

EVERYTHING WE DO IS BEHAVIOUR



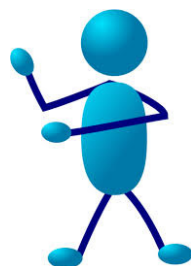
About Behaviour Analysis
and CABAS®

BEHAVIOUR ANALYSIS

Behaviour analysis is a well-developed discipline devoted to the understanding of human behaviour. It focuses on understanding why individuals behave the way they do: what is the function or purpose of their behaviour? Behaviour analysis uses scientific, evidence-based principles, such as the principle of positive reinforcement, to shape behaviour and prevent certain behaviours from occurring.

Nearly five decades of research has documented the effectiveness of behaviour analysis principles for building a wide range of communication skills, academic skills and important life skills and reducing behaviours that challenge in individuals of all ages with or without a disability.

In a school setting, comprehensive and highly individualised programmes, underpinned by the principles of behaviour analysis, are provided for pupils. New skills and behaviours that require intervention are clearly defined and carefully measured by thorough assessment and direct observation.



Programmes are established to teach verbal, cognitive, social and self-help skills. New skills are broken down into smaller tasks which are taught in a highly structured and hierarchical sequence with the focus on positively reinforcing or rewarding these behaviours. There is a focus on replacing behaviours that challenge with appropriate alternatives such as improved communication skills.

JIGSAW IS A CABAS® SCHOOL

CABAS is an acronym for the Comprehensive Application of Behaviour Analysis to Schooling

CABAS® is a research-driven system-wide approach providing individualised education programmes for children and young people with and without disabilities. It was developed over 40 years ago by R. Douglas Greer PhD and colleagues of Teachers College, Columbia University. It is underpinned by the principles of behaviour analysis.

Communication & Verbal Behaviour

The CABAS curriculum is closely linked to Skinner's analysis of verbal behaviour with a focus on function over form. There is an emphasis on increasing an individual's functional communication skills which is critical as they move to higher levels of independence. Researched procedures to increase communication skills form an integral part of each individual pupil's curriculum (Greer & Ross, 2008; Petursdottir & Carr, 2011).

Learn Units

The curriculum in a CABAS school is broken down into learn units (Greer, 2002; Greer & McDonough, 1999). A learn unit includes the wider context of ensuring the pupil is motivated to respond along with teacher presentations, pupil responses, and how the teacher should respond depending on whether the pupil's response is accurate or inaccurate.

To provide an example of a learn unit we can look at a programme where the target is for the pupil to identify objects. The teacher presents the pupil with an apple and asks, "What's this?" (the teacher antecedent). The pupil then responds with "apple" and that is their accurate response. The teacher then reinforces this response with verbal praise, an edible, a token or access to a toy.

- If the pupil responded incorrectly or did not respond at all then the teacher consequence would be to correct the pupil. The teacher would say "apple" and the pupil would then repeat this. The teacher would then provide a further opportunity for the pupil to respond independently. This response is not reinforced.

- A learn unit can also take the form of permanent products. The teacher might present the pupil with a worksheet to complete which the teacher would mark later and then show to the pupil. The antecedent would be the written question or instruction on the worksheet. The behaviour would be the pupil's written response. The consequence would be the teacher's tick or cross on the worksheet. The learn unit would not be complete until the pupil had had feedback on their work.
- Learn units are presented to both mastery and fluency criteria. All pupil responses and all objectives achieved are measured and graphed. The direct measurement of each of the pupil's responses during instruction is the most sound measure of their learning.

Decision Protocol

We use the decision protocol, as described by Keohane and Greer (2005) and Greer (2002), to analyse the graphs and make empirically driven instructional decisions, and to gauge the effectiveness of the teaching. All teaching staff are trained to use the decision protocol so that they are consistent in their approach in terms of determining whether an objective is met or whether additional support is required to help a pupil achieve their objective.

TPRAs

An observational procedure has been designed by CABAS® to collect data on pupil and teacher responding. This procedure is termed teacher performance rate and accuracy (TPRA).

The supervisor records data on the teacher's antecedent, whether it was accurate or inaccurate. The supervisor then records inter-observer reliability on the pupil's response, again whether it was correct or incorrect. The supervisor then records data on the teacher's consequence; whether it was accurately reinforced or corrected. Basically, the supervisor is collecting data on whether the learn unit presentation as a whole is accurate and measures whether the teacher has motivated the pupil to respond accurately.

Ingham and Greer (1992) found that use of the CABAS® teacher-performance observation procedures by a supervisor resulted in significant increases in total learn units taught and correct responses by pupils in the observed and other settings.

Board Certification

To be system-wide means that the CABAS® approach is applied to the whole organisation. Teachers are taught to be scientists, decision-makers and leaders.

- All teachers work through a set of individualised modules set up by Columbia University.
- Jigsaw School's teaching staff receive intensive training, and their skills are assessed on an ongoing basis to ensure that standards are maintained.
- Staff training is an integral part of the CABAS system, which believes that investing in the staff is investing in the child's future.
- CABAS research has shown a direct correlation between the expertise of the instructional personnel and the eventual outcome for children.
- Teachers in CABAS schools receive ongoing, in-situ training through three-tiered training modules leading to international CABAS® Professional Advisory Board conferral as a Teaching Assistant, Teacher I, II or Master Teacher.
- Completion of each teacher rank requires at least one calendar year of full-time teaching in a CABAS school with the Master Teacher rank taking longer to complete. The Teaching Assistant rank can be completed in 6-9 months.

Jigsaw Publications

We have published two articles in the European Journal of Behavior Analysis that provide more detail about CABAS® within the context of Jigsaw School.

Firstly, Hawkins, Charnock and Gautreaux (2007) describe the main tenets of the CABAS® system followed by four case studies showing how strategies have been used to improve play skills and communication skills.

Secondly, Hawkins and Grant (2011) describe two case studies sharing progress data over 10 years.

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