



# *How Can Using a Classroom Tracking Form Change Behavior?*



Florida Department of Education  
Dr. Eric Smith, Commissioner



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# What is PBS?

- A collaborative, **assessment-based** process for developing effective interventions for problem behavior
- Emphasizes the use of **proactive, educative,** and **reinforcement-**based strategies to achieve meaningful and durable behavior and lifestyle outcomes
- Aim is to build **functional, effective environments** in which appropriate behavior is more effective than problem behavior

# Traditional Discipline Strategies

- Reactive in nature (occurs after the problem behavior)
- Assume students know how to behave and what is expected of them
- No acknowledgement of appropriate behaviors
- Oriented toward short-term changes (attempts to address only the immediate problem)
- Use forms to document “problem” to support need for more intense consequences

# Traditional Discipline versus PBS

## Traditional Discipline

- Stop undesirable behavior:
  - **Reactive** (problem occurs)
  - **Punish**/consequence
  - May actually reinforce the problem behavior
  - Removes student from teaching environment (AET)
- Student viewed as 'the problem'
- Appropriate behavior usually not addressed

## Positive Behavior Support

- Reduce undesirable behavior:
  - Alter the environment to **prevent** common problems
  - **Teach** appropriate skills
  - **Reward** appropriate behavior
  - **Use data** to systematically identify appropriate supports for students
- Behavior viewed as 'the problem'

Student Name (Last, First)	Grade	Date	Time	Referring Teacher
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**Context**

Whole Group Instruction     
 Small Group Instruction     
 Individual Instruction  
 Centers /Small Group Activity     
 Independent Seat Work     
 Transitions

**Incident Type** (Check One)

Brought Food to Class     
 Electronic Device/Phone in plain sight  
 Class Disruption ( Talking, Singing, Shouting,  
Not Working, Looking on Others Papers,  
Making Distracting Noises/Movements, Horseplay)     
 Leaving Trash in Class  
 Head Down     
 Writing on School Property  
 Minor Disrespect/Defiance     
 Teasing  
 Other Minor Violation \_\_\_\_\_

**Incident Location** (Check One)

Bathroom/Restroom     
 Library/Media Center  
 Bus Loop     
 Office  
 Cafeteria     
 Parking Lot  
 Classroom     
 Phys Ed/Gym  
 Courtyard     
 Spec Event/Assembly/Field Trip  
 Hallway/Breezeway     
 Other

**Possible Motivation** (Check One)

Avoid Adult     
 Obtain Adult Attention  
 Avoid Peers     
 Obtain Peer Attention  
 Avoid Task/Activity     
 Obtain Items/Activities  
 Don't Know     
 Other \_\_\_\_\_

**Others Involved** (Check One)

None     
 Peers     
 Staff  
 Teacher     
 Substitute     
 Unknown  
 Others Involved \_\_\_\_\_

**Incident Description:**

\_\_\_\_\_

\_\_\_\_\_

**Intervention** (Check One)

Seat Change     
 Time Out     
 Curricular Modification  
 Loss of Class Privilege     
 Student/Teacher Conference     
 Refer to Guidance  
 Other \_\_\_\_\_

# Classroom Tracking Forms: Traditional vs. PBS

## Traditional:

- Track # of times behavior occurs
- Purely documentation to show:
  - Interventions have been tried
  - 'Cover' teacher
  - Proof for suspension or expulsion

## PBS:

- To discover patterns so that we can change behavior before it results in a more severe behavior or consequence
  - Tool for problem solving
  - Tool for self-reflection

# Classroom Tracking Forms

- Classroom behaviors take up considerable amounts of teacher time that could be better spent on instruction
- Forms assist in identifying patterns of behavior and determining interventions that will be most effective for student(s)

# Classroom Tracking Forms and Behavior Change

Classroom Tracking Forms provide information to answer the following questions:

- **What behaviors** need to be taught/re-taught and/or rewarded?
- **Where** should interventions be focused?
  - Is there one setting that is more likely to reflect inappropriate behavior?
- **When** are the behaviors most and least likely to occur?
  - Activity type (small group, independent seatwork, lecture)
  - Content Area, transitions
- **Why** is the behavior occurring?
  - What is motivating to the students?
- **What interventions** have been used to address the problem?
- Were the interventions **effective**?
  - Did they reduce the occurrence of problem behavior?

# Why it is Important to Understand Basic Behavior Principles

- Understanding basic principles of behavior will allow you to see why problem behaviors are occurring in your class
- When you understand **what** is happening in your class and **why** it is happening, you will be able to develop more effective class-wide interventions

# Behavior Defined

## Behavior:

- Anything we **say** or **do**
- Occurs as a **response** to one's environment
- Is **observable** and **measurable**
- Serves a **purpose** or **function**
- Results in a **desired outcome**
- Is **predictable**
- Is **learned**, and can therefore be **unlearned**

# Defining Behavior

## Example:

- During whole group math when Sam is asked to answer a question aloud, he engages in swearing and yelling. His comments can often be heard outside the classroom and include statements such as, “I’m going to make you pay”. The teacher then sends Sam out of the classroom.

## Observable/Measurable:

- The behavior is defined in specific terms and includes the student’s comments, gestures, and/or actions.
- The behavior is defined in terms that allow a stranger to easily identify the problem.

