TIH1202

Behavior

- Defining behavior and identifying behaviors to target
- The 4 functions of behavior
- Analysis
- Identifying the function of challenging behavior

Behavior :

An observable and measurable act of a person
(You can see it or hear it, count it or time it)

Behavior is not:

Feelings or emotions

Behavior

- Crying
- Spitting
- Hitting
- Rocking
- Laughing

Not Behavior

- Mad
- Anxious
- Happy
- Agitated
- Frustrated

It is important to define behavior in a way that

describes what it looks like,

not what we suspect it means or how we

suspect the person feels.

Discussion

Since the last training, have you thought of new behaviors of concern that you wanted to target for reduction? How did you decide what you wanted to target?

Identifying Behavior to Target for Reduction

- Behavior that is dangerous to child or others

- Behavior that interferes with participation in meaningful activities

- Behavior that disrupts others and prevents them from participating in meaningful activities

- Behavior that is stigmatizing (likely to prevent a child from being included)

- Not all unusual or annoying behavior needs to be targeted for reduction

- Junk behavior

Walking through the junk food aisle like...
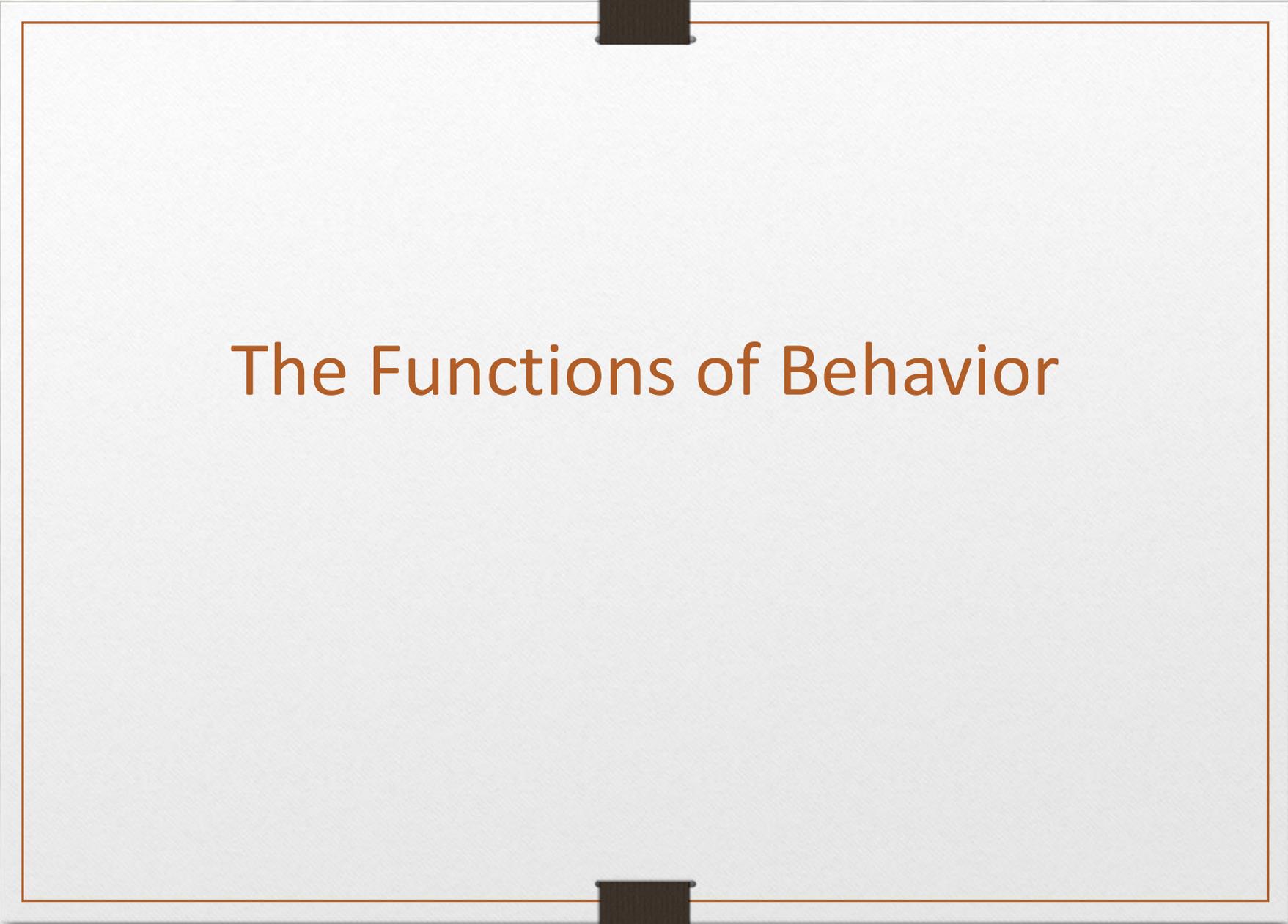
The Functions of Behavior

Discussion

Why do students engage in challenging behavior?

