CLASSROOM BEHAVIOR CONTINUUM SCALE REPORT

GIFTING OUR TEACHERS BEHAVIOR MANAGEMENT TOOLS TO BUILD HEALTHY RELATIONSHIPS IN THE CLASSROOM SETTING

THE BEST
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EDUCATORS BEHAVIOR CONCERNS

- FOCUSED ON CURRICULUM/CONTENT
- BEHAVIOR CHANGE ARE FOR SPECIALISTS
- #1 REASON TEACHERS LEAVE 5 YEARS, LACK OF CLASSROOM MANAGEMENT SKILLS
- NOT ENOUGH RESOURCES
- CHANGING BEHAVIORS ARE TOO TIME CONSUMING AND TOO MANY VARIABLES
- BIP??????? HUH
- TOO SCRIPTED
- STUDENTS ARE NOT READY TO LEARN

INTERSECTIONS OF BEHAVIOR CHANGE

THE STORY THAT SUPPORTS CREATIVITY

THE B.E.S.T. ABA PROGRAM
INTERNATIONAL ABA INSTITUTE LLC

STUDENT: KR
AGE: 10
GRADE: 5

TEACHER: CRUMP
RESPONDENT: CRUMP
DATE: 10/12/2022

BEST Classroom Behavior Continuum Scale

For each question, select ONE number that best cooresponds to the student's behavior pattern.

1. During Non-preferred activities, the student is:

OFF-TASK — ON-TASK

0	1	2	3	4
ALWAYS	USUALLY	SOMETIMES	USUALLY	ALWAYS

2. During social interaction with peers, the student is:

DESPONDANT — ENGAGED

0	1	2	3	4
ALWAYS	USUALLY	SOMETIMES	USUALLY	ALWAYS

3. Following class routine, the student is:

NON-COMPLIANT — COMPLIANT

0	1	2	3	4
ALWAYS	USUALLY	SOMETIMES	USUALLY	ALWAYS

4. When the teacher gives verbal instructions to the whole class, the student is:

NON-COMPLIANT — COMPLIANT

0	1	2	3	4
ALWAYS	USUALLY	SOMETIMES	USUALLY	ALWAYS

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The BEST Classroom Behavior Continuum Scale

BEST CLASSROOM BEHAVIOR CONTINUUM SCALE REPORT

IS AN INDIRECT BEHAVIOR REPORT THAT PROVIDES A DETAILED ASSESSMENT AND INTERVENTION PLAN BASED UPON ALGORITHMIC EQUATION RESULTS FROM THE CLASSROOM BEHAVIOR CONTINUUM SCALE (CRUMP, 2011, 2015).

GOAL

Increasing classroom independence by Identifying academic behavior skills/non-cognitive skills that can be strengthened to overcome behavior deficits In the educational setting.

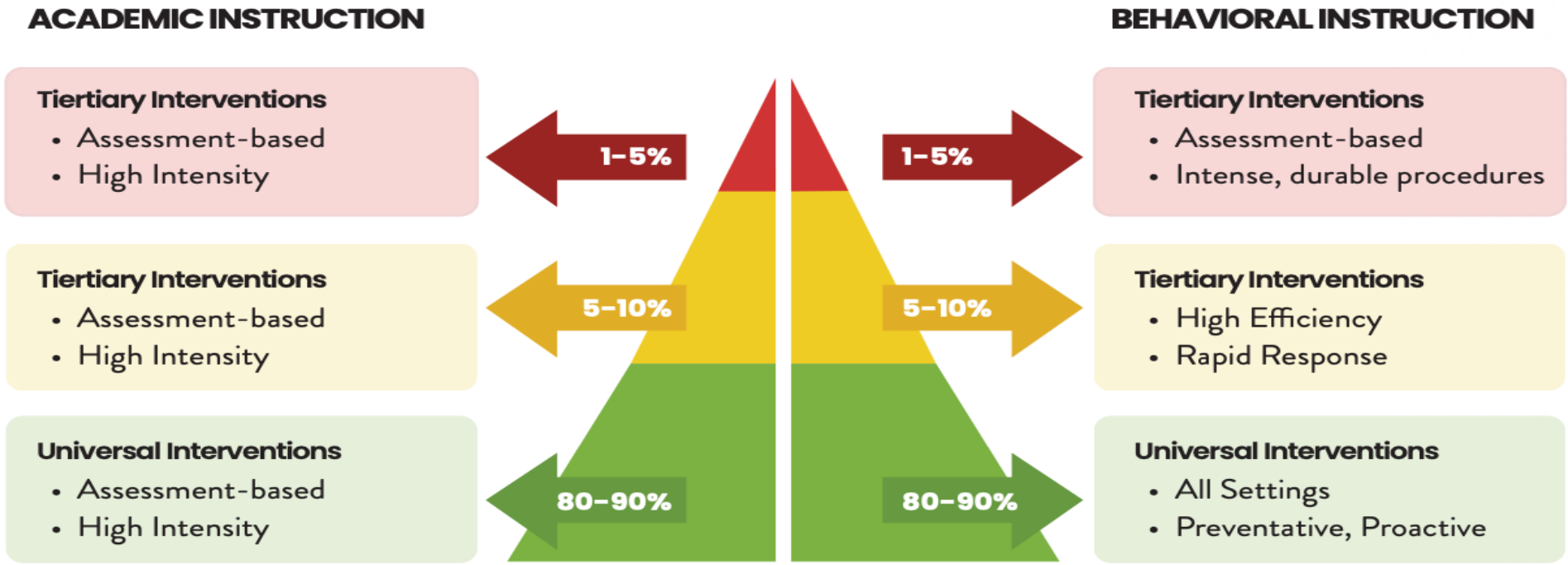
The BEST Classroom Behavior Continuum Scale

