



Understanding Behavior

Tier 1 Classroom SEBH Supports

Universal 2025-26

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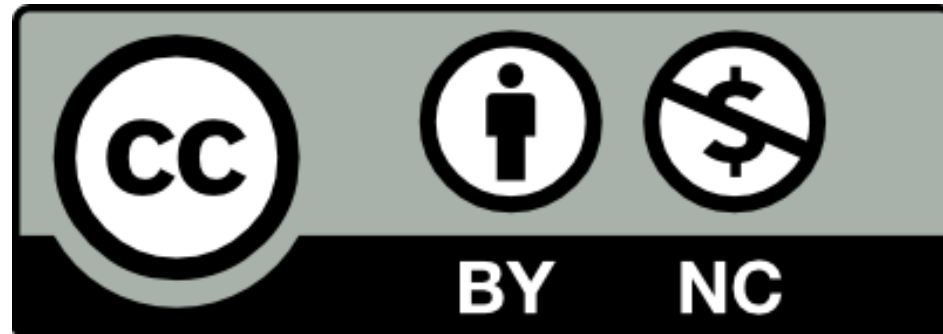


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS Network
- National Center on Intensive Intervention (NCII)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

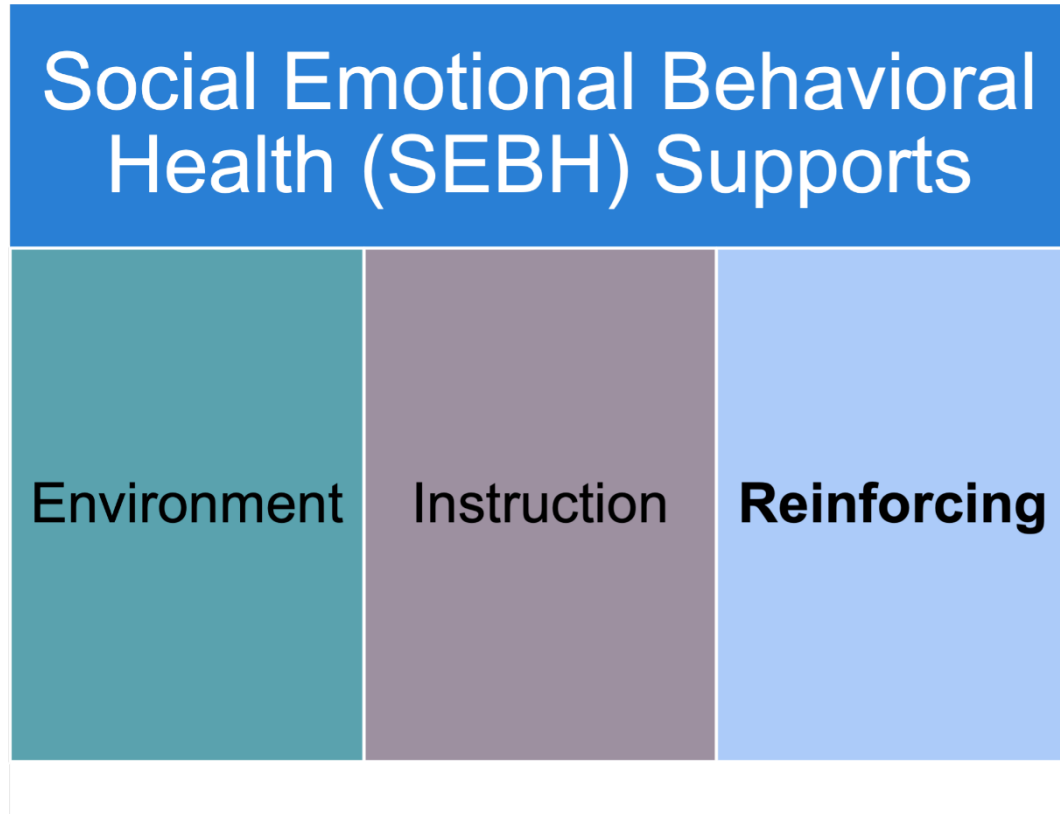
Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Explain what behavior is and that it occurs in a context
- Practice identifying the function of behavior
- Understand what brain science tells us about behavior

Classroom SEBH Supports Components



- Supportive Relationships
- Expectations and Routines
- Physical Environments
- Engaging Instruction
- Teaching SEBH Skills
- Regulation for Students and Staff
- **Understanding Behavior**
- Reinforcing Behavior
- Responding to Interfering Behavior