# Basic Principles of Behavior: ABCs of Behavior

## Antecedents

- Event or stimulus (*trigger*) that occurs before the problem behavior
  - **Fast Triggers:** Non-preferred activity, difficult task, told 'no'
  - **Slow Triggers** (setting events): late for school, no breakfast, missed bus, conflict with sibling at home prior to school

## Behavior

- The observable, measurable actions

## Consequences

- Event or response that occurs immediately following the behavior

# Behavior Principle #1: Antecedents

## Antecedents:

- Event or stimulus that occurs before the behavior
- Increase the likelihood the problem behavior will occur
- Inform **prevention** strategies

## Classroom Tracking Form:

- Means for collecting necessary antecedent data
  - What is happening in the classroom? (small group, individual seat work, whole group instruction, etc.)
  - Who is involved with or near the student?
  - What environmental variables might be contributing to the behavior?

## Example Antecedent Questions:

- What activity is happening in the classroom prior to Sam engaging in swearing and yelling behaviors?
- What is Sam asked to do?

# Behavior Principle #2: Function

## Behavior:

- The observable, measurable action
- Determines new skills to **teach**

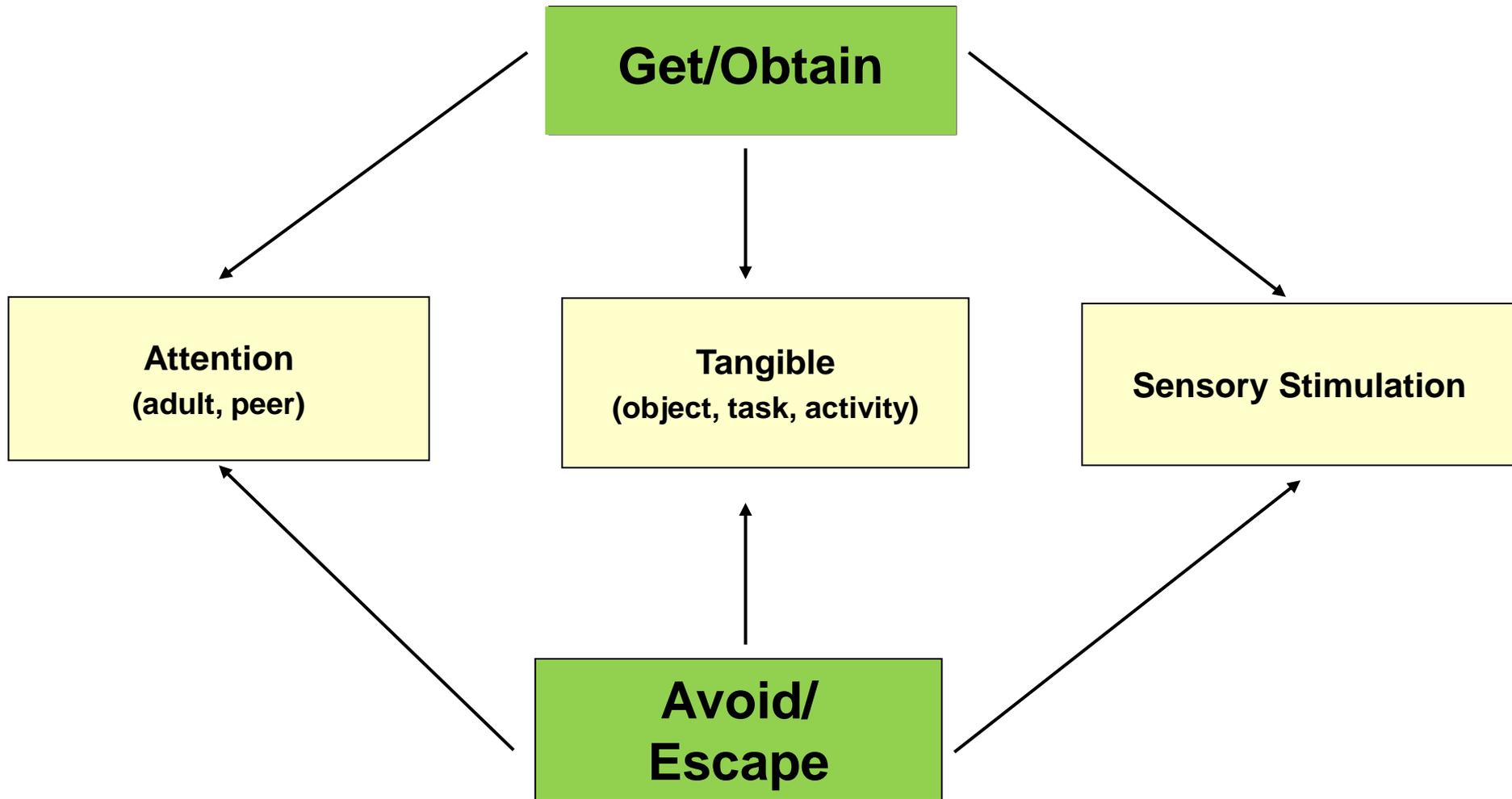
## Function of Behavior:

- Understanding **'why'** a behavior occurs is the first step in changing the behavior.
- **Why** the problem behavior is occurring comes from repeated observation of the problem behavior ABCs

## Classroom Tracking Form:

- Means of documenting patterns of behavior
- Assists in determining the perceived motivation
  - Is there a pattern of more than one motivator?

# Functions of Behavior (Tier 1 and/or Classroom Motivators)



# Behavior Principle #3: Consequences

## Consequences:

- Event or response immediately following the behavior
- Help determine **function** ('why') of the behavior.
  - What does the student get or avoid as a result of the problem behavior?
- **Reinforce** the problem behavior
- Inform alternative, appropriate reinforcers for new skills

## Classroom Tracking Form:

- Documentation of behavioral functions or motivators
  - Get or avoid attention (adult or peers)
  - Get or avoid task, activity, item or object
  - Get or avoid sensory stimulation (sound, lighting, people, texture)

## Example Consequence Question:

- How does the teacher respond when Sam begins yelling?