The BEST CBCS can be used:

- **UNIVERSAL SCREENING ASSESSMENT**
- **IDENTIFICATION/MEASUREMENT**
- **BEHAVIOR INTERVENTION PLAN (BIP)-Behavior Skills Plan**
- **PROGRESS MONITORING**

The Multi-Tiered System of Support (MTSS)

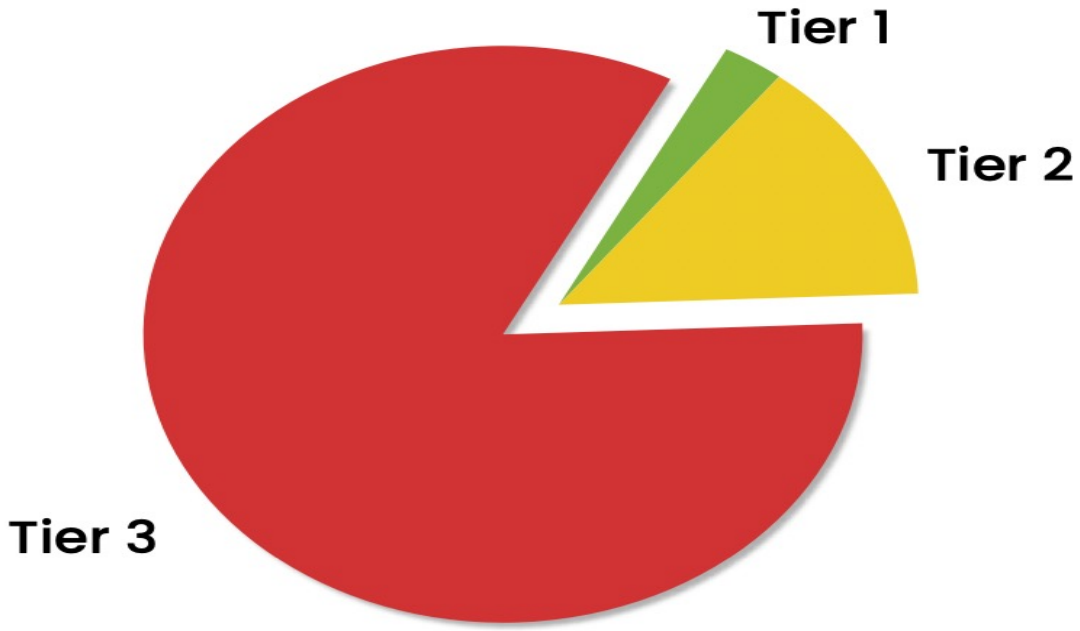
Designing Schoolwide Systems for Student Success



Multi-Tiered System of Support (MTSS)

"When used early for students identified at-risk for serious behavioral problems, practical FBA methods may prevent the escalation of student behaviors that, if left untreated, may require more intrusive methods." *(PBIS.org)*

