
 - Processing time. For example: You say to a child with an intellectual disability, 'go pick up your backpack'. They do not seem to acknowledge what you said but after 2 minutes they go and pick up their backpack.
 - Latency. For example: You know from previous experiences a child with autism doesn't like loud noises. A short loud siren is heard. 10 minutes later, the siren has stopped but the child yells and gets upset now.
 - Maslow's Hierarchy of Needs. For example: A child comes to school and has not had any food to eat. They are upset and hungry. They are not ready to learn yet, because this important physical need must be met first.

B - Behavior (during the behavior)

Key points (slides #19-24)

- The B is the English word 'behavior'. This is what happens during and focuses on the child's actual actions.
- It is important to focus on only one behavior at a time. Usually it is best to focus on the most concerning and challenging behavior first, because it is negatively affecting them and others around them.
- Working together with others who also know the child, make sure everyone has time to share and describe the concerning behavior. This helps everyone who is involved and experiences the behavior and is trying to help the child.



Slide #22 Flipbook page - *Some examples of 'B' are...*

- Review the 'B' examples listed in the flipbook. Highlight any examples already shared and offer explanations of other examples included on the flipbook page.



Slide #23 Group Activity (in pairs) - *What are some examples of both appropriate behaviors and challenging behaviors?*

- Split trainees into pairs. Assign each pair a specific school or life setting (classroom, playground, restaurant, market, bathroom, home, on a moto, etc) and then give pairs time to create a list of appropriate behaviors and challenging behaviors for that specific setting.
 - Example 1: In a classroom - An appropriate behavior is following directions. A challenging behavior is ripping up papers.
 - Example 2: Riding on a moto - An appropriate behavior is wearing a helmet. A challenging behavior is trying to jump off the moto when it's moving.
- Once everyone has a few different examples, pairs then take turns sharing the behaviors they have identified. During sharing time, make sure to highlight how some behaviors are appropriate in some settings and challenging in other settings. For example, running is appropriate on the playground and not in a classroom or riding on a moto.



Slide #24 Group Sharing - *What examples of "A" can you think of?*

- Working in the same pairs as the previous activity, trainees now discuss and write possible antecedents and linked emotion for why that behavior might have occurred in the given setting. Remind trainees that this is what may have happened before the behavior and that there are no wrong answers in this activity.
 - Example 1: In a classroom - An appropriate behavior is following directions. A possible 'A' is that the teacher gave verbal directions to 'go get your book' and the child's emotion was calm. A challenging behavior is ripping up papers. A possible 'A' is the teacher handing the child a piece of paper and the child's emotion was 'frustrated'.
 - Example 2: Riding on a moto - An appropriate behavior is wearing a helmet. A possible 'A' is mom helped the child put on their helmet and the child's emotion was 'excited' to go. A challenging behavior is trying to jump off the moto when it's moving. A possible 'A' is the child saw something they were interested in and their emotion was 'curious'.

C - Consequences (after the behavior)

Key points (slides #25-30)

- The C is the English word ‘consequences’. It means what happens after the behavior, including the actions of the child and also those around them.
- How you respond to the behavior is very important. Your response will help determine if the behavior will happen more or less in the future.
- Reinforcements - this type of consequence is a response or outcome that the child feels good about. This means it is more likely the behavior will happen again.
- Discipline (also called punishment) - this type of consequence is a response or outcome that the child feels sad or upset about. This means it is less likely the behavior will happen again.



Slide #30 Flipbook page - *Some examples of ‘C’ are...*

- Review the ‘C’ examples listed. Discuss and offer explanations of examples included on the flipbook page as appropriate. Draw attention to identifying reinforcements and discipline and how these make the child feel.



Slide #31 Group Activity - *What was the A, B, & C? Is the behavior more or less likely to happen again?*

- *A set of scenarios and answers are located at the end in the ‘Trainer Resources’ section of this guide.
- Use the scenario cards you created on notecards for this activity. Working in small groups, give one scenario to each group and allow them time to read, discuss, and answer the 2 questions.
- Once everyone is finished, take turns sharing with the whole group. Offer clarification and explanation about the correct answers as needed.