Now, let's get personal…
Why do you and I behave the way we do?

The answer:

- It works for us!!
- We have learned through our experiences and through conditioning what is effective in getting our needs and desires met.
- We also do what we are motivated to do, what we find enjoyable, and what is reinforcing to us.

All behavior serves a purpose
for the person who does it

- Behavior is repeated because the consequences are desirable

- We engage in behavior in ways that get us what we want, or help us avoid or escape things we don't want

1. To get attention
2. To get access to an item or activity
3. To escape or avoid something
4. Sensory Stimulation

It's all fun and games until someone figure out the FUNCTION of your BEHAVIOR!

someecards
user card
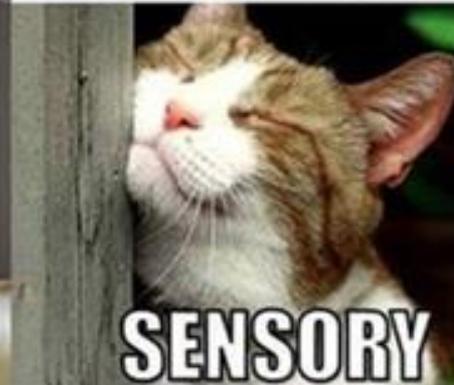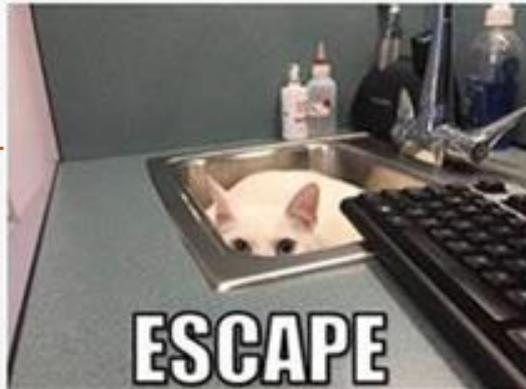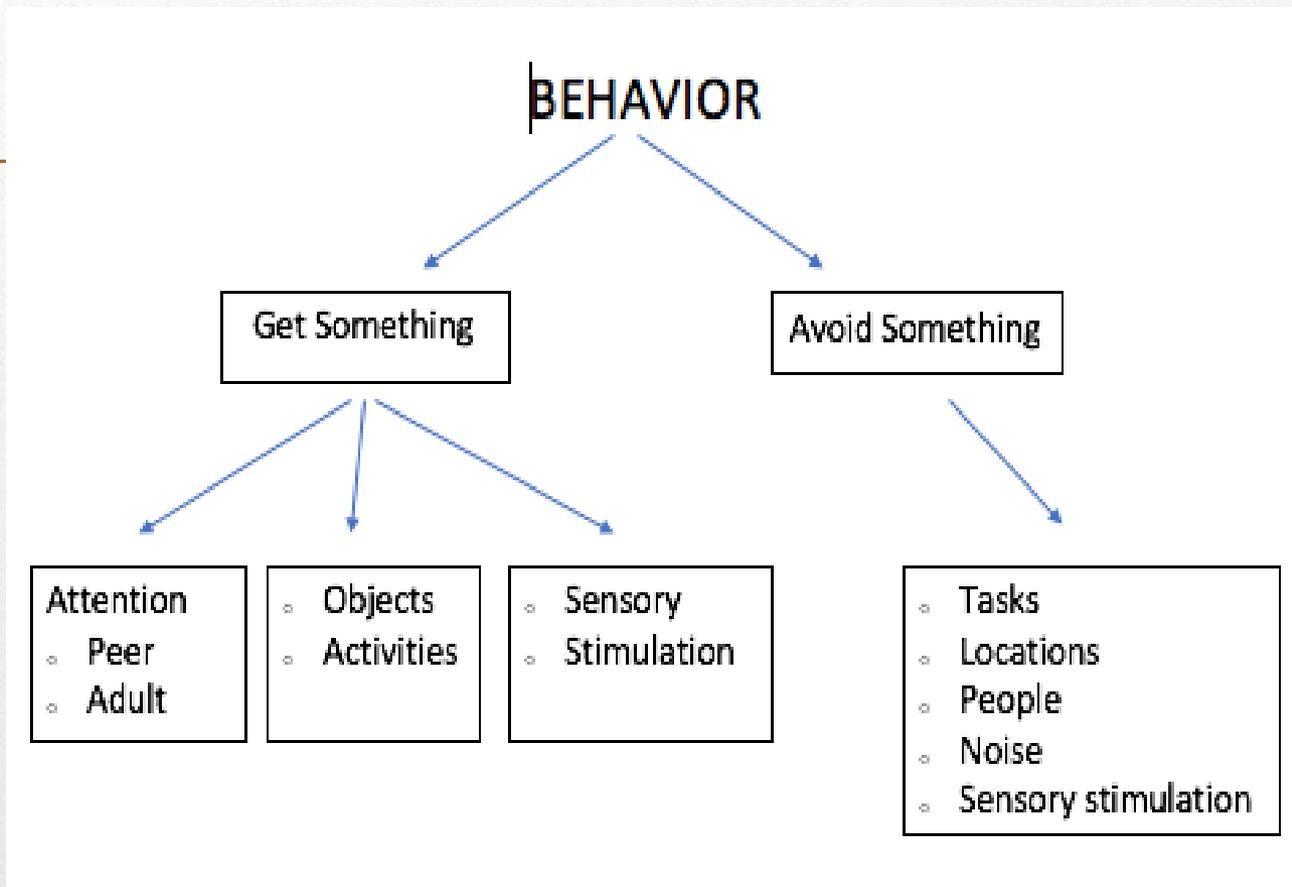
Behavior that results in immediate atten THE ATTENTION SEEKING IS
others
- This can be "positive" or "negative" att STRONG IN THIS ONE

