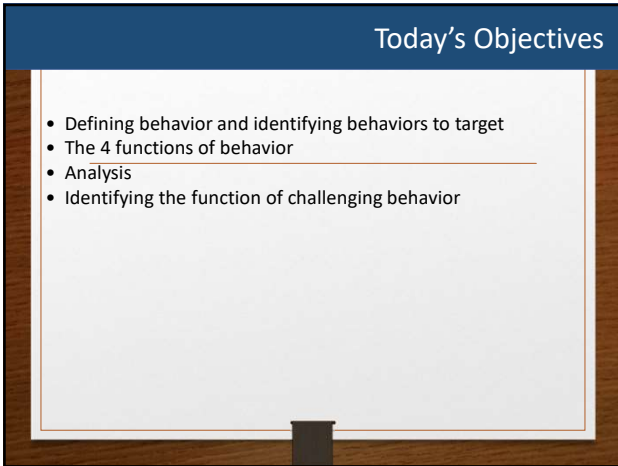
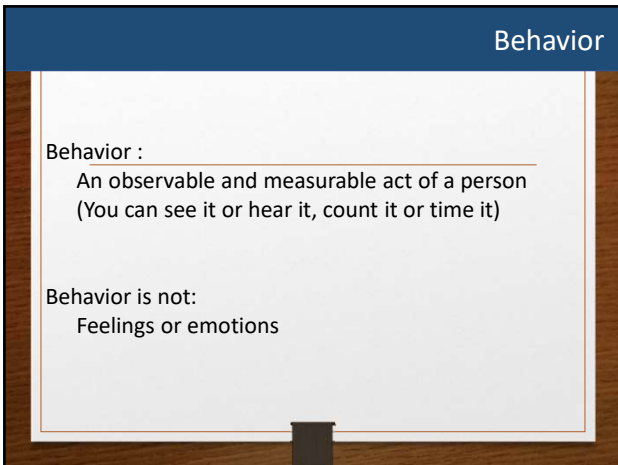


1



2



3

Is it Behavior?

<u>Behavior</u>	<u>Not Behavior</u>
<ul style="list-style-type: none">• Crying• Spitting• Hitting• Rocking• Laughing	<ul style="list-style-type: none">• Mad• Anxious• Happy• Agitated• Frustrated

4

Behavior

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.

5


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?

6

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)



7

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

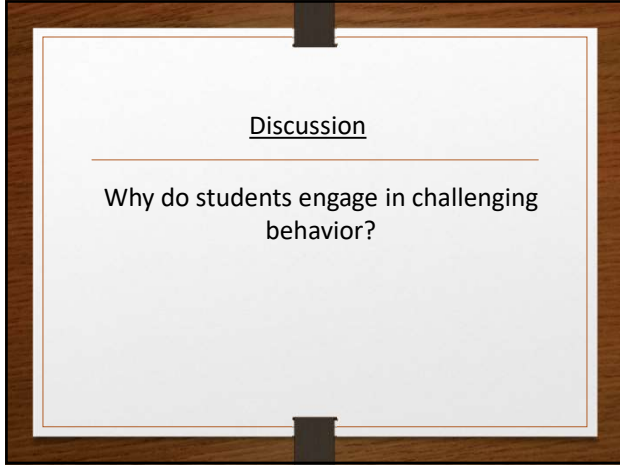
Walking through the junk food aisle like...