Slide #32 Toolkit resource - *ABC Process: Step 1*

- Explain that this toolkit resource’s purpose is to guide teachers and others helping students with challenging behavior as they work to understand and help improve their behavior. Throughout the training, we will look at parts of this tool and by the end, know how to use it.
- ONLY review step 1 now. The goal of step 1 is to try to understand why the behavior is occurring.



Slide #33 Group Activity - *ABC Process: Step 1*

- Working in pairs or small groups, choose a challenging behavior of a specific child (best if it is a real life situation) to focus on. Go through the A, B, & C

questions, discussing and answering these. A separate sheet of paper may be used to record the answers. Make sure that trainees are focusing on what happens currently. If trainees are unsure, that's ok and happens sometimes. They should make their best guess.

- Once everyone is finished, take turns sharing with the large group. During sharing time, make sure to highlight specific points to further clarify learning for all trainees.
- Let trainees know they should save this information because we will revisit and expand on this (adding step 2) later to help address the challenging behavior.



Slide #34 Section 1 key messages:

- Behavior has purpose. It is a form of communication.
- Children with disabilities often learn differently and have different behavioral needs and struggles. Similar to other areas of learning, sometimes children with disabilities need additional learning support with their behavior.
- If we want to help change a child's behavior, it is very important to first try to understand why the behavior is happening.
- We can think about ABC: Antecedents = what happens before, Behavior = the child's behavior, & Consequences = what happens after.

Section 2: Preventing and responding to behavior

Section overview: This half of this training module focuses on learning **how to prevent and respond to behavior**. Although we know we cannot always prevent or stop challenging behavior, there are many strategies and responses that help many children with (and without) disabilities.



Section 2 key messages:

- Once we've worked to try to understand the behavior, now we can make a plan for what to do. We can try to prevent it, plan how to best intervene when the behavior is happening, and choose what effective consequences to use.
- Any strategy that is planned, should be used consistently over time. It may take the child time to get used to the changes and for you to see changes in their behavior.
- And remember to always continue working to build a good relationship and help teach the child to understand and work toward more appropriate behavior day by day.

Section topics:

1. Prevention
2. Interventions
3. Consequences

Prevention

Key points (slides #38-56)

- Prevention is planning to stop the behavior before it starts or help a child who is getting upset, before their behavior becomes worse.
- Prevention is related and responds to the 'A' and why we think the behavior is occurring.
- However, it is important to know that it is not always possible to prevent behaviors from occurring.



Slide #40-54 Toolkit resource - *Prevention strategies*

- Use these slides to share more details about each strategy. You can also add your own scenario experiences or examples to help trainees understand the specific strategies and how to use it themselves. You can choose to add more examples, like pictures or materials, too. The strategies are:
 1. Build a Relationship
 2. Teach what TO do
 3. Use Routines
 4. Create Exciting Lessons
 5. Reinforce Good Behavior
 6. Prepare for Transitions
 7. Give Sensory Activity Time
 8. Set Expectations
 9. Use Visuals
 10. Use Social Stories
 11. Communicate with Home
 12. Review the Day
- Most importantly, for any and all strategies you choose to use, be consistent! It may take the child time to get used to the changes and for you to see changes in their behavior.



Slide #55-56 Group Activity - *ABC Process: Step 2 - A*

- Working in the same pairs or groups from ABC Process Step 1, have trainees review their scenario and now complete the 'A' part of step 2: *Can we try to prevent the behavior from happening?*
- Encourage trainees to discuss ideas together and also use the Prevention strategies toolkit.
- Once everyone is finished, use slide #56, take turns sharing with the large group.

Interventions

Key points (slides #57-81)

- Intervention is taking action to respond to the behavior while it is happening.
- When a child is upset and their behavior is challenging, we have to try to determine their level of escalation; if they are in-control of their body and mind now or not. Sometimes when a child is very upset, they cannot listen or think anymore. We have to keep them safe and wait until they calm down to do more.
- Your growing professional experiences and getting to know the individual child will help you to be able to do this and be able to know how best to plan your interventions and respond in these stressful moments.