# Using the Classroom Tracking Form

- Using the Classroom Tracking form, the teacher has documented three incidents of Sam yelling and swearing when asked to answer a question aloud during math in the past week.
- The teacher tried the following interventions in response to Sam's problem behaviors:
  1. Time out in class
  2. Time out in another teacher's class
  3. Cool-off pass with the guidance counselor

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**Antecedents**

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 Time Out     
 Curricular Modification  
 Loss of Class Privilege     
 Student/Teacher Conference     
 Refer to Guidance  
 Other \_\_\_\_\_

**Consequences**

# Practice Example

- During whole group math, Sam often begins swearing and yelling at the teacher when he is asked to answer a question aloud. As a result, the teacher has given Sam a time-out, sent him to another classroom and given him a 'cool-off' pass to see the Guidance Counselor.
- **ABCs and Function of Behavior:**
  - What is occurring prior to Sam engaging in the problem behavior? (antecedent)
  - What are the problem behaviors Sam is demonstrating?
  - What happens in response to Sam's swearing and yelling at the teacher?
  - What is the possible function (motivation) of Sam's behavior?
  - What does Sam get as a result of engaging in the problem behavior?

# Behavior Principle #4: Outcomes

- Behaviors resulting in a desired outcome are more likely to be repeated
- Behaviors resulting in undesired outcomes are less likely to be repeated

## Example:

- When Sam tries to respond to a question during whole group math, he often stumbles over the answer. As a result, he begins yelling at the teacher. She then sends him to time out, another class, or to guidance.
  - Sam's problem behavior allows him to **escape** answering the question.
  - Desired outcome: Escape public math performance – aversive event
- What are some prevention strategies the teacher can use to alter the environmental events? (antecedents)
- What are some interventions the teacher might use to 'teach' Sam new skills to use in place of yelling and/or swearing?
- How might the teacher respond to Sam's behavior that would make engaging in the problem behavior less desirable'? (consequences)

# Classroom Tracking Form and ABCs of Behavior

## Data Collection:

- Antecedents:
  - Location and time
  - Context, People
- Problem Behavior
- Consequences: Teacher's response to the problem behavior
  - Retaught expectations
  - Prompted appropriate behavior
  - Seat change
  - Offered choices
  - Contact parent

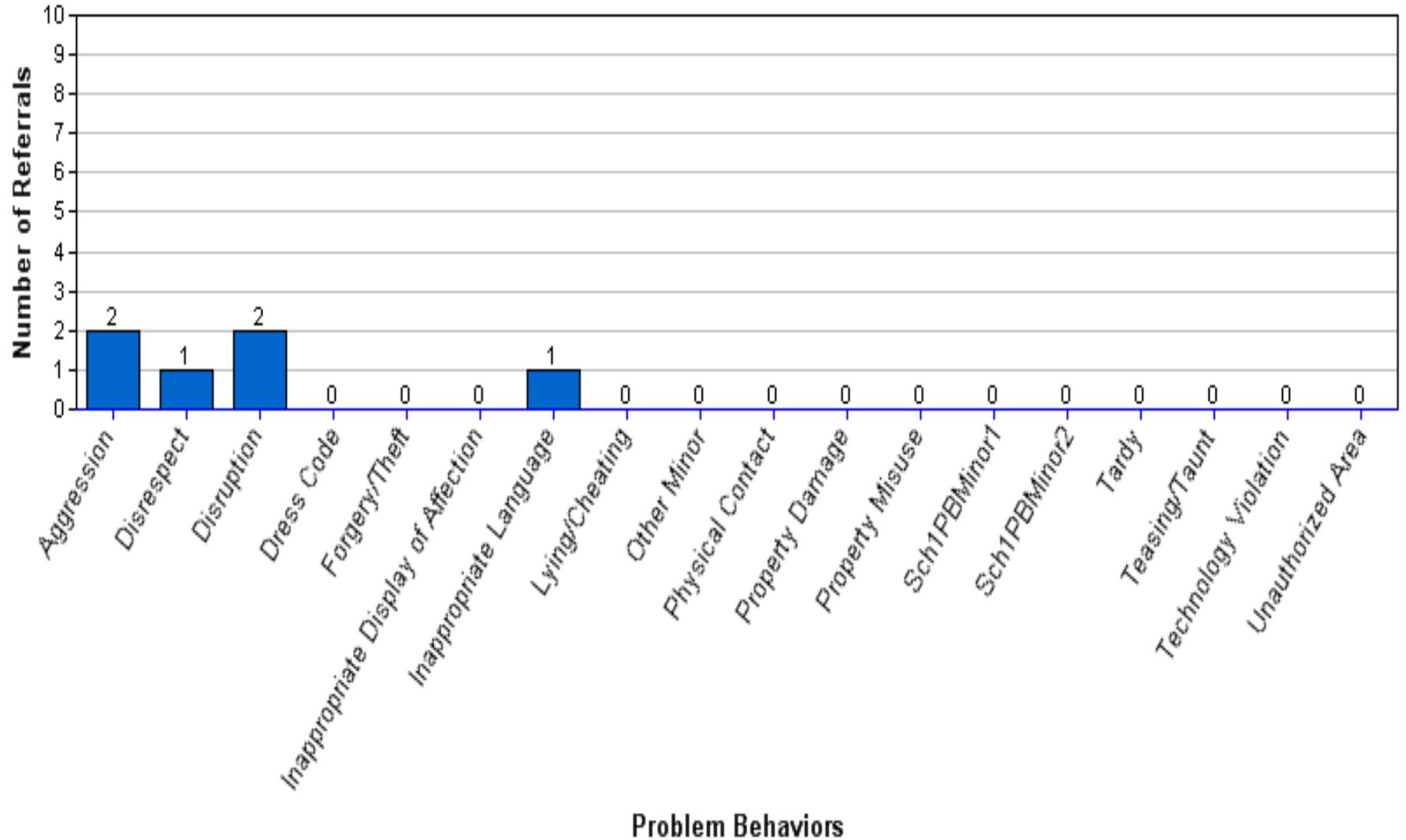
# Now What?

