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| IRIS Center logo. | **Outline** |
| **Behavioral Principles**:  The Basics of Understanding Student Behavior | |

Module Home

* Module Description: This module examines the ABC (antecedent-behavior-consequence) model, which illustrates how environmental factors can influence behaviors before and after they occur. This module also explores other foundational concepts involved in understanding, addressing, and changing behavior (est. completion time: 1 hour).

Challenge

* Video: Whether you’re a beginning educator or a veteran in the classroom, student behavior (desirable and otherwise) has probably crossed your mind.

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Initial Thoughts

* What behavioral principles should educators be familiar with to understand student behavior?

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Perspectives & Resources

* Module Objectives
* Understand that all behavior is learned
* Be familiar with the ABC model
* Understand how antecedents and consequences can influence behavior
* Recognize that for behavioral reinforcements to be effective, they must be meaningful for students
* Understand that for behavioral changes to be successful, students must learn to generalize behaviors across varied conditions and over time

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| NOTES |  |

* Page 1: Learning and Behavior
* Educators have a myriad of responsibilities that include teaching academic content, supporting students’ social-emotional needs, communicating with families, and maintaining a positive classroom environment.
* Consider the first five minutes of a school day, where an educator might observe… [bullet points]
* Research Shows [bullet points]
* Did You Know?
* For Your Information
  + Link: executive functioning [definition]

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* Page 2: The ABC Model
* A variety of factors can interact to influence a student’s behavior.
* Link: ABC model [definition]
* The model separates behavioral occurrences into three components… [bullet points]
* Antecedent/Behavior/Consequence [table]
* For Your Information
  + Link: IRIS Interview: Cultural Influences on Behavior [web page]
* Research Shows
* Activity
  + Antecedent/Behavior/Consequence [table]

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* Page 3: Antecedents
* Now that you have learned about the ABC model, let’s take a closer look at antecedents.
* Specifically, educators must understand that antecedents can influence student behavior by… [bullet points]
* Signal Availability of Consequences
  + Did You Know?
  + Audio: Johanna Staubitz discusses and provides examples of both verbal and nonverbal antecedent signals.
  + Audio: Barbara Allen discusses antecedents that occur outside of the classroom, in addition to providing two examples.
  + For Your Information
    - Link: precorrection [definition]
    - Link: Virtual Instruction: Precorrection [IRIS Fundamental Skill Sheet]
* Change the Value of Consequences
  + Scenario A
  + Scenario B
  + Audio: Johanna Staubitz offers more examples of how antecedents can impact the value of consequences.

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* Page 4: Consequences
* Now that you have learned about antecedents, let’s focus on consequences—or what students experience as a result of their behavior.
* Consequences can involve something being either… [bullet points]
* For Your Information
* Reinforcement [drop-down menu]
  + Link: reinforcement [definition]
  + In effect, reinforcement is the “payoff” of behavior and can occur due to… [bullet points]
    - Link: natural consequence [definition]
  + Behavior/Reinforcement/Change in Behavior [table]
  + For Your Information
    - Link: Behavior-Specific Praise [IRIS Fundamental Skill Sheet]
    - Link: Virtual Instruction: Behavior-Specific Praise [IRIS Fundamental Skill Sheet]
* Punishment [drop-down menu]
  + Link: punishment [definition]
  + Like reinforcement, punishment can occur due to… [bullet points]
  + Behavior/Punishment/Change in Behavior [table]
* Extinction [drop-down menu]
  + Link: extinction [definition]
  + For Your Information
  + Moreover, extinction can be difficult to implement because it… [bullet points]
* For Your Information
* Audio: Johanna Staubitz explains how educators can use reinforcement to facilitate behavior change and, at the same time, empower students to strengthen educator-student relationships.
* Audio: Johanna Staubitz offers more information on the unintended outcomes of punishment.

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* Page 5: Reinforcement
* As you just learned, educators can support behavioral change by delivering reinforcement after students engage in desired behaviors.
* Features/Definition/Example [table]
* Audio: Barbara Allen discusses that for reinforcers to be effective in changing student behavior, they first must be meaningful to students.
* Activity
  + Help Max’s teacher think through his behavior [drop-down menu]
  + Audio: Johanna Staubitz offers feedback [drop-down menu]
  + Help Sebastian’s teacher think through his behavior [drop-down menu]
  + Audio: Johanna Staubitz offers feedback [drop-down menu]
  + Help Zoe’s teacher think through her behavior [drop-down menu]
  + Audio: Johanna Staubitz offers feedback [drop-down menu]

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| NOTES |  |

* Page 6: Generalization
* Understanding the ABC model—particularly the relationships among antecedents, behaviors, and consequences—can help educators interpret student behaviors and, when necessary, adjust the environment to change those behaviors.
* Link: generalization [definition]
* Generalization includes… [bullet points]
* For Your Information
* Student’s ability to/Example [table]
* Audio: Johanna Staubitz offers more information on generalization, including why it is often overlooked.
* Audio: Johanna Staubitz provides guidance on how educators can facilitate generalization.
* Audio: Barbara Allen discusses the importance of generalization, in addition to providing examples of how she facilitates generalization with her students.

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| NOTES |  |

* Page 7: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 8: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media
* Expert Interviews

Wrap Up

* Summary of the module
* Antecedent/Behavior/Consequence [table]
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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