Slide #59-53 Toolkit resource - *Intervention strategies*

- *Are they IN control or OUT of control?* Remind trainees that sometimes we have to keep them safe and wait until they calm down to do more, depending on the child's level of escalation.
- *Always remember to* section, these are strategies that are always good to do, even if the child is out of control. The strategies are:
 1. Try your best to determine why the behavior is happening
 2. Keep the child and others safe
 3. Stay calm
 4. Use few words
 5. Use your plan
- Use the slides to share more details about each strategy. You can also add your own scenario experiences or examples to help trainees understand the specific strategies and how to use themselves. You can choose to add more examples, like pictures or materials, too. The strategies are:
 1. Self-Calming

2. Distract or Redirect
3. Change Sensory Input
4. Verbal or Visual Support
5. Give Choices
6. Tell or Show Me
7. Give Time and Space
8. Encourage a Replacement
9. Change the Activity
10. Planned Ignoring
11. Maintain the Expectations
12. Ask for Help Yourself



Slide #80-81 Group Activity - ABC Process: Step 2 - B

- Working in the same pairs or groups from ABC Process Step 1, have trainees review their scenario and now complete the 'B' part of step 2: *How do we want to respond when this behavior is happening?*
- Encourage trainees to discuss ideas together and also use the Interventions strategies toolkit.
- Once everyone is finished, use slide #81 and take turns sharing with the large group. Ask clarification questions, highlight key points, and encourage good discussion.

Consequences

Key points (slides #82-84)

- Consequences address the behavior after it has happened.
- How you respond to the behavior is very important. Consequences teach the child and others around them too.
- Consequences also help determine if the behavior happens more or less in the future.
- Consequences are most effective when they are: meaningful, realistic, appropriate, sincere, related, timely and consistently given.
- Reinforcements - this type of consequence is a response or outcome that the child feels good about or meets their need. This means it is more likely the behavior will happen again.
- Discipline (also sometimes called punishment) - this type of consequence is a response or outcome that the child feels sad or upset about. This means it is less likely the behavior will happen again.



Slide #88 Effective Consequences: Reinforcement side of the page

- Discuss and offer explanations of the tangible and verbal/gestural examples included.
- Reinforcing positive behavior is a great teaching practice and is very effective for individual children and a whole class too. It creates a positive space and helps children want to show appropriate behavior. Emphasize the key message on the bottom of the toolkit sheet describing this.
- For trainees that have previously had the module 'Helping Children with Disabilities Learn' further discussion is optional, based on what they learned about 'positive reinforcements' and have used that relates here.



Slide #92-93 Group Activity - ABC Process: Step 2 - C on reinforcements

- Working in the same pairs or groups from ABC Process Step 1, have trainees review their scenario and now focus on reinforcements using the questions: *What appropriate behavior do we want the child to do instead? What are reinforcements you might use to help the child do this new replacement behavior more and continue learning?*
- Once everyone is finished, use slide #93 and take turns sharing with the large group.
- Encourage trainees to share details about appropriate behaviors they plan to watch for and reinforce. Remind trainees that sometimes new specific behaviors may need to be explicitly taught and practiced.



Slide #96 Effective Consequences: Discipline side of the page

- Discuss and offer explanations of the tangible and verbal/gestural examples included.
- Emphasize the key message about inappropriate discipline and remind trainees that discipline should never physically or emotionally harm a child or make them feel bad about who they are.



Slide #103-104 Group Activity - ABC Process: Step 2 - C on discipline

- Working in the same pairs or groups from ABC Process Step 1, have trainees review their scenario and now focus on discipline using the questions: *What is the child's challenging behavior you want to stop? What discipline might you use to help the child do this behavior less and continue learning?*
- Once everyone is finished, use slide 104 and take turns sharing with the large group.



Slide #105 Group Activity - *What was the Prevention, Intervention, and Consequence?*

- *A set of scenarios and answers are located at the end in the 'Trainer Resources' section of this guide.
- Use the scenario cards you created on notecards for this activity. Working in small groups, give one scenario to each group and allow them time to read, discuss, and answer the question.
- Once everyone is finished, take turns sharing with the whole group.
- Optional extra step: Have trainees evaluate and discuss the effectiveness of the prevention, intervention, and/or consequences in their scenario. Try to determine for the scenario at this one time, if the strategy was effective or not. Remind participants that strategies need to be used consistently to be effective. In the future, when implementing their own plans, this is a good practice and can help them decide whether to continue using a strategy or change the plan to try something more effective.