THE BEST Results on MTSS/PBIS MODEL

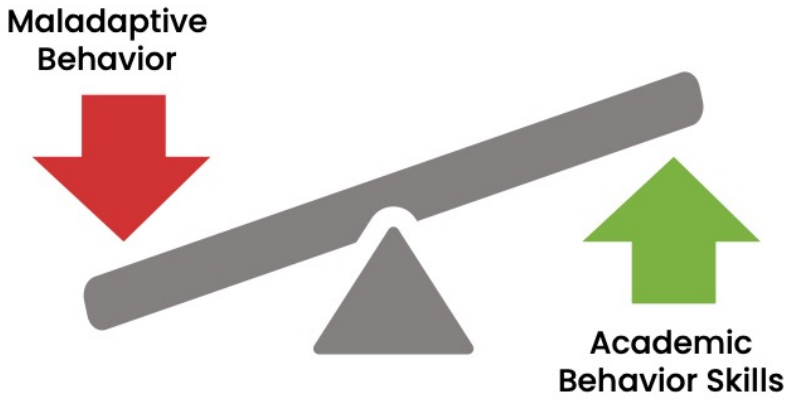


Student KW's BEST CBCS Results

The findings from the BEST CBCS identifies that the student is in transition between Tier 2 and Tier 3. The student may best learn from strategies and interventions at the Tier 2, a more concentrated approach to learning. For emerging Academic Behavior Skills, found at Tier 3, the student may benefit from individualized direct instruction until acquisition and execution of the development of the skill has been demonstrated. Although this student is exhibiting some academic behavior skills, there may be events where the student's maladaptive behaviors may interfere with academic performance and academic success.

The TEETER TOOTER EFFECT

The Connection between Academic Behavior Skills and Maladaptive Behaviors

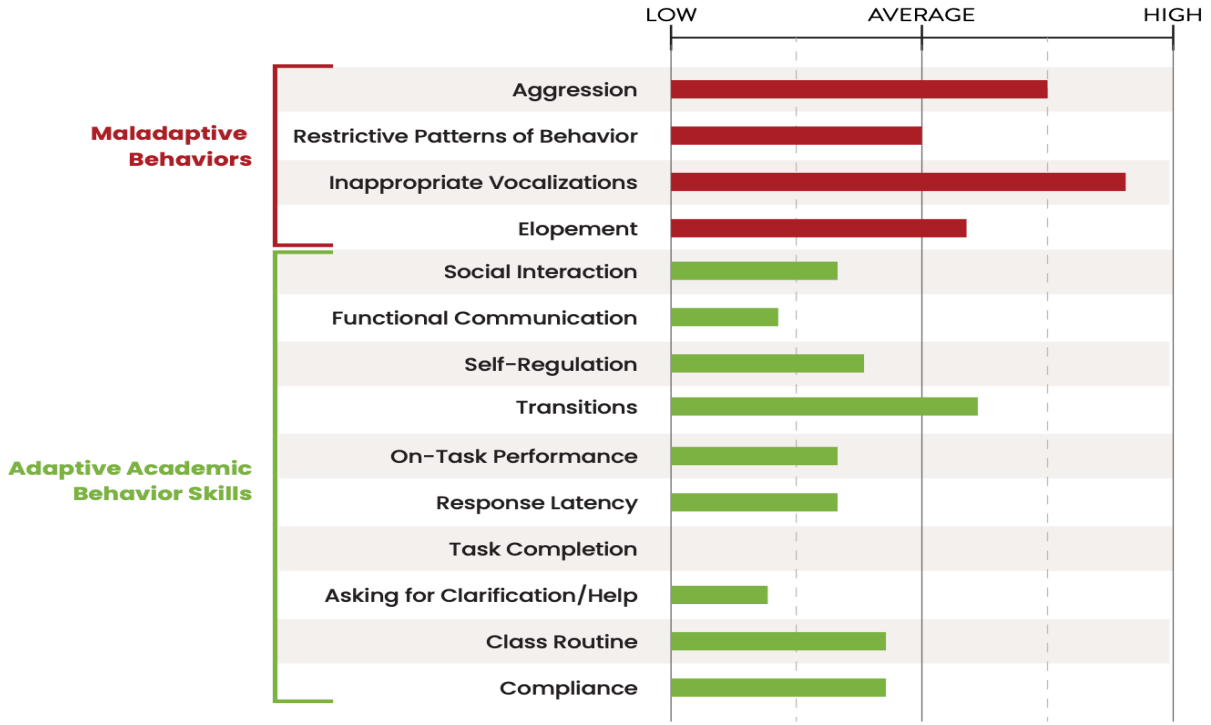


Teeter Totter Effect

Research by Parrish et al., (1986) evaluated the relationship between students exhibiting increased problem behaviors in the classroom and the decrease in adaptive academic behaviors needed for academic success. And the inverse affects that when adaptive behaviors increase, maladaptive problem behaviors decrease. Dominguez (2010) mentions the constructs of "learning behavior" or "approaches to learning" evidence suggests such behaviors promote school readiness in reading, language, and mathematics.

