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Background:

- The number of children in Japanese schools is decreasing, while behavioral problems are increasing. [1]
- Mental health issues among teachers are on the rise. [2]
- Applied Behavior Analysis (ABA) has contributed to Japanese schools.
- While ABA-based interventions are effective [3], challenges exist in applying them in real-world settings (e.g., training programs for functional assessment [4], positive behavioral interventions, and supports [5]).
- Single-case designs (SCDs) identify the causal relationship between target behavior and intervention. [6] Practicing SCDs may help teachers become more aware of the interaction between behavior and the environment.
- The stance of Contextual Behavioral Science (CBS) emphasizes pragmatism, quality of life, values, and encourages tracking [7], which are originally valued in ABA. [8] It may help ABA become more functional and contextualized.

Purpose of this study:

- To conduct a workshop with teachers where they practice SCDs with the goal of noticing the interaction between their behavior and students' behavior.
- To explore what is necessary to improve this type of program.

Method:

- Seven elementary school teachers participated in the workshop. They had no prior knowledge of ABA or SCDs.
- The workshop consisted of 4 sessions, each lasting 90 minutes (Table 1).
- All participants selected target behaviors, recorded data, and designed and implemented support plans.
- The facilitator emphasized a CBS stance.

Table 1. Contents of each session

#1	Reviewing values as a teacher / Three-term contingency / PBIS matrix / Selection and recording of target behavior
#2	Graph creation / Support strategies based on PBIS
#3	Graph interpretation / Support strategies based on PBIS
#4	Summarize and review

Does learning Single-Case Designs enhance a teacher's awareness of the interaction between their behavior and students' behavior?

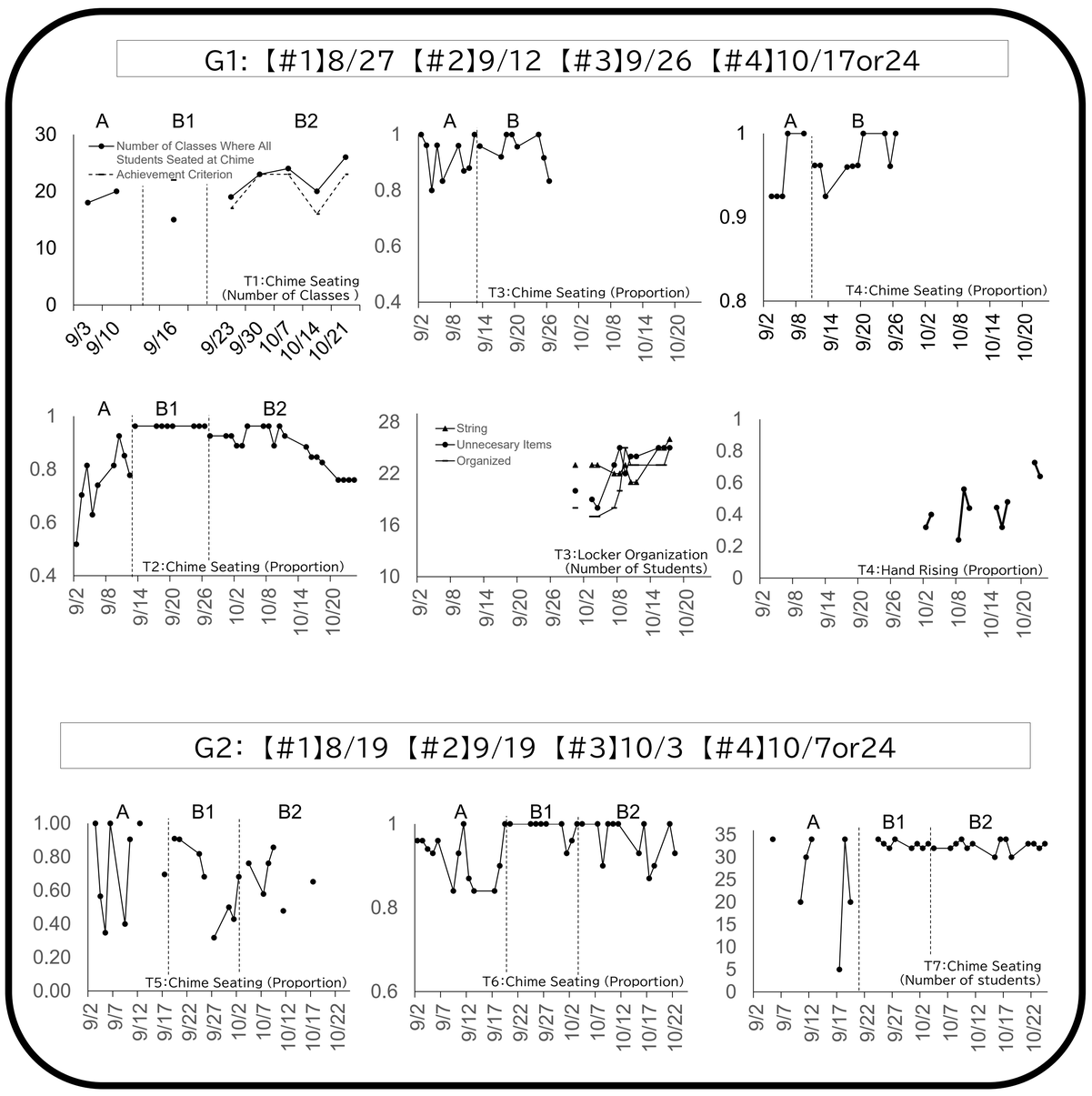
Applied behavior analysis empower teachers to design their classrooms. Not offering the best solution, but a better way of seeing.

Result:

- Six out of seven participants verbalized ("tacted") the interaction (Table 2).
- All participants reported that data recording and implementation of the support plan were not burdensome.
- Several participants reported feeling relieved during this program.
- The school principal and all participants highly valued the workshop experience.

Table 2. Participants' characteristics, designs practiced, and awareness of contingencies in each session

	Grade of Homeroom (Years of Teacher's Experience)	Design	Awareness			
			#1	#2	#3	#4
G1	T1 : Special support class(2)	A-B1-B2	-	-	+	-
	T2 : 4th(1)	A-B1-B2	-	-	-	+
	T3 : 6th(4)	A-B	-	-	-	+
	T4 : 4th(3)	A-B	-	-	-	+
G2	T5 : 1st(5)	A-B1-B2	-	-	+	+
	T6 : 5th(1)	A-B1-B2	-	-	-	-
	T7 : 5th(6)	A-B1-B2	-	-	-	+



Discussion:

- By practicing SCDs, teachers could notice the interaction between behavior and the environment.
- This summer, we will conduct a revised version of the workshops with pre-post measures focusing on teachers' enjoyment, confidence, and estimation of behavior causes. During the session, we will ask them to revise independent variables twice.

reference