## Identify Interventions:

- Review Classroom Tracking Form data
- Match the perceived function of the behavior with appropriate interventions
- Implement interventions
- Monitor intervention fidelity
- Monitor student outcome data
  - Behavior improves = Decrease in yelling and swearing
  - Behavior gets worse = Increase in yelling and swearing
  - Behavior stays the same

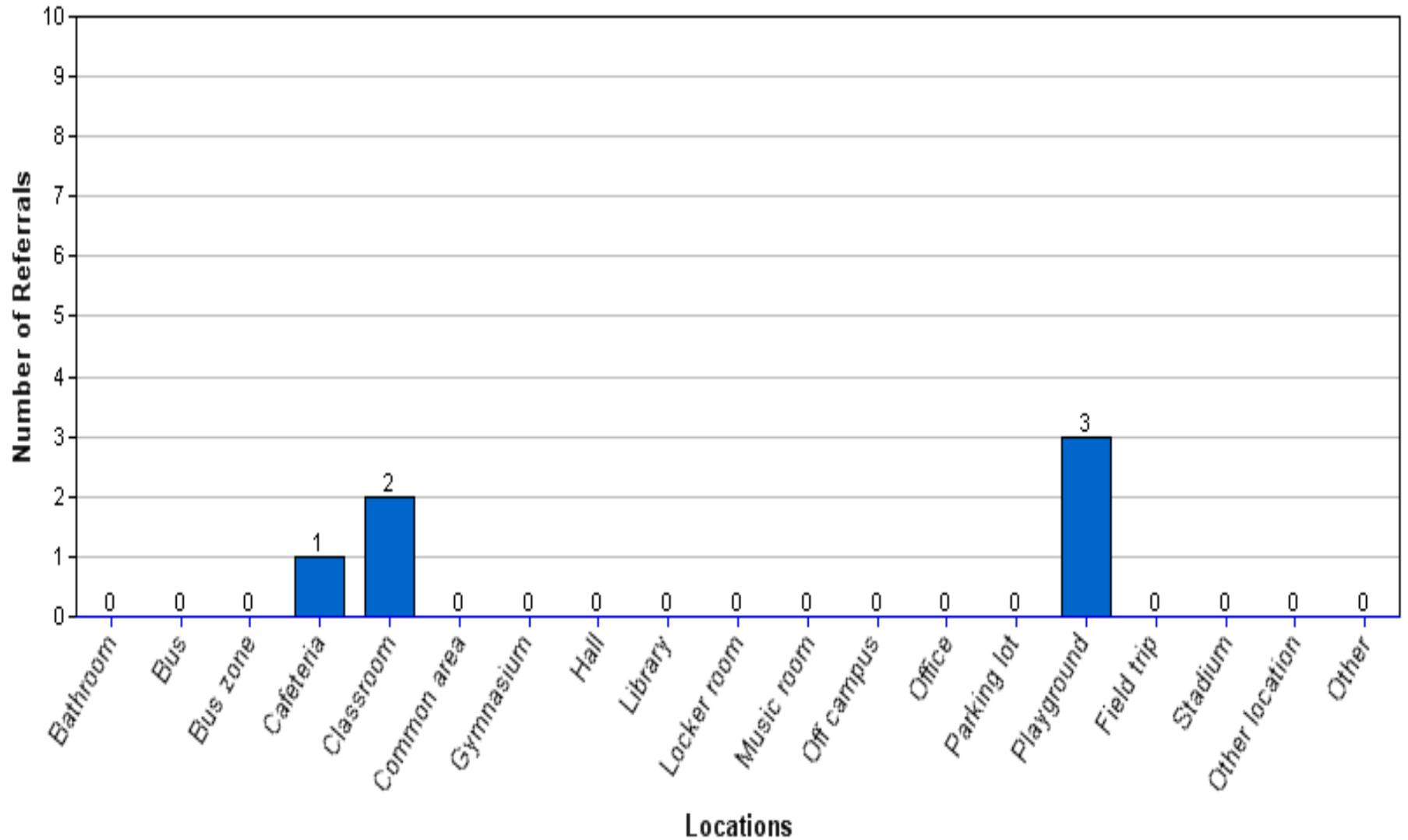
# Referrals by Problem Behavior

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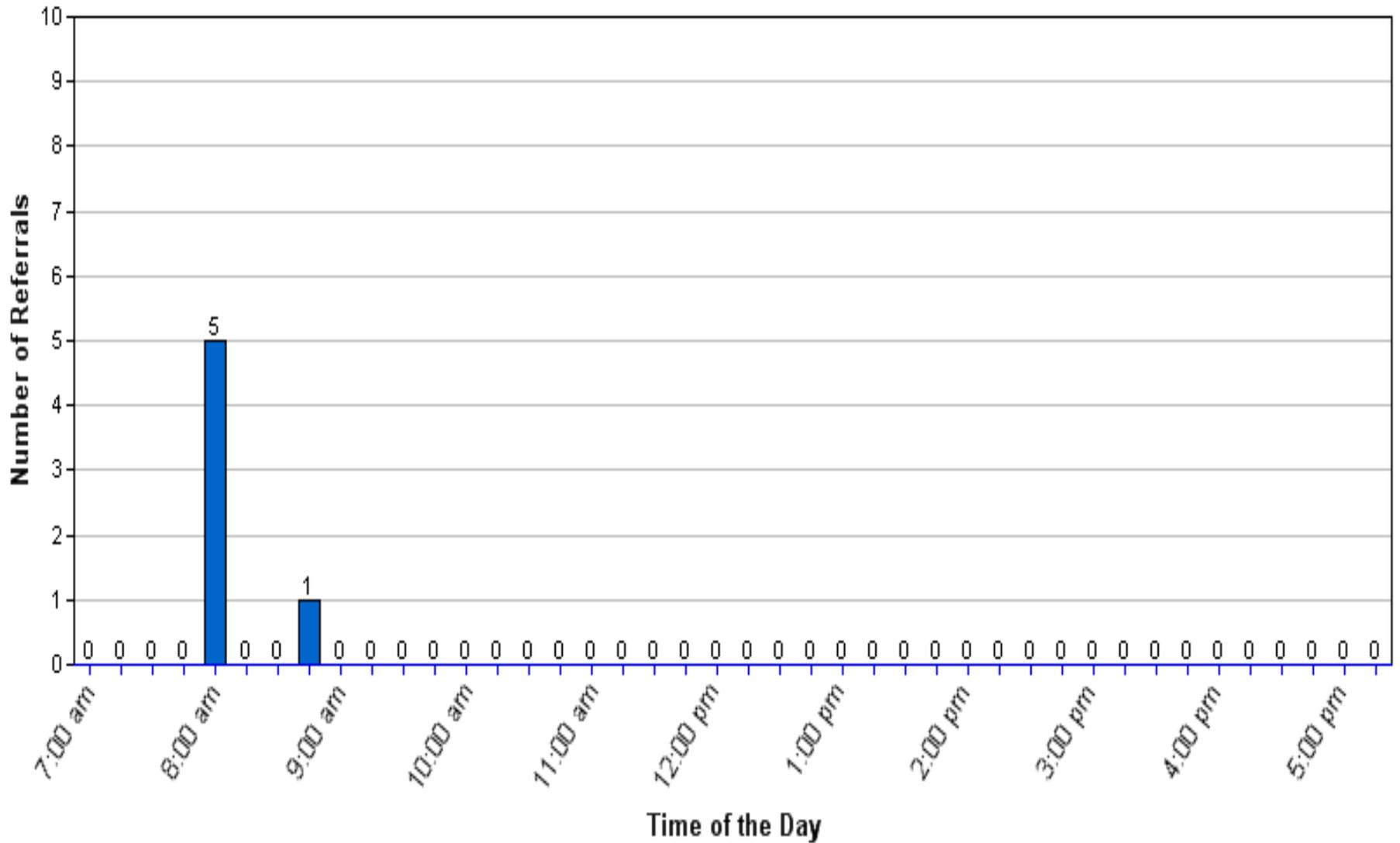
# Referrals by Location

2011-12



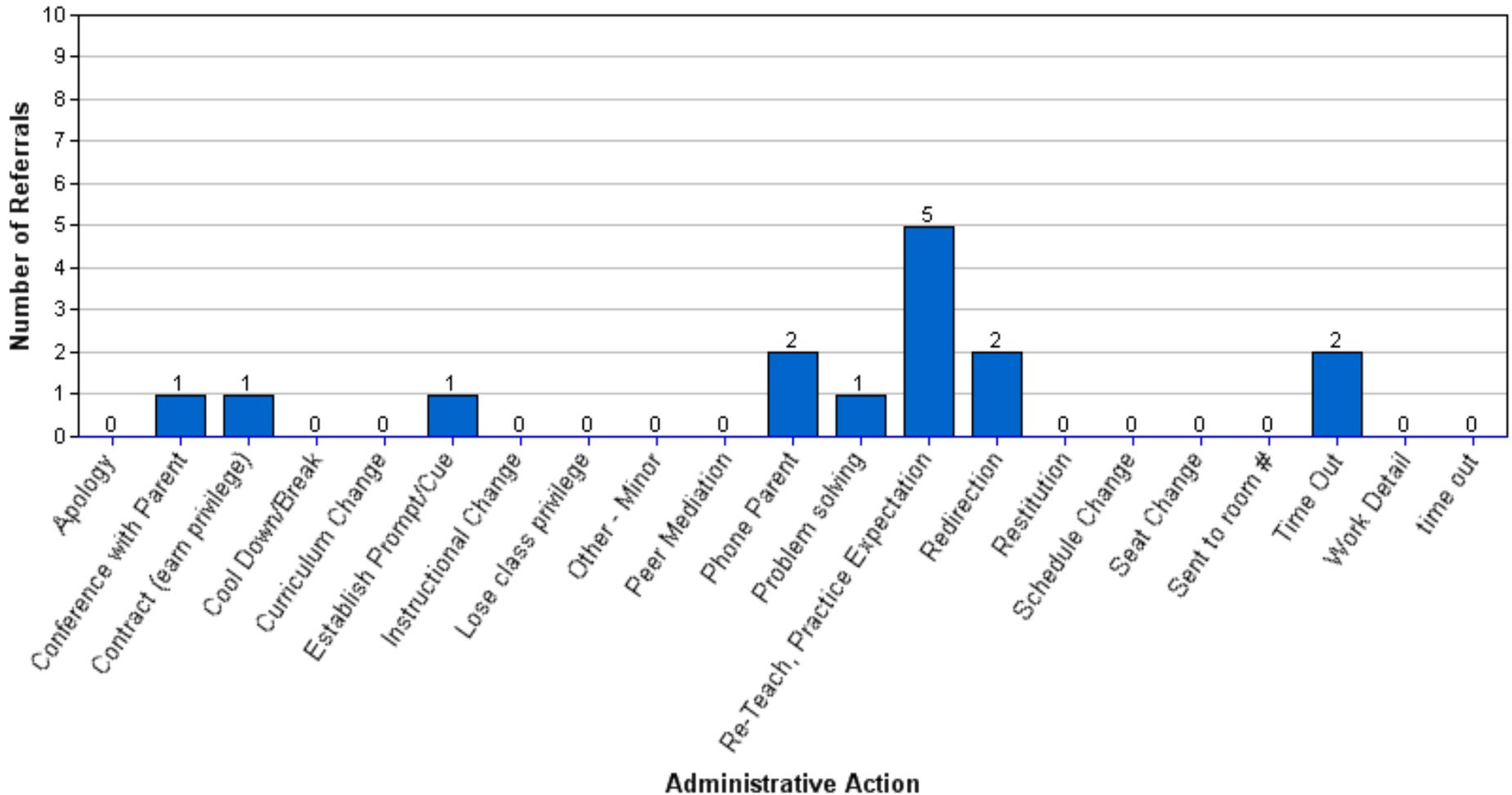
# Referrals by Time of the Day (7AM To 5PM)