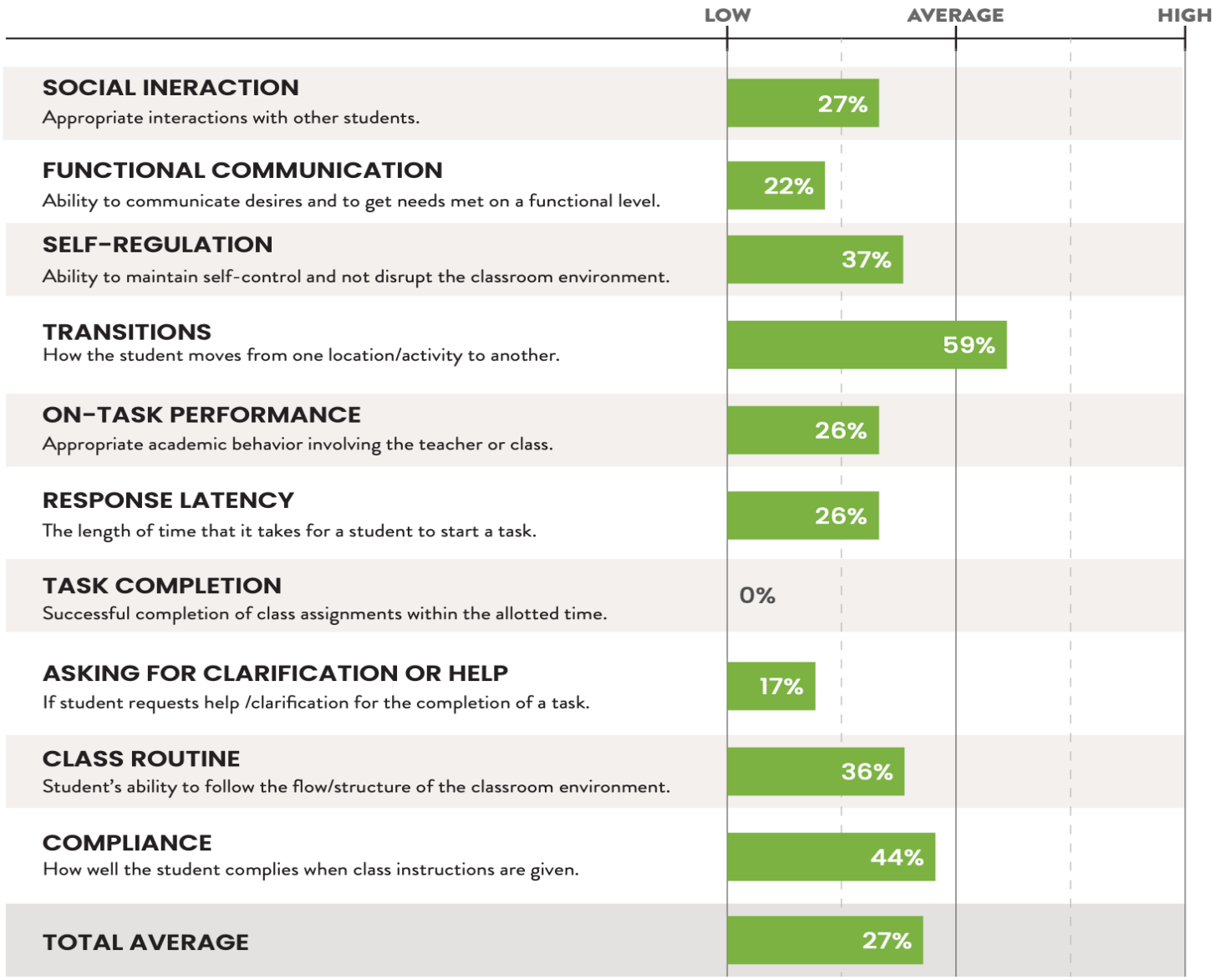
Crump (2015); Schieltz et al. (2011); Dominguez (2010); Hanley (2007); Russo, & et al. (1981); Parrish et al.(1986); Lalli et al. (1999); Carr & Durand (1985); Allyon and Roberts (1974)

