Behavior Basics

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A Make the right behavior easier.

B Behavior is an action not a label.

C Make the right behavior rewarding.

Goals

- Define what behavior is
- To understand some possible causes for "problem" or undesired behavior
- Discuss techniques to manage behavior

What is behavior?

- EVERYTHING that a person does
  - Including physical actions, speaking and thoughts
- Passes the dead man's test
  - Can a dead man **_not_** talk?
  - Can a dead man talk?

Challenging Behavior

- Behavior that poses a challenge to a student's social or academic development

- Need to think about the function of the behavior

- All challenging behaviors are learned

- REMEMBER: Behavior happens for a reason

Challenging Behavior → Reinforcement

Addressing Challenging Behavior

- Behavior that WORKS, will CONTINUE
- Every behavior has a function
- Behavior has TRIGGERS
- Behavior has CONSEQUENCES
- When you try to change behavior it will get WORSE before it gets BETTER
- When behavior no longer works it will go away

How are Challenging Behaviors Learned?

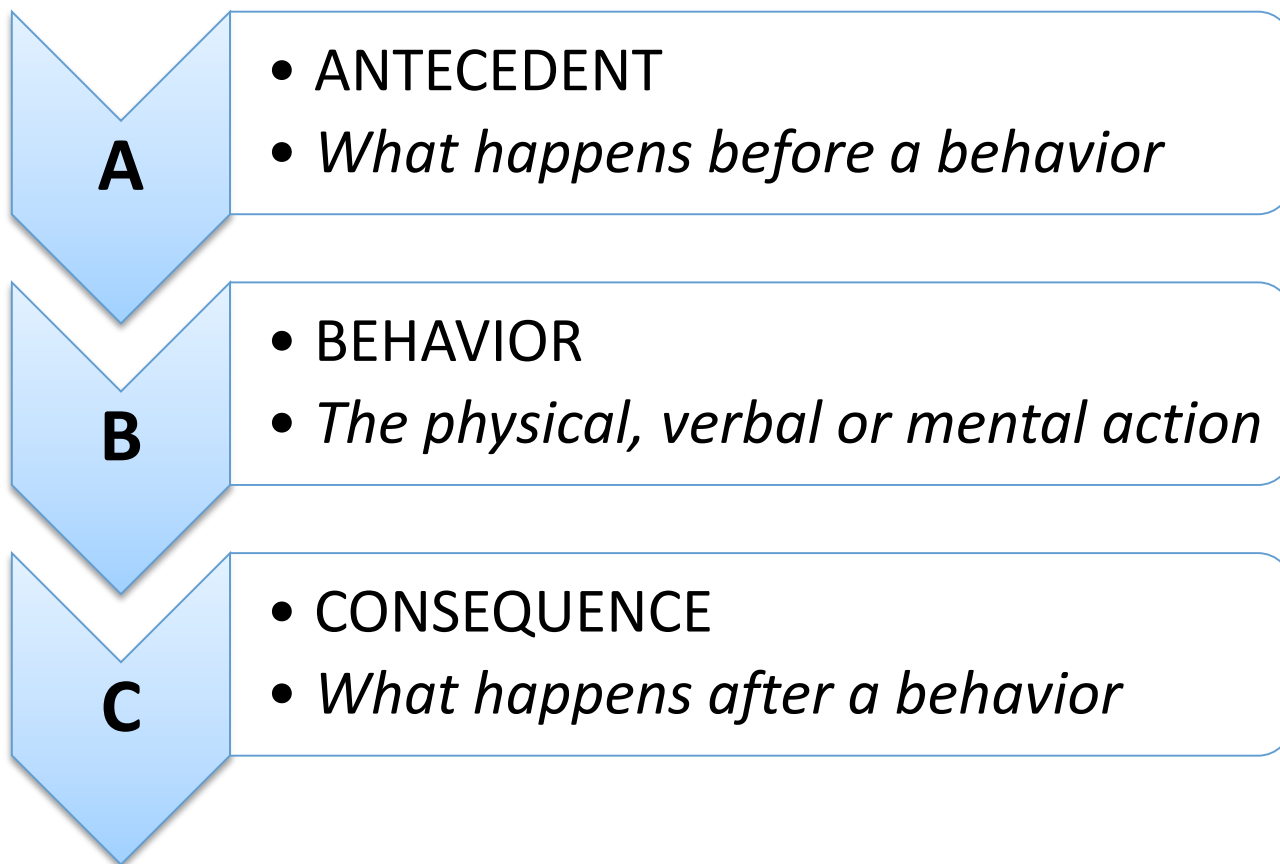- Through consequences… both intended and unintended
  - Steven strikes his head against the wall. His mom immediately goes to him and consoles him, because she doesn't want him to hurt himself
    - **Unintended consequence***:* Steven learns that striking his head against the wall results in his mom's attention

How are Challenging Behaviors Learned?