Slide #107 Toolkit resource - *ABC Process: Step 2*

- Review all of step 2 together now. The goal of step 2 is to make a plan for how to help address a child's challenging behavior.
- Optional: In one large or several small groups, trainees can review the scenario they created during the training time and take time to share and discuss together. If they used a real situation, are there any changes they would like to make to the plan? This plan can now be implemented starting after the training if they feel ready.
- Additional/if time allows, they can try the entire ABC Process tool by discussing a new challenging behavior of a specific child.



Section 2 key messages:

- Once we've worked to try to understand the behavior, now we can make a plan for what to do. We can try to prevent it, plan how to best intervene when the behavior is happening, and choose what effective consequences to use.
- Any strategy that is planned, should be used consistently over time. It may take the child time to get used to the changes and for you to see changes in their behavior.
- And remember to always continue working to build a good relationship and help teach the child to understand and work toward more appropriate behavior day by day.

Closing activities

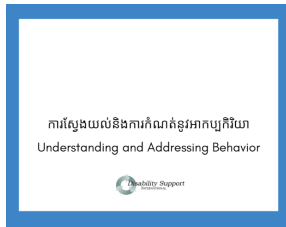
Main focus: Review and close the training session. Thank and encourage trainees (slides #109-113).

Possible closing activities:

- Flipbook review
- Talk about why this work is worth the effort
- Create action plans for implementation, follow up, etc.
- Answer questions or collect information regarding follow up needs
- Complete immediate post-training survey

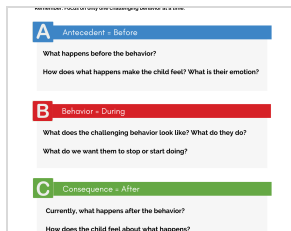
Toolkit Information

Flipbook

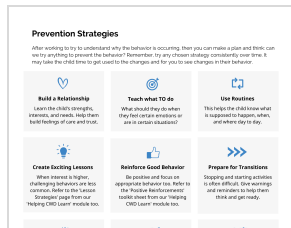


The **Flipbook** is an awareness-raising tool that shares important key messages about this module's content. This is a good introduction to the content, especially for new teachers and others (including parents) who are just beginning to learn about these concepts.

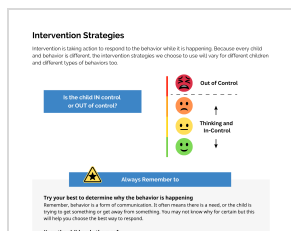
Toolkit Pages



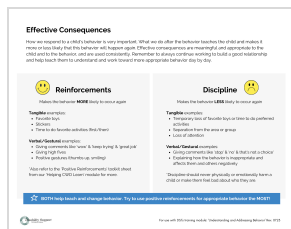
The **ABC Process** tool puts the ABC's together and helps walk through the process of thinking about and making a plan for helping a child with their behavior. When using this, it is best to involve anyone who knows and works with the child to be a part of this process (including the family).



Prevention Strategies provides a menu of key strategies that commonly help to prevent challenging behavior for children with disabilities.



Intervention Strategies provides information about what to do when a child is having a behavior. This resource has three parts: thinking about if the child is in-control or out of control, strategies that are always good to do, and strategies that commonly help.



Effective Consequences outlines two types of consequences (reinforcements and discipline) that may be appropriate to use to help promote positive behavior to occur more and challenging behavior to occur less.

Trainer Resources

Tips for Trainers



Be prepared. Gather needed information ahead of time to best plan for all participants who will attend the training.



Practice using the materials and tools ahead of time to make sure you are comfortable and confident.



Introduce yourself and allow time for participants to introduce themselves to you and everyone as well. Get to know each other.



Focus on one key message and topic at a time.



Read body language of participants to help you make sure everything is accessible and that they are interested and understanding.



Be yourself. When opportunities arise, share your own examples that relate to the topic and encourage others to do the same.



Ask questions to engage everyone and encourage group learning. If others ask questions and you do not have time to answer or do not know the answer, that's ok, you can follow up with them later.



Encourage those who usually speak up to wait more and those that normally don't to try to speak up more.