The BEST Classroom Behavior Continuum Graph

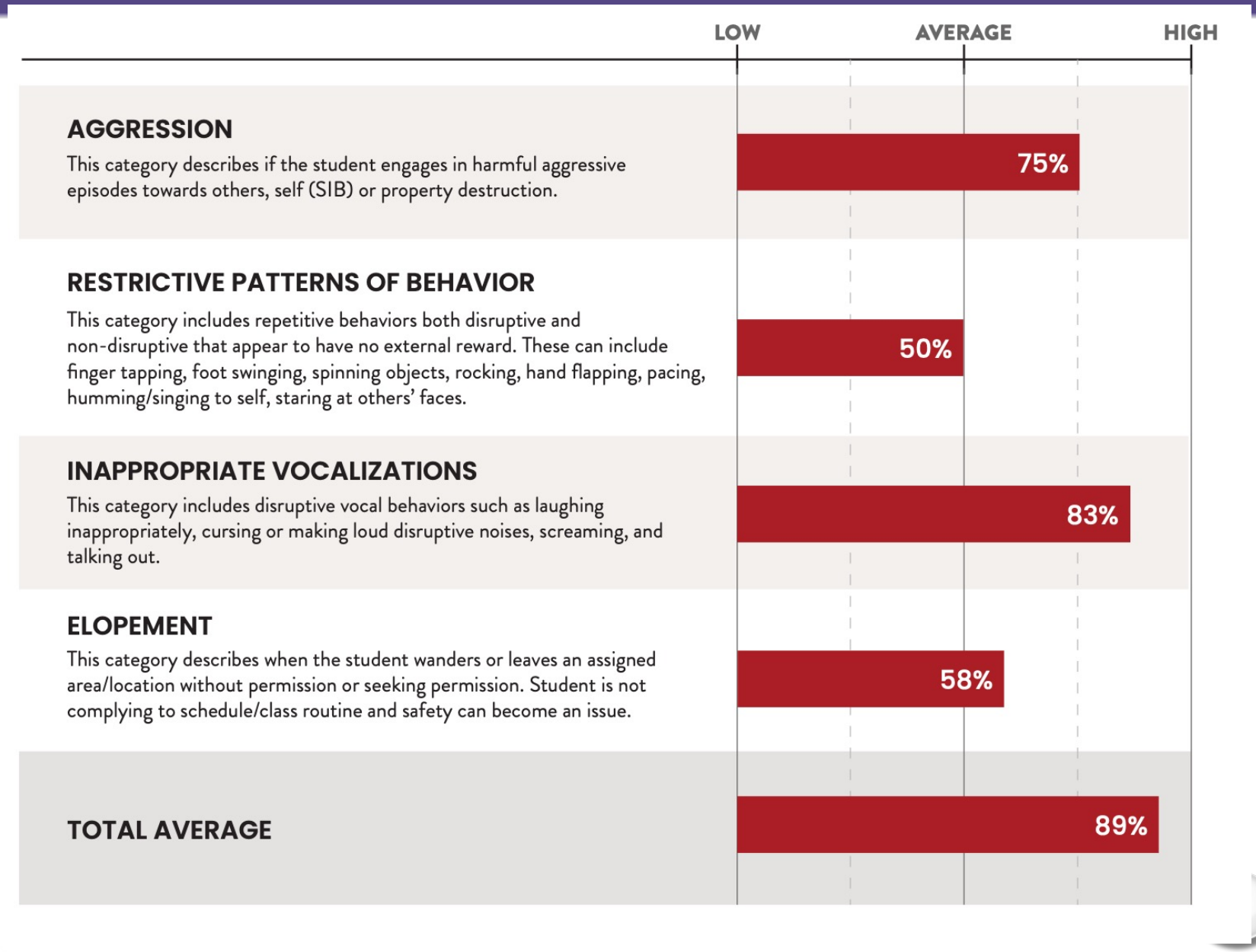


Executive Function Domain	Raw Frequency Score	Raw Frequency Score %	Criterion Referenced Score	Criterion Referenced Score %
Maladaptive Bahavior	24	96%	25	89%
Adaptive Academic Behavior Skills	1	4%	3	11%
Total	25	100%	28	100%

Academic Skills Behavior Graph

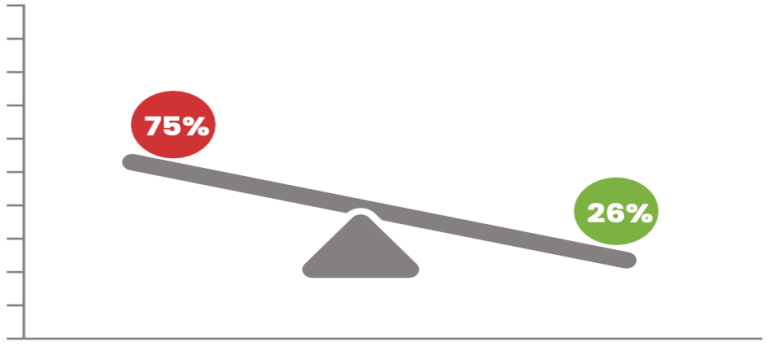


Maladaptive Behavior Graph



Probable Event Indicator Scale

For the **BEST CBCS**, the probable measures the likeliness that the student will engage in the maladaptive behavior and will most likely occur during an antecedent event, such as a task, activity, or interaction due to an academic or behavior skill deficit. Although conditional probability does not predict the future, it provides a statistical analysis between the variables. The maladaptive behavior has a higher chance of occurrence during the identified given circumstance. For this assessment, the lower academic behavior skill rating, the less likely that the academic behavior will occur in place of the maladaptive behavior.