Getting Organized

- Resource Guide
- Classroom SEBH and Instructional Practices Checklist

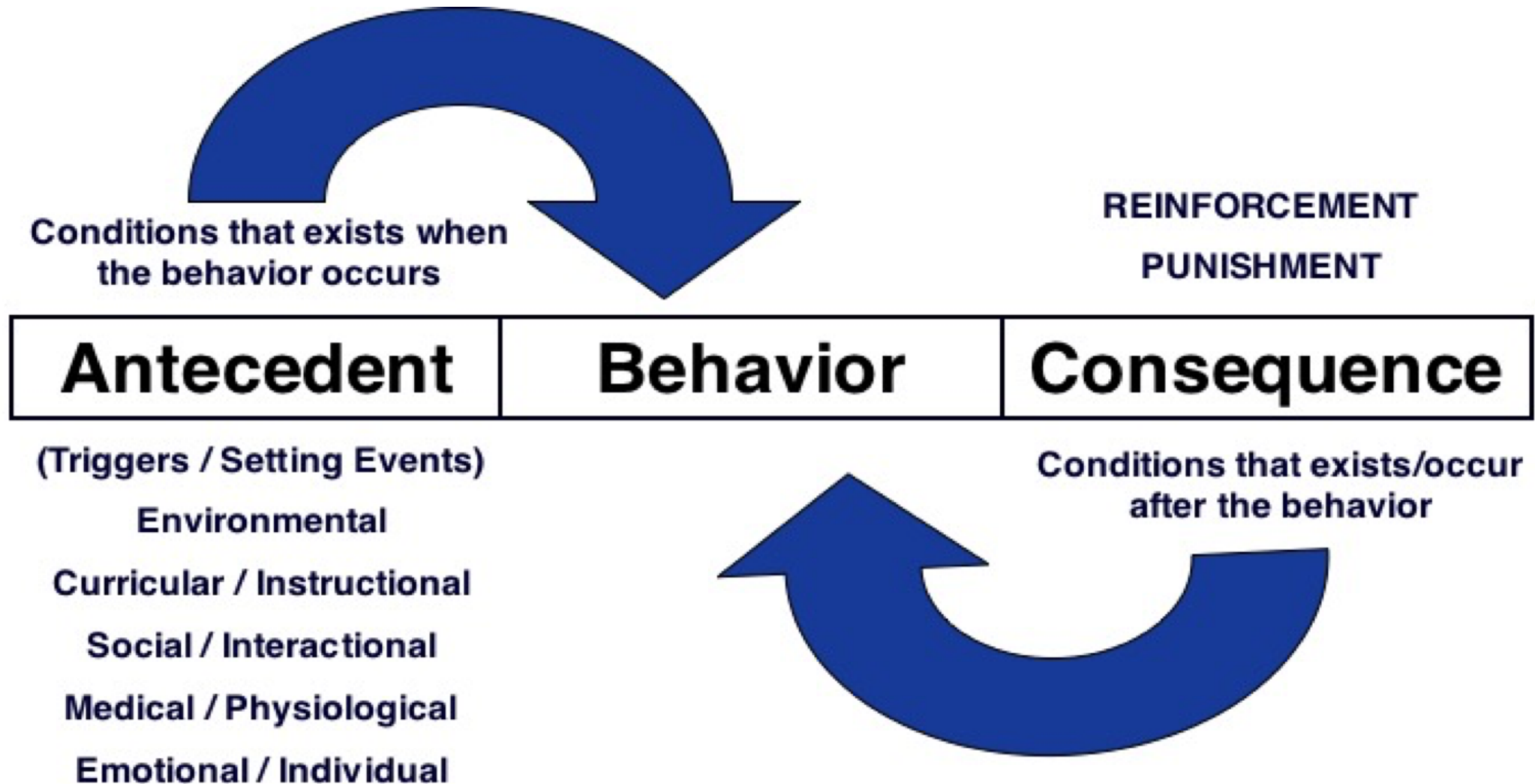
Learning and Behavior

Video: Smarter Every Day
(<https://www.youtube.com/watch?v=MFzDaBzBIL0>)

Consider:

- Your own behaviors
- Your students' behaviors
- School-wide behavioral approaches

Behavior Occurs Within a Context: ABC Paradigm



Antecedents

- Occur directly before the behavior, often multiple at a time
- Influence the likelihood of the behavior occurring in the **present**
- “Setting Events” can occur long before the behavior
 - Classroom environment, interactions at home/on the bus, previous class

Consequences

- Occur directly after the behavior
- Influence the likelihood of the behavior occurring in the **future**
- If-then relationship



Activity 1

- Think of 2 **antecedents** that naturally exist in your classroom that promote appropriate learning behaviors
- Think of 1 **antecedent** that pops up at times that could be addressed
- Think of 2 **consequences** that naturally exist in your classroom that promote appropriate learning behaviors
- Think of 1 **consequence** that pops up at times that could be addressed

Behavior

- Key Characteristics:
 - **Observable:** It can be seen or heard by others.
 - **Measurable:** Its frequency, duration, or intensity can be quantified.
 - **Repeatable:** It can occur multiple times under similar conditions.
- Behaviors that interfere with learning occur when students are:
 - Stressed
 - Anxious
 - Dysregulated
 - In need of support with underdeveloped skills

What Does ABC Look Like With A Student?