- Through consequences… both intended and unintended
  - Sara jumps up and down, flaps her hands, and screams loudly at church. In an attempt to quiet her, dad gives her a piece of candy from his pocket.
    - **Unintended consequence:** Sara learns that screaming, flapping and jumping results in getting candy from dad

ABC's of Behavior

- There are **3** components to every situation

A	• ANTECEDENT • *What happens before a behavior*

B	• BEHAVIOR • *The physical, verbal or mental action*

C	• CONSEQUENCE • *What happens after a behavior*

Consequences of Behavior

- Behavior is strengthened or weakened by its consequences

- Consequences can have a:
  - Reinforcing effect
    - **Increases** the likelihood of that behavior happening again
  - Punishing effect
    - **Decreases** the likelihood of that behavior happening again
  - No effect

Consequences of Behavior

Stimulus	Effect on Behavior	
	Increases or Maintained	**Decreases or Eliminated**
Presented	Positive Reinforcement	Positive Punishment
Removed	Negative Reinforcement	Negative Punishment

Common Functions of Problem Behavior

- Gain attention from parents, teachers, peers
  - E.g., reprimands, comfort statements, eye contact
- Gain access to preferred items
  - Activities, food
- Escape/Avoid
  - Work, taking a bath, cleaning up, etc.
- Auto reinforcement/stimulation

How Can We Figure Out the Function?

- Step 1: (Behavior)
  - Define the behavior
    - What does it look like?
    - How often does it occur?
- Step 2: (Antecedents)
  - Identifying situations
    - When does the behavior occur? Not occur?
  - Identify places
    - Where does the behavior occur? Not occur?

How Can We Figure Out the Function?

- Step 3: (Consequences)
  - Determine why behavior happens
    - What is the reason?
    - What is the function?

ABC Recording + Function

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function**
Events/factors that occur BEFORE the behavior	DESCRIPTION of the behavior	What is MAINTAINING the behavior	Escape Tangible Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ???
Mary is talking on the phone	Jose enters the room and starts to sing loudly	Mary stops her conversation and tells Jose to stop	Escape Tangible Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ???
Mary is talking on the phone	Jose enters the room and starts to sing loudly	Mary stops her conversation and tells Jose to stop	Escape Tangible **Attention** Automatic

ABC Recording Practice

	ABC Recording		
Antecedent	**Behavior**	**Consequence**	**Function** ???
Alex wants milk in the morning. His mom is in another room.	Alex starts to scream for his mom to get him milk.	Mom leaves the room and gets up to get milk for Alex. Mom gives Alex a bottle of milk.	Escape Tangible Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function**
			???
Alex wants milk in the morning. His mom is in another room.	Alex starts to scream for his mom to get him milk.	Mom leaves the room and gets up to get milk for Alex. Mom gives Alex a bottle of milk.	Escape **Tangible** Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ???
Zory is sitting at her desk and the teacher gives her an assignment she does not like.	Zory starts to hit her head.	The teacher sends Zory to the reading area and the behavior stops.	Escape Tangible Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ??? **Escape** Tangible Attention Automatic
Zory is sitting at her desk and the teacher gives her an assignment she does not like.	Zory starts to hit her head.	The teacher sends Zory to the reading area and the behavior stops.	

ABC Recording Practice

| ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ???
Children are sitting at their desks. The teacher tells them that they need to treat their friends nicely.	Susan starts to rock and play with her hair.	The teacher ignores Susan but the behavior continues.	Escape Tangible Attention Automatic

ABC Recording Practice

ABC Recording			
Antecedent	**Behavior**	**Consequence**	**Function** ???
Children are sitting at their desks. The teacher tells them that they need to treat their friends nicely.	Susan starts to rock and play with her hair.	The teacher ignores Susan but the behavior continues	Escape Tangible Attention **Automatic**

Now what?