Maladaptive Behavior "Aggression" Score

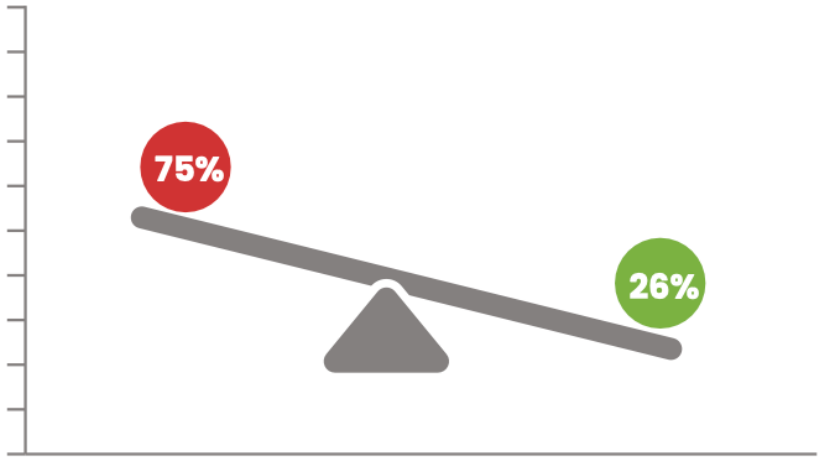
Academic Behavior Skills Average Score

ACADEMIC BEHAVIOR SKILL	PROBABLE
Social Interaction	50%
Functional Communication	58%
Self-Regulation	43%
Transitions	33%
On-Task Performance	50%
Response Latency	75%
Task Completion	42%
Clarification / Help	63%
Class Routine	42%
Compliance	38%

PROBABLE EVENT INDICATOR-AGGRESSION

AGGRESSION

vs Academic Behavior Skills



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Hypothesized Functions of Behavior

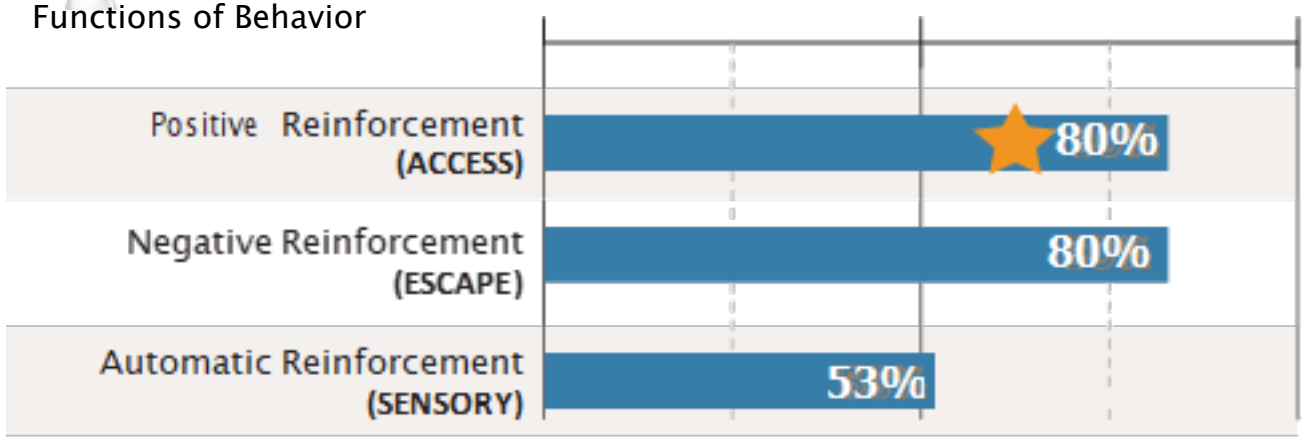
The function of a behavior refers to the source of environmental reinforcement for it."
- Tarbox et. al. (2009, p. 494)

1. **POSITIVE REINFORCEMENT**
   - Access–Social Attention/Tangible
2. **NEGATIVE REINFORCEMENT**
   - Escape or Avoidance
3. **AUTOMATIC REINFORCEMENT**
   - Sensory Stimulation