Examples:
- Saying "Excuse me?" and Mom looks at you
- Taking your sister's toy and she chases you
- Throwing papers and your teacher yells at you
- Crying and mom cuddles you
- Running away, and turning to see if teacher is

Behavior that results in getting preferred items or activities

Examples:
- Grabbing a toy from a peer
- Asking for a snack or candy
- Leaving circle time and going to play with trains
- Climbing a cabinet to get a game
- Saying "push me higher" and dad pushes you on swing

Behavior that results in ending or delaying disliked events

Examples:

- Complete chores; mom stops nagging
- Complete assignment; avoid homework later
- Hang up phone when telemarketer calls; conversation stops
- Flop to the floor; delay coming in from recess
- Hit peers; escape group work/circle time
- Throw a tantrum; avoid going to the bathroom

Behaviors that are fun by themselves; they feel good, look fun, smell cool, etc.

- Typically things that happen when child is alone or all the time no matter where they are

Examples:

- Hand flapping, body rocking, flicking fingers by eyes
- Making noises, reciting lines from movies, humming
- Spinning wheels on a car, opening and closing door repeatedly, playing with string, banging hangers together
- Going for a run, rubbing your temples, twirling your hair, scratching an itch, tapping your foot, fidget spinners

Discussion

Do you engage in any behavior that doesn't fit in to one of these categories?
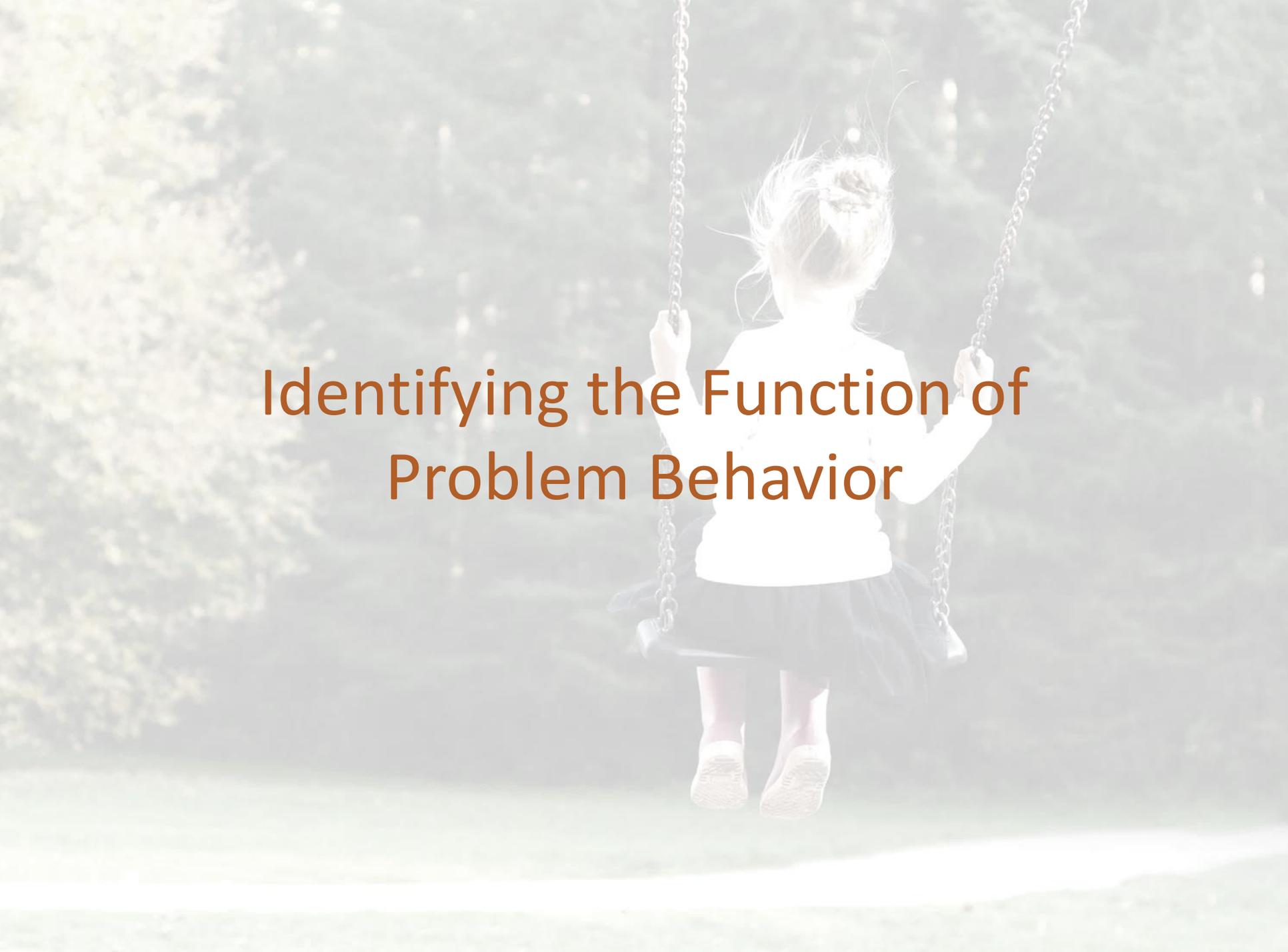
Identifying the Function of Problem Behavior

To understand behavior, we have to know the whole story (beginning, middle, end)

A description of the behavior alone is not sufficient.

ABC data helps identify
1. The events or conditions that make the target behavior more likely to be exhibited.
2. The events that precede or "trigger" the target behavior.
3. The consequences that maintain the behavior (the purpose of the behavior).

1. Identify the behavior

ANTECEDENT	BEHAVIOR	CONSEQUENCE
	Observable, measurable Behavior of concern	

2. Identify the antecedent and the consequence