2011-12



## Referrals by Admin Decision

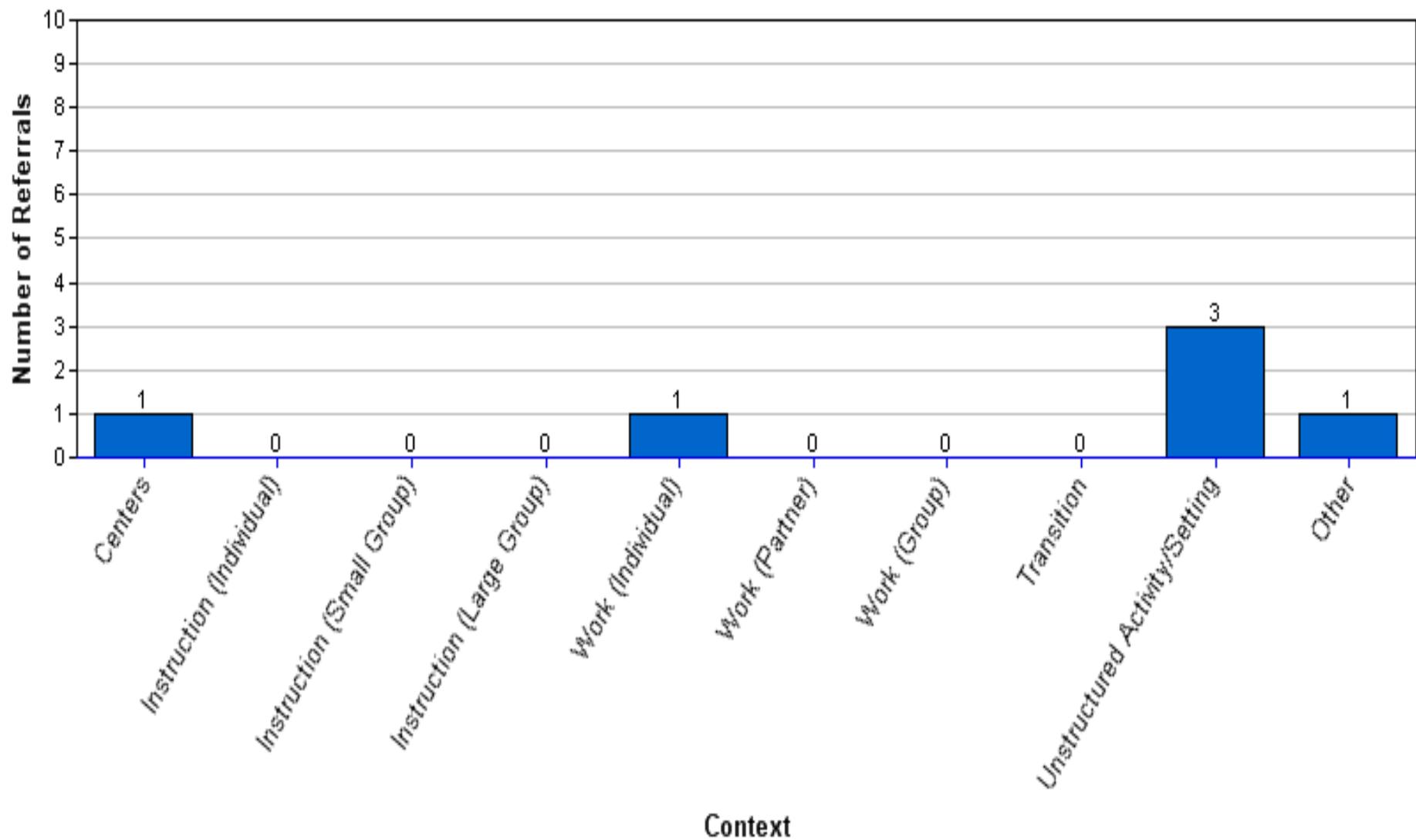
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**Note: Teacher provided consequences and multiple consequences can be provided and coded**