Hypothesized Functions of Behavior

AGGRESSION: 75% SCORE

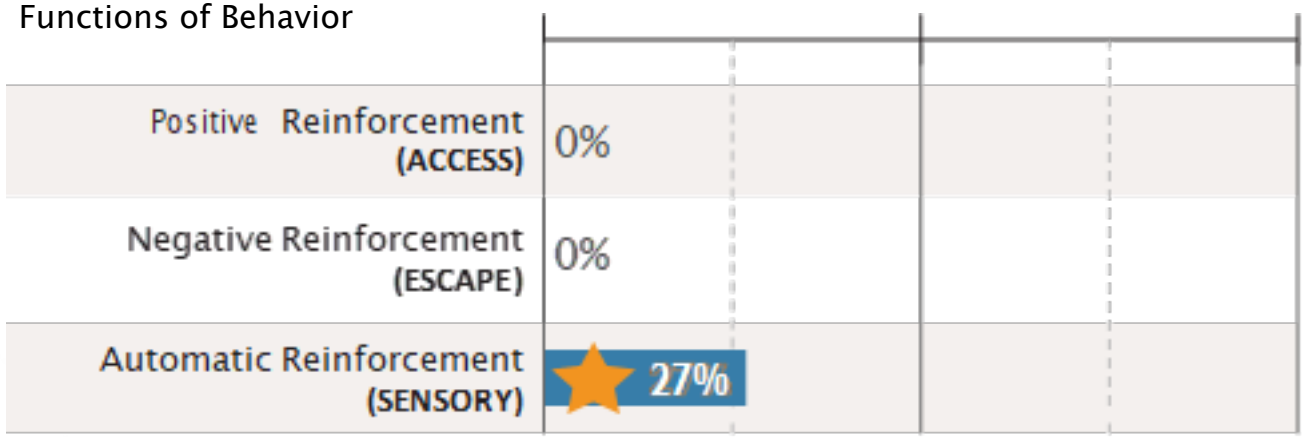
Functions of Behavior



The hypothesized primary Function of Behavior for AGGRESSION is maintained by Dual Functions of **Positive Reinforcement/Access and Negative Reinforcement/Escape**

RESTRICTED PATTERS OF BEHAVIOR: 50% SCORE

Functions of Behavior

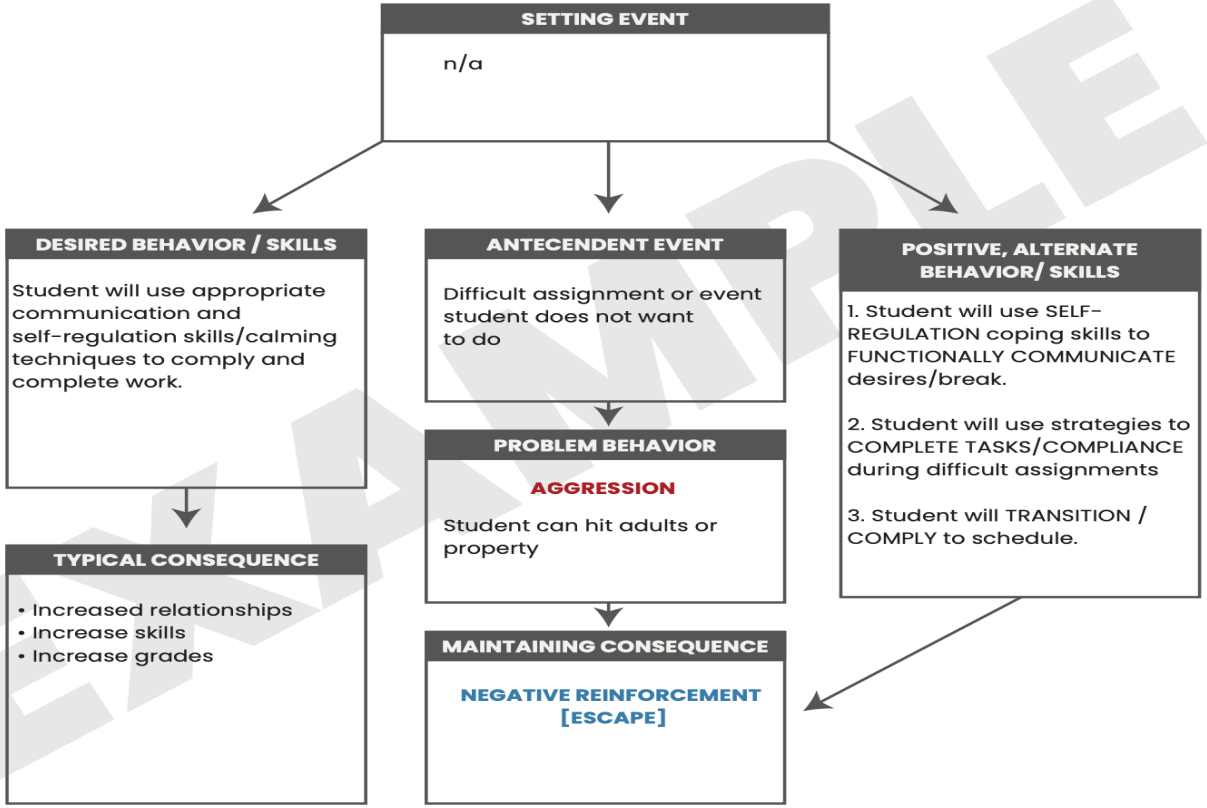


The hypothesized primary Function of Behavior for RESTRICTED PATTERNS OF BEHAVIOR is maintained by **Automatic Reinforcement/SENSORY**