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happened before the behavior was exhibited	Observable, measurable Behavior of concern	What happened after the behavior was exhibited

Maria is at the table with a classmate and her teacher. Her teacher is talking to her classmate about her her upcoming birthday party. Maria begins to yell, bang on the table, and throw her materials.   Her teacher sits down with her, holds her hands, and offers reassurance.

Antecedent	Behavior	Consequence
Teacher is talking to a classmate	Maria yells, hits table, throws materials	Teacher sits with her and talks to her

What function would a pattern of behavior like this suggest?

When Joey is given a math assignment, he gets out of his desk, runs around the room and knocks classmates books and papers on the floor. An administrator is called to remove him from the classroom.

Antecedent	Behavior	Consequence
Given a math assignment	Joey gets up, walks around class throws materials	Removed from class

What function would a pattern of behavior like this suggest?

Sam tries to run from the cafeteria repeatedly as soon as he finishes his lunch. He is given an iPad and walked back to the table.

Antecedent	Behavior	Consequence
Finishes lunch	Sam attempts to run from cafeteria	Given iPad and returned to table

What function would a pattern of behavior like this suggest?

When the class starts dribbling basketballs in the gym, Jose sits, covers his ears with his hands, and rocks back and forth.

Antecedent	Behavior	Consequence
Classmates start bouncing basketballs n the gym	Jose sits, covers ears, rocks	Lessens volume of the basketballs

What function would a pattern of behavior like this suggest?

Practice

ABC Data

1. Review the antecedents to identify when the behavior is most likely to occur

2. Review the consequences to identify what reinforces the target behavior (the purpose it serves/the function)

   o Attention

   o Tangibles

   o Escape

   o Sensory stimulation

Practice

ABC Review and Identifying Function

Cooper, J.O., Heron, T.E., Heward, W.L. (2007). Applied behavior analysis (2nd Ed.). Upper Saddle, New Jersey: Pearson.