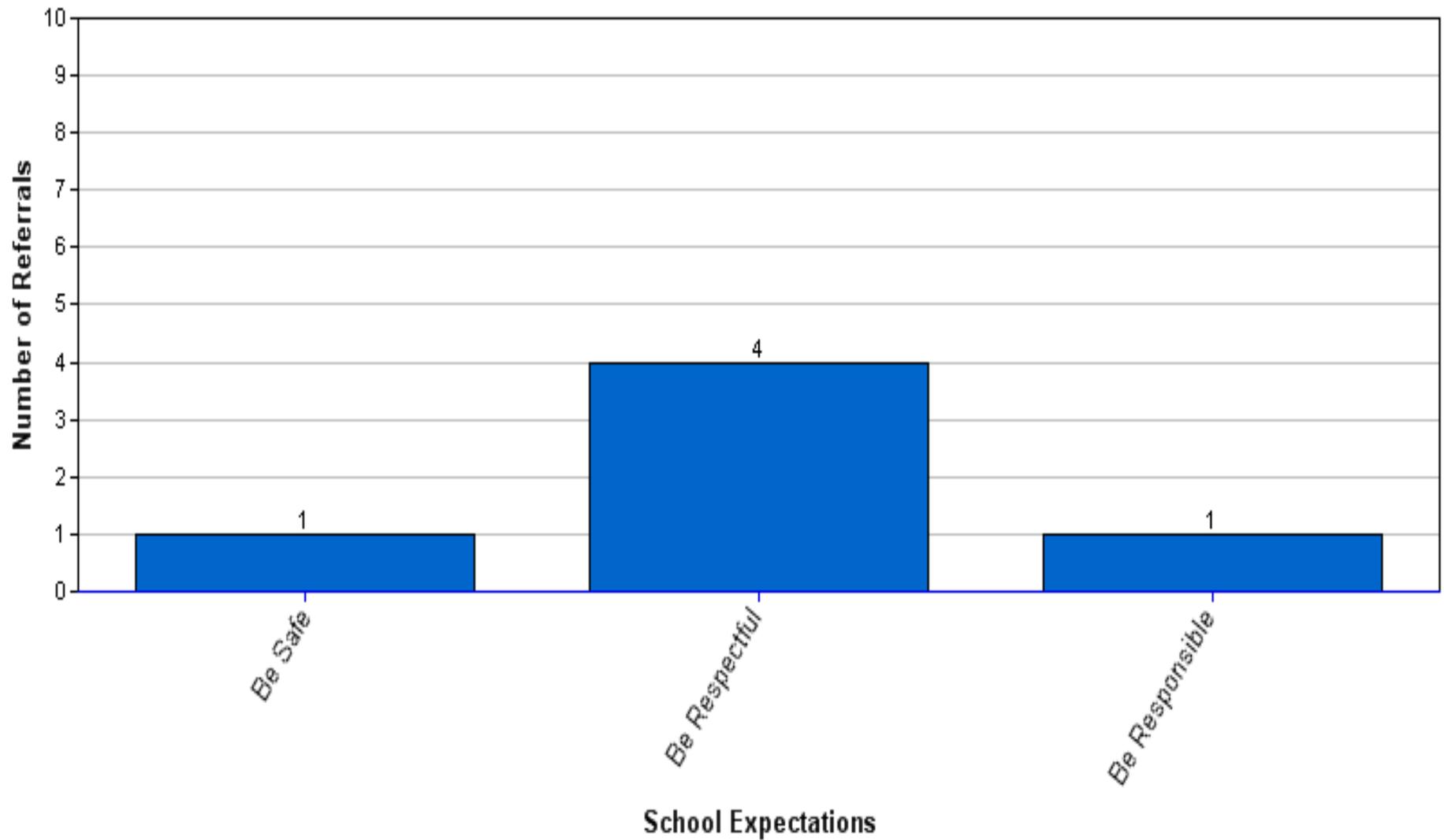
# Referrals by Context

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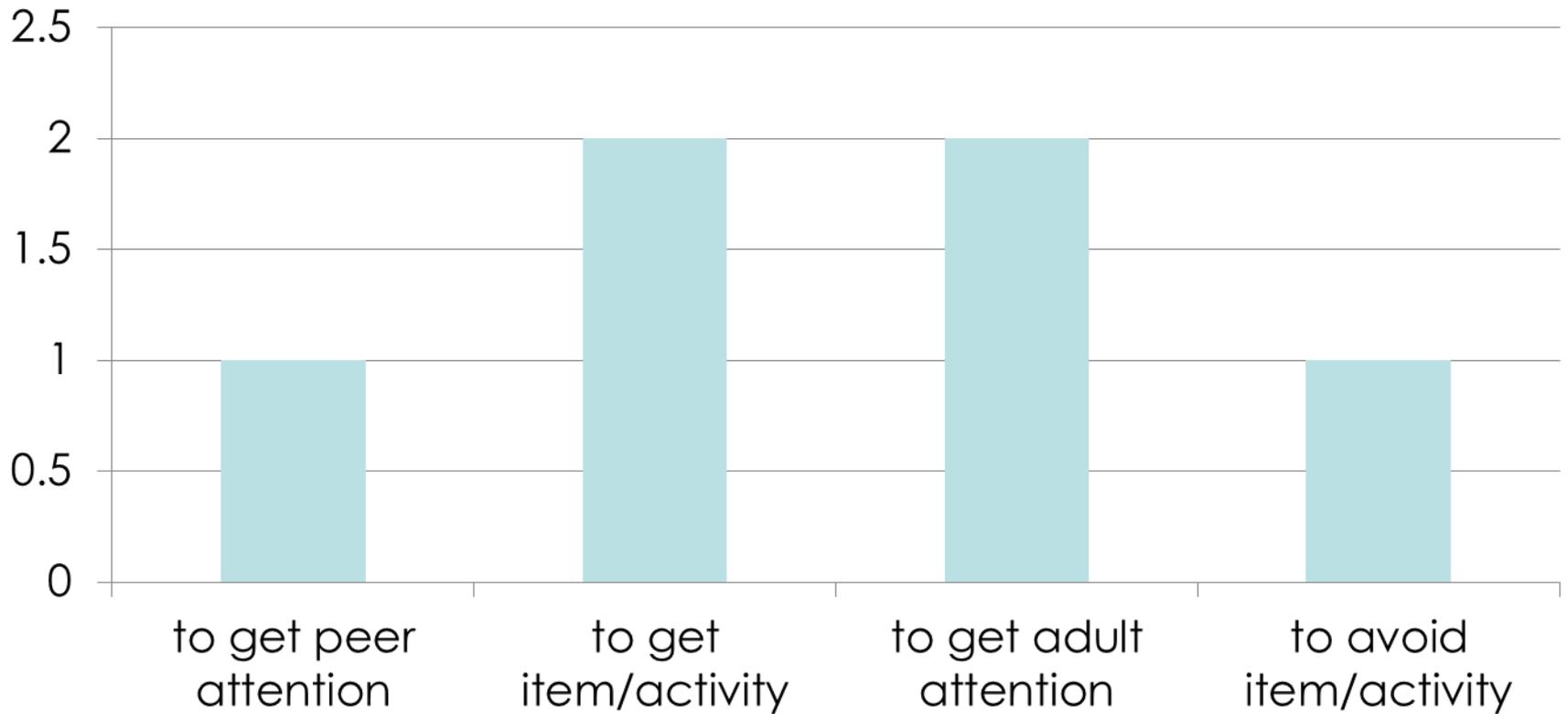
# Referrals by Expectation

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# Referrals by Motivation

Column1



# Summary of Data Collected

- **Most Frequent Problems:**
  - Aggression & Disruption
- **Unstructured Settings:**
  - Cafeteria, Playground
- **Time: 8:00 am**
- **Consequences:**
  - Re-teaching, Some parent contact, Redirection, Time out
- **Motivation:**
  - Got item/activity (playground)
  - Get adult attention (classroom)

# Identifying Intervention

Once you have identified patterns of behavior, match interventions to perceived function:

- **Proactive** (Environmental):
  - Prevent the behaviors from recurring; look at the antecedents and environment
- **Educative** (Replacement Behaviors):
  - Teach/re-teach desired behavior; teach a replacement behavior
- **Reinforcement** (Encourage appropriate behaviors and discourage problem behaviors):
  - Reinforce only those behavior desired
  - Address the function of the behavior
  - Do no reinforcing the undesired behavior

# Proactive Interventions

## Proactive (Environmental)

- Is there enough equipment on the playground?
- Are there enough choices of things to do on the playground?
- Does the student have a warning that it will soon be time to transition to class?
- What are some other ideas?

# Educative Interventions

## **Educative (Replacement Behaviors):**

- Does the student know how to ask peers how to share items?
- Does the student know how to approach other students and ask to join in?
- Does the student know the rules of the game the students are playing on the playground?
- **What are some other ideas?**

# Reinforcement Interventions: Replacement Behavior

## Reinforcement:

- **Encourage appropriate behaviors** and discourage problem behaviors
  - Earn the ability to have a few extra minutes on the playground
  - Gets to be the first to choose an activity on the playground
- What are some other ideas?