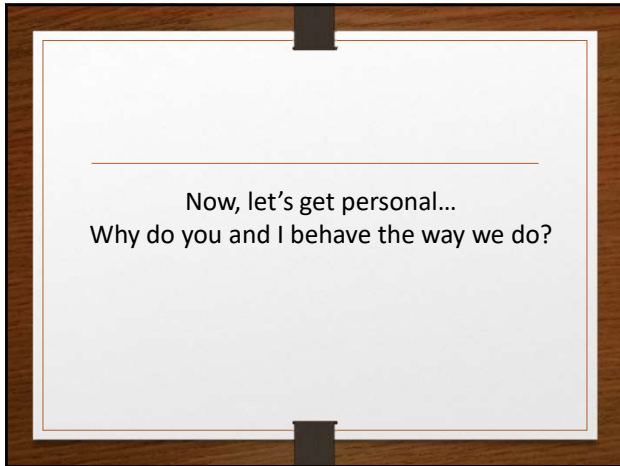
8

The Functions of Behavior

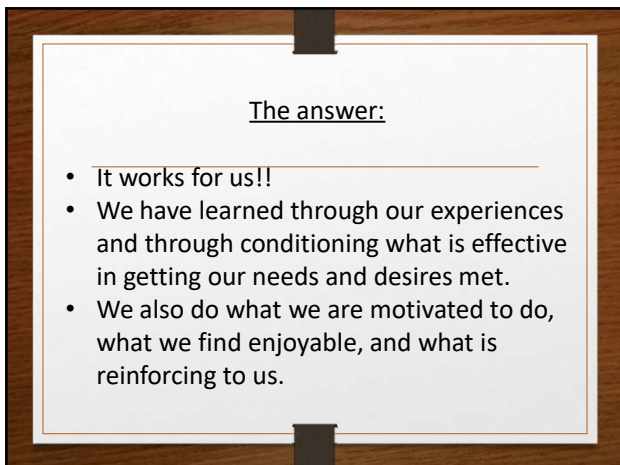
9



10



11



12

The Functions of Behavior

All behavior serves a purpose for the person who does it

13


The Functions of Behavior

- 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

14


The 4 Functions of Behavior

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



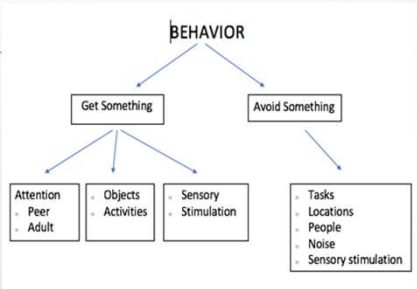
15

The 4 Functions of Behavior



16

The Functions of Behavior



17


Attention

Behavior that results in immediate attention from others

- This can be "positive" or "negative" attention

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
- Craving and mom ends your meal



18

Access to Items

Behavior that results in getting preferred 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

19

Avoidance/Escape

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

20

Automatic

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:

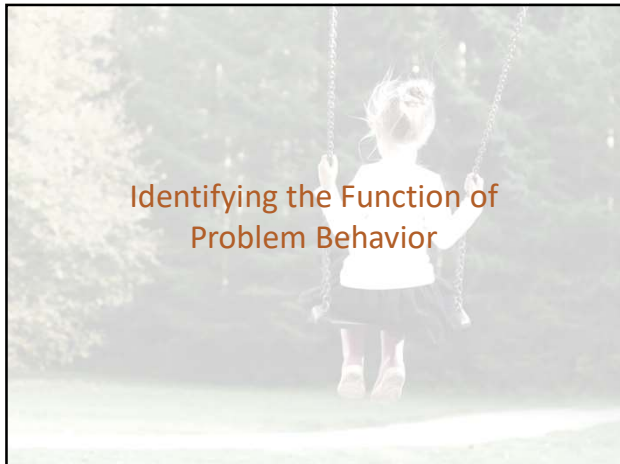
- Hand flapping, body rocking, flicking fingers by eyes
- Making noises, reciting lines from movies, humming
- Spinning wheels on a car, opening and closing door repeatedly, playing with string, banging hangers together
- Going for a run, rubbing your temples, twirling your hair, scratching an itch,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

21

Discussion

Do you engage in any behavior that doesn't fit in to one of these categories?

22



Identifying the Function of Problem Behavior

23

The Behavioral Event

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

A description of the behavior alone is not sufficient.

24

ABC Recording

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).

25

ABC Analysis

1. Identify the behavior

ANTECEDENT	BEHAVIOR	CONSEQUENCE
	Observable, measurable Behavior of concern	

26

ABC Analysis

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

27

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?

28

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?

29

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?

30

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 in the gym	Jose sits, covers ears, rocks	Lessens volume of the basketballs

What function would a pattern of behavior like this suggest?

31

Practice

ABC Data

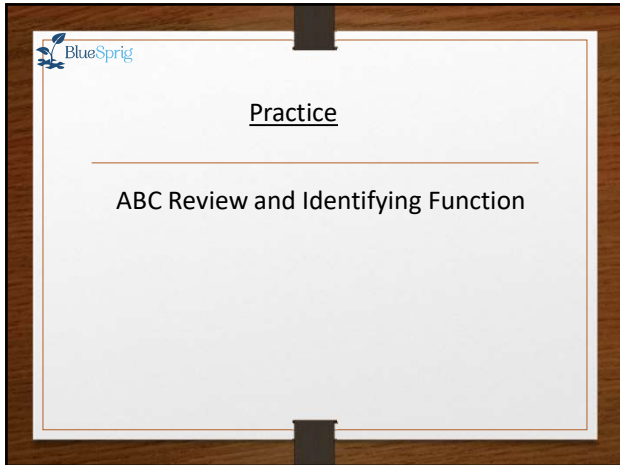
32

Identifying Function

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)
 - Attention
 - Tangibles
 - Escape
 - Sensory stimulation

33

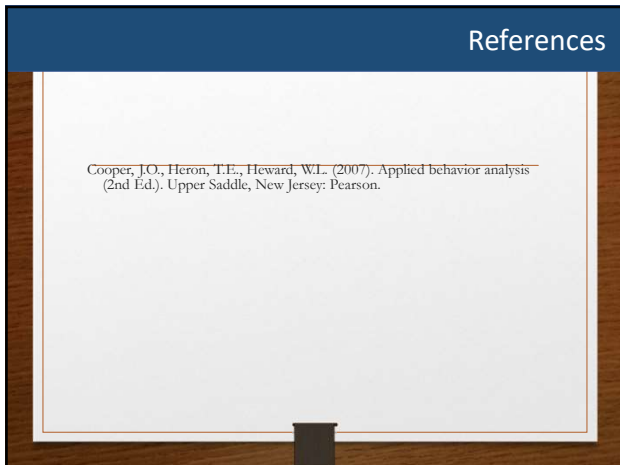


BlueSprig

Practice

ABC Review and Identifying Function

34



References

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

35