Group Activity (slide #31) ABC Scenarios

Share: **What was the A, B, & C? Is the behavior more or less likely to happen again?**

<p>#1. A child did not eat breakfast. They are hungry and open a classmate's backpack. The child finds food and eats it. The child feels full.</p>	<p>#2. A child who cannot speak is learning to use a picture card to communicate. They did not eat breakfast and are hungry. They present one to the teacher that they are hungry during class. The teacher tells the child no and to sit back down. They are still hungry.</p>
<p>#3. A boy is dropped off at school by his parents and starts to cry as he misses them and feels sad. He cries and goes to his teacher. His teacher gives him a hug and calms down and starts to feel better.</p>	<p>#4. A child is in a classroom and the lesson has information the student already knows. The child becomes bored and interrupts during class time and talks to the teacher. The teacher stops instructing the class and gives the child their attention and the child feels happy.</p>
<p>#5. A boy is walking with his family near the street. A truck drives by and honks its horn loudly. The boy is scared and he covers his ears and runs and hides where it is quieter and feels less scared.</p>	<p>#6. A boy is playing with his toy. A girl comes over and takes the toy away and he becomes sad and angry. He hits the girl and takes the toy back and continues playing. He feels better because he has the toy back. (Hint: Do the ABC for the boy and also for the girl.)</p>

Group Activity (slide #31) ABC Scenario Answers

#1. Answers

Antecedent: A child did not eat breakfast and is hungry.

Behavior: The child opens a classmate's backpack, finds food and eats it.

Consequence: The child feels full.

More or less likely?: More likely, because the consequence of the behavior met their hunger need.

#2. Answers

Antecedent: A child did not eat breakfast and is hungry.

Behavior: They present a picture card to the teacher that they are hungry during class.

Consequence: The teacher tells the child no and to sit back down. They are still hungry.

More or less likely?: Less likely, as the behavior of communicating (by presenting a picture card) did not help them get what they wanted. The child might also be less likely to use their picture cards for other things in the future.

#3. Answers

Antecedent: A boy is dropped off at school by his parents and starts to cry as he misses them and feels sad.

Behavior: He cries and goes to his teacher.

Consequence: His teacher gives him a hug and calms down and starts to feel better.

More or less likely?: The boy is more likely to go to his teacher when he is sad as his teacher helps him feel better.

#4. Answers

Antecedent: A child is in a classroom and the lesson has information the student already knows. The child becomes bored.

Behavior: The child interrupts during class time and talks to the teacher.

Consequence: The teacher stops instructing the class and gives the child their attention and the child feels happy.

More or less likely?: More likely, because the consequence got the teacher's attention and made the child less bored

#5. Answers

Antecedent: A truck drives honks its horn loudly. The boy is scared

Behavior: The boy covers his ears and runs and hides.

Consequence: The boy is somewhere quieter and feels less scared.

More or less likely?: More likely, because his behavior helped him feel less scared.

#6. Answers (There are two ABCs in this scenario)

For the boy:

Antecedent: A boy is playing with his toy. A girl comes over and takes the toy away from him. He becomes sad and angry.

Behavior: He hits the girl and takes the toy back

Consequence: The boy continues playing. He feels better because he has the toy back.

More or less likely?: The boy is more likely to hit and take things as he was able to get his toy back and keep playing

For the Girl:

Antecedent: A girl sees a boy playing with a toy and she wants to play with the toy.

Behavior: The girl takes the toy from the boy.

Consequence: The boy child hits the girl and takes his toy back

More or less likely: The girl is less likely to take the toy from the boy as she got hit and did not get to keep the toy.

Group Activity (slide #105) Prevention, Intervention, Consequence Scenarios

Share: **What was the Prevention, Intervention, and/or Consequence in the scenario?**