Antecedent	Behavior	Consequence
Given assignment to write	Not working, making noises, talking to others	The teacher stops instruction and redirects student



Activity 2

- Consider a behavior of your student or yourself
- Write down on a sticky note the antecedent, behavior, and consequence

Research-Based Behavioral Principles

- Behavior is **learned**
- Behavior **influences** behavior
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- **No** student should be intentionally or unintentionally humiliated or belittled

Scenario 1

Val's social studies class is working in small groups making volcanos. Val loves group work because she doesn't have many friends. Unfortunately, the kids in her group don't pay much attention to Val or her ideas until she starts making fun of their teacher, Mr. Bellington. Whenever a groupmate asks her a question about the volcano she is making, she replies with a funny comment about Mr. Bellington. Her groupmates laugh and tell her how funny she is. Val is happy to make her classmates laugh, and she continues her comments about the teacher.

Scenario 1: ABC

Antecedent	Behavior	Consequence
Val's groupmates ignore her ideas	Val makes a funny comment about her teacher	Val's groupmates laugh and tell her how funny she is

Scenario 1: Function of Behavior

Function Categories	GET Something (Positive Reinforcement)	AVOID Something (Negative Reinforcement)
Internal	Relaxation Self-stimulation Justice/fairness Sensory input Enjoyment	Failure Embarrassment Boredom Anxiety
External	Peer/Adult Attention Choice Objects/money Praise Preferred Activities	Task Sensory input Peers/Teacher Homework Chores

Scenario 2

Jorge, a ninth grader, failed math class last semester. The next semester is starting, and he is excited for a fresh start with a new math teacher, Ms. James. On the first day of class, Ms. James asks each student to solve a problem on the board. Jorge panics because he doesn't know how to solve this type of problem and is too nervous to tell Ms. James. When it is his turn, Jorge walks to the board, and instead of working on the problem, he mutters a joke. The class laughs, and Ms. James takes the dry-erase marker from him. Ms. James tells Jorge there will be no behavior like that in her class, and she calls on another student. In the future, he makes a joke whenever Ms. James asks Jorge to solve a problem he does not understand.

Scenario 2: Fill In ABC

Antecedent	Behavior	Consequence

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Scenario 2: ABC


Antecedent	Behavior	Consequence
Ms. James asks Jorge to solve a difficult math problem in front of the class.	Jorge makes a joke about math.	Jorge's peers laugh. Ms. James tells Jorge there will be no behavior like that in her class, and she calls on another student.

Scenario 2: Function of Behavior

Function Categories	GET Something (Positive Reinforcement)	AVOID Something (Negative Reinforcement)
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More Scenarios?

- Additional scenarios provided
- Staff can work together on these and/or bring their own real-life examples



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June 2024 – Version 1.0

Focusing on the Function of Behavior

This document is adapted from the "Focusing on Function of Behavior within the Context of DBI" document developed by the National Center on Intensive Intervention.


Scenario 1:

Sometimes, one behavior may have multiple functions, as is the case with the next example. Jorge, a ninth grader, failed math class last semester. The next semester is starting, and he is excited for a fresh start with a new math teacher, Ms. James. On the first day of class, Ms. James asks each student to solve a problem on the board. Jorge panics because he doesn't know how to solve this type of problem and is too nervous to tell Ms. James. When it is his turn, Jorge walks to the board, and instead of working on the problem, he mutters a joke. The class laughs, and Ms. James takes the dry-erase marker from him. Ms. James tells Jorge there will be no behavior like that in her class, and she calls on another student. In the future, he makes a joke whenever Ms. James asks Jorge to solve a problem he does not understand.

Antecedent	Behavior	Consequence
Ms. James asks Jorge to solve a difficult math problem in front of the class.	Jorge makes a joke about math.	Jorge's peers laugh. Ms. James tells Jorge there will be no behavior like that in her class, and she calls on another student.

What is a possible function maintaining Jorge's behavior? Circle all that apply.

To Access, Obtain, or Get	To Avoid or Escape From:
Peer attention	Difficult task
Adult attention	Boring task
Desired activity	Easy task
Desired object or items	Physical demand
Sensory stimulation (e.g., auditory, tactile)	Nonpreferred activity
	Peer attention
	Staff attention
	Reprimands

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Closing Review

Based on the information shared during this session, record one of the following in the chat:

- Something new you learned
- Something that you already know that was reinforced
- Something different you'll start doing

References

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