- Once we find out what is reinforcing a behavior….
  - Stop providing the identified reinforcer following the behavior
  - Teach the person a new/appropriate way to access that reinforcer
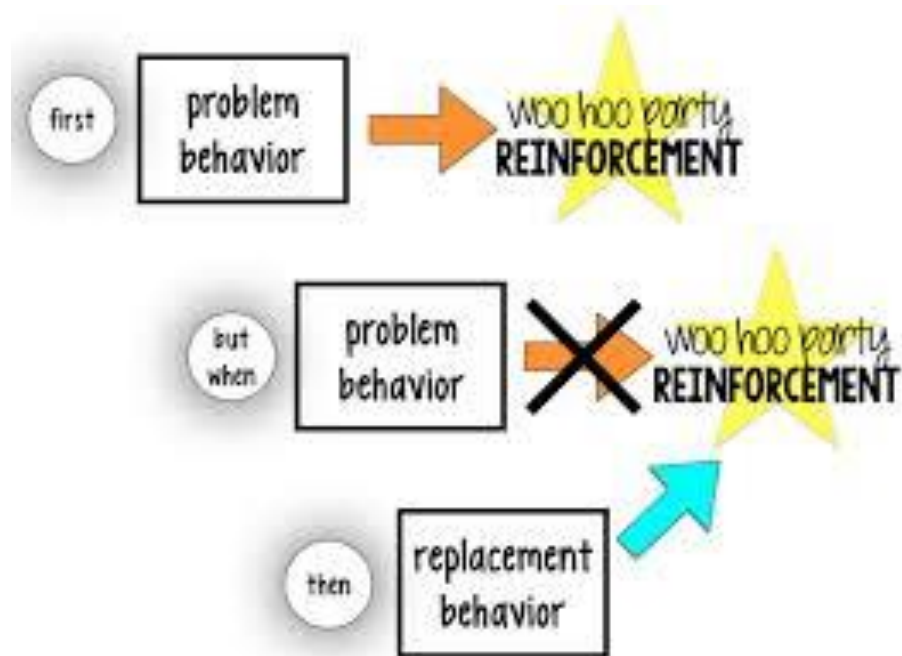
Replacement Behaviors

- Socially appropriate
- Provide the same result as the challenging behavior
- Be as efficient as the challenging behavior
- Be as easy to do as the challenging behavior

Replacement Behaviors Examples

- Johnny
  - 16 year old male
  - Communicates via 1-2 word utterances

Antecedent	Behavior	Consequence	Function	Replacement
Teacher is busy with another student or task and not paying attention	Screaming	Teacher asks Johnny to use his inside voice or redirects him to the task	Attention	Asking for attention: "Look"

Teaching Replacement Behaviors

- Teach in:
  - "Good times"
  - Repeatedly
  - Show the child how it will work for them
  - Demonstrate the behavior-reinforcer contingency
  - Practice it until mastery
- Upon mastery:
  - Prompt it when you see antecedent behaviors
 - Remind the student of the replacement behavior

More Ways to Manage Behavior

- Proactive

  - How to prevent future problems from occurring

- Reactive

  - How to react/intervene when a problem behavior has occurred

Proactive Procedure

- Create a structured and enriched environment
  - Plan ahead and have activities/tasks ready
  - Transition quickly and smoothly
  - Have a routine and follow it
  - Make activities fun and inviting
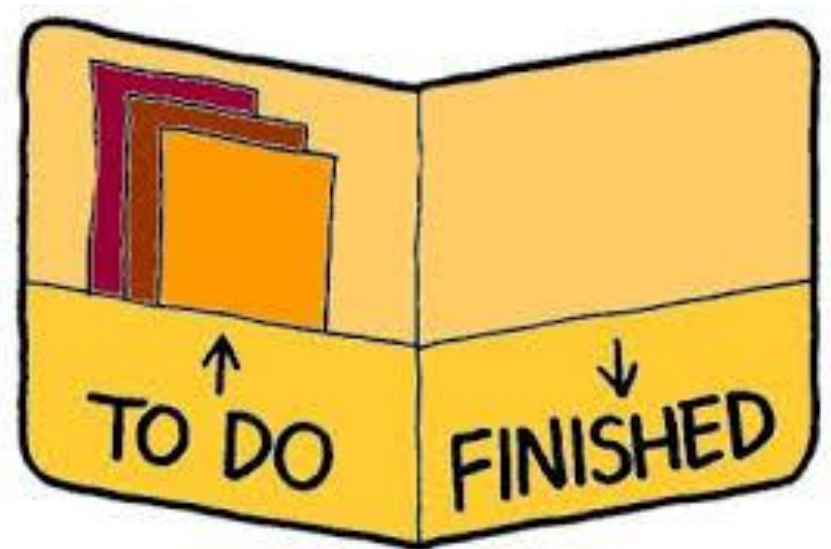