<p>#1. Identify the Prevention, Intervention, and Consequence.</p> <p>A child does not like math but likes art. Before starting math, the teacher uses a card that shows “First math, then art.” When starting math, the child refuses to do their work. The teacher shows the child the “First math, then art” card again. The child completes their math work. The teacher tells them, “I like how you finished your math even though you wanted to do art.” The child then gets to do art.</p>	<p>#2. Identify the Prevention and the Consequence.</p> <p>A child has a hard time stopping a task when it is time to transition to the next activity. The teacher sets a timer for five minutes and tells the child they have five minutes before they need to clean up. The timer goes off and the child stops what they are doing and cleans up on their own. The teacher smiles, gives them a high five, and tells the child, “Thank you for stopping what you are doing and cleaning up, that is very helpful”.</p>
<p>#3. Identify the Prevention, Intervention and Consequence</p> <p>A student is working on remembering to wash their hands after going to the bathroom. The teacher has a visual reminder next to the bathroom and sink for the student to remember. The teacher also tells the student that if they wash their hands after they go to the bathroom, the teacher will sing a funny song and do a funny dance. When the student goes to the bathroom, the teacher reminds them to wash their hands afterward. The student washes their hands after they are done, the teacher does the funny song and dance and the student laughs and does it too.</p>	<p>#4. Identify the Prevention and the Consequence</p> <p>A teacher knows her students struggle with new activities but has a fun activity planned for the students. She uses a social story to tell the students about the activity, what is going to happen, and what their behaviors should be. She reads this each morning for three days. The morning of the activity, she reads the social story again. The activity happens and the students behave as described in the social story. After the activity, she tells them what a great job they did with the behaviors that were asked.</p>

#5. Identify the Prevention, Intervention, and the Consequence

A teacher reminds a student before going out on the playground to not hit other students and that the last time they hit students on the playground they did not get to play with a favorite toy later in the day. During play time on the playground, the student hits other students. The teacher reminds the student to not hit peers, but they continue to. The teacher then stops the student from hitting others by stepping between the student and others and saying 'hands to yourself'. Then at the end of the play time, the teacher tells the student they will not get to play with their favorite toy at the end of the day because they hit. The next day, the teacher reminds the student again before they go to the playground and the student does not hit any students that day.

#6 Identify the Prevention and the Consequence

A student has been working really hard to remember to use their picture cards to communicate when they are angry. The teacher reminds the student each morning about what is going to happen during the day and when they might be angry and how to use their picture card. One day when the student is angry, he grabs his picture card and brings it to the teacher. The teacher draws a picture of a star on a piece of paper and gives it to the student. The student crumples it up and gets more angry.

#7 Identify the Intervention and the Consequence

A teacher knows a student with Autism gets overstimulated with lots of sounds. One day when the student comes in, the teacher forgets to turn off their music. The student becomes upset and starts to hit and tear things up. The teacher turns off the loud music and the student stops their behavior. The teacher then has the student clean up their mess but apologizes to the student for forgetting to turn off their loud music.

#8 Identify the Intervention, and Consequence

During class, a boy is interrupting his peers who are working and he is not working. The teacher tells him to sit down and do his work. The boy continues to interrupt his peers. The teacher tells him he can't go outside to play after work time. The next day at school, the same thing happens again.

Group Activity (slide #105) Prevention, Intervention, Consequence Scenario Answers

#1. Answers

Prevention: Before starting math, the teacher uses a visual card that shows “First math, then art.”

Intervention: The teacher shows the child the “First math, then art” card again.

Consequences: The teacher tells them, “I like how you finished your math even though you wanted to do art.” The child then gets to do art.

Notes on effectiveness: The prevention alone was not enough to prevent the behavior, but is still a good strategy. The intervention was effective as it changed the behavior. The consequence was a verbal reinforcement and it was specific about the child’s actions. The child also received a tangible reinforcement of getting to do art which appears to be meaningful to the student.

#2. Answers

Prevention: The teacher helps the child prepare for the transition by setting a timer for five minutes and reminding the child that they have five minutes before they need to clean up.

Intervention: None. The teacher didn’t do anything and the child responded to the timer.

Consequences: The teacher tells the child, “Thank you for stopping what you are doing and cleaning up, that is very helpful” and gives them a high five.

Notes on effectiveness: The prevention strategy was effective and we see that no challenging behavior occurred. The consequence was a verbal reinforcement that was specific to the appropriate behavior the child did. There was also the tangible reinforcement of a high five. Depending on whether that consequence was meaningful to the students will determine if their behavior of stopping and cleaning up is more or less likely to continue in the future.

#3. Answers

Prevention: The teacher has a visual reminder next to the bathroom and sink to help the student to remember. The teacher also tells the student that if they wash their hands after they go to the bathroom, the teacher will sing a funny song and do a funny dance.