# Reinforcement Interventions: Inappropriate Behaviors

## Reinforcement:

- Encourage appropriate behaviors and **discourage problem behaviors**
  - Gets to be the last to choose an activity on the playground
  - Is the last student to go onto the playground
  - Is the first student to line up to go back to class
- What are some other ideas?

# Summary: Pitfalls to Avoid

- **Using the Classroom Tracking Form:**
  - For more than 1 behavior
  - To track **every** single behavior rather than recurring behaviors
  - As a referral to “**punish**” students
  - To contact parents with negative feedback **repetitively**
  - To track the **number of times behavior occurs** rather than on “what is working”
- **Using the same intervention repeatedly:**
  - Try something new
  - Not matching the interventions to the students perceived function
  - Not providing interventions that address all 3 areas: proactive, education, reinforcement (replacement behaviors & inappropriate)

# Review: Classroom Tracking Form Guidelines

## **Tool to Identify Patterns of Behavior:**

- When are the behaviors occurring? (math, transition)
- What are the recurring behaviors?
- What are the classroom interventions that have been used?
- Are the interventions working or does something else need to be utilized?
- Why is the behavior occurring? (motivation)
  - Example: Johnny rips up his math sheet and is given time out and gets out of his work. He always gets to avoid doing his math work.

# Next Online Chats

## Basic Principles of Behavior

Elementary Focus: Thursday, September 20  
3:00 PM EST/ 2:00 CST

Secondary Focus: Monday, September 10  
2:00 PM EST/1:00 PM CST

# Contact Information and Resources

## **FLPBS:RtIB Project**

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: [flpbs@fmhi.usf.edu](mailto:flpbs@fmhi.usf.edu)
- Website: <http://flpbs.fmhi.usf.edu>
- Facebook: [www.facebook.com/flpbs](http://www.facebook.com/flpbs)
- FLPBS on Twitter: [www.twitter.com](http://www.twitter.com) @flpbs

## **OSEP TA Center on PBIS**

- Website: [www.pbis.org](http://www.pbis.org)

## **Association on PBS**

- Website: [www.apbs.org](http://www.apbs.org)