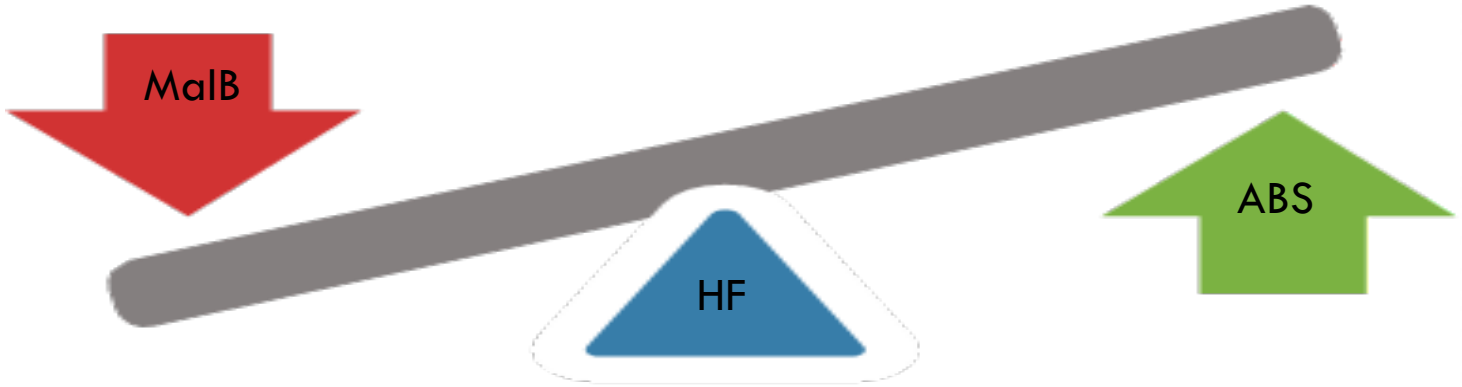
Competing Behavior Pathway

This diagram is a visual pathway options during the behavior change process

[Example Completed Diagram]



BEST Behavior Intervention Plan



Decrease Maladaptive Behaviors	Hypothesized Function	Increase Academic Behavior Skills
Aggression	Positive Reinforcement / Access	1. Self-Regulation 2. Task Completion 3.Transition/Comply 4. Functional. Com
Restrictive Patterns of Behavior	Automatic Reinforcement-Sensory	1. Self-Regulation 2. Functional Com 3. Comply/Task 4. Completion
Inappropriate Vocalization	Negative Reinforcement / Escape	1. Self-Regulation 2. Task Completion 3. Transitions
Elopement	Negative Reinforcement / Escape	1. Functional Com 2. Transitions 3. Self-Regulation

Behavior Smart Goals

• Decrease Aggression • Increase Self-Regulation skills	During frustrating situations, student will use self-regulation/coping skills, such as deep breathing and exercise to refrain from engaging in aggressive episodes 60% of observed opportunities. (baseline 16%)
• Decrease Inappropriate Vocalization • Increase Functional Communication	Student will use appropriate voice levels for the environment 80% of observed opportunities. (baseline 40%)
• Decrease Inappropriate Vocalization • Increase Functional Communication	Student will functionally communicate needs and desire for a break 80% of observed opportunities. (baseline 40%)
• Decrease Non-compliance • Increase Work Completion • Increase Compliance	Student will comply to teacher instruction to complete work 60% of observed opportunities. (baseline 20%)
• Decrease Elopement • Increase Transitions • Increase Compliance	Student will comply to teacher instruction to complete work 60% of observed opportunities. (baseline 20%)

Behavior Intervention Menu Package

Inappropriate Vocalization	Priming Premack Principle Timer Voice Chart	• Prompting • Functional Communication Training • Token Economy • Differential Reinforcement • Procedures • Social Stories	Redirection *Extinction (Paired with DRO-DRI-DRA)
Non-Compliance	Priming Exercise Visual Icons Timer Scheduling Premack Principle Task Analysis	• Functional • Communication • Prompting • Tolerance • Training	Redirection to FERB
Aggression	Priming Task Analysis Premack Principle Check-off system Visual Icons	• Prompting • Token Economy • Behavior • Contract	Redirection to FERB
Restricted Patterns of Behavior	Masking Time Allowance Shaping/Fading	• Functional • Communication	Redirection to FERB
Elopement	Priming Task Analysis Premack Principle Check-off system Visual Icons Timer	• Prompting • Token Economy • Behavior • Contract	Redirection to FERB

QUESTIONS and ANSWERS

WHAT QUESTIONS DO YOU HAVE?

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