Intervention: When the student goes to the bathroom, the teacher reminds them to wash their hands afterward.

Consequences: the teacher does the funny song and dance and the student laughs and does it too.

Notes on effectiveness: There are several prevention strategies in place that are useful for this child and probably for others too. The intervention was a reminder of the expectation as it

helps them accomplish the appropriate behavior. The consequence appears effective too as the child laughs and does it as well. The consequence appears meaningful to the child and it is likely they will wash their hands in the future again.

*Extra note to Trainers: During training, it could be fun to have participants give an example of a funny song and dance they could do as an example. Sometimes when we act silly it can build relationships with our students and improve their behaviors even if it isn't a normal or comfortable activity for most adults.

#4. Answers

Prevention: A teacher uses a social story to tell the students about the activity, what is going to happen, and what their behaviors should be. She uses her prevention strategy consistently. She reads this each morning for three days and the morning of the activity, she reads the social story again.

Intervention: None listed in the scenario.

Consequences: After the activity, she tells them what a great job they did with the behaviors that were asked.

Notes on effectiveness: The teacher spent several days preparing the students for what was going to happen. The strategy appears very effective as no interventions were needed. The consequence was a verbal reinforcement. Depending on whether that consequence was meaningful to the students will determine if their behavior during the activity is more or less likely to continue in the future.

#5. Answers

Prevention: A teacher reminds a student before going out on the playground to not hit other students and that the last time they hit students on the playground they did not get to play with a favorite toy later in the day.

Intervention: The teacher reminds the student to not hit students. When this alone didn't work, the teacher then stops the student from hitting others by stepping between the student and others and saying 'hands to yourself'.

Consequences: At the end of the play time, the teacher tells the student they will not get to play with their favorite toy at the end of the day.

Notes on effectiveness: The prevention strategy is close to when the activity occurs and reminds the student of what happened before. It does not seem meaningful enough in the first part of the scenario to stop the behavior from happening. The intervention of a verbal reminder did not appear effective to stop the challenging behavior. This might have made for an unsafe environment for the other students. The second intervention was for the teacher to get between the students to stop the unsafe environment while also giving verbal reminders. The

consequence was a tangible punishment where they did not get to play with their toy. This appears effective as that discipline with the reminder the next day changed their behavior. It could be that the consequence is too far after the challenging behavior for some students. It appears to work with this student, but it could be too much time in between for others.

#6. Answers

Prevention: The teacher reminds the student each morning about what is going to happen during the day and when they might be angry and how to use their picture card.

Intervention: None listed.

Consequences: The teacher draws a picture of a star on a piece of paper and gives it to the student.

Notes on effectiveness: The prevention strategy seems effective as the student does the appropriate behavior. However, the consequence does not seem meaningful to the student or meet their need and may make the behavior of using the picture card less likely in the future. It would be good for the teacher to reflect on this situation and change the consequence to something that is more meaningful for the child, while trying to address the child's concern.

#7. Answers

Prevention: The teacher forgot the prevention strategy (turning off the loud music).

Intervention: The teacher turns off the loud music.

Consequences: The teacher then has the student clean up their mess and also acknowledges their mistake and apologizes to the student for forgetting to turn off their loud music.

Notes on effectiveness: The absence of the prevention seems to have caused this behavior. The intervention was effective as the behavior stopped. The consequence is appropriate for when a student makes a mess but the behavior happened because of the child's sensory issues, so the consequence may or may not help the student make a different choice when they encounter loud music or other sounds in the future. Teaching the student other behaviors would be more effective. The teacher also apologized for forgetting to turn off the music which can help build the relationship and also shows an appropriate behavior of apologizing when making a mistake. Everyone makes mistakes sometimes and when we do, we can choose to use this as a learning opportunity too!

#8. Answers

Prevention: None listed in the scenario.

Intervention: The teacher tells him to sit down and do his work.

Consequences: The teacher tells him he can't go outside to play after work time.

Notes on effectiveness: There were no effective strategies in this scenario as the boy's behavior

continues during the classroom activity and the next day too. Best practices for addressing behavioral situations like this one show similar results; that taking away time to move and play is not usually an effective way to decrease challenging behaviors. It would be best for the teacher to reflect more about why the behavior is happening and work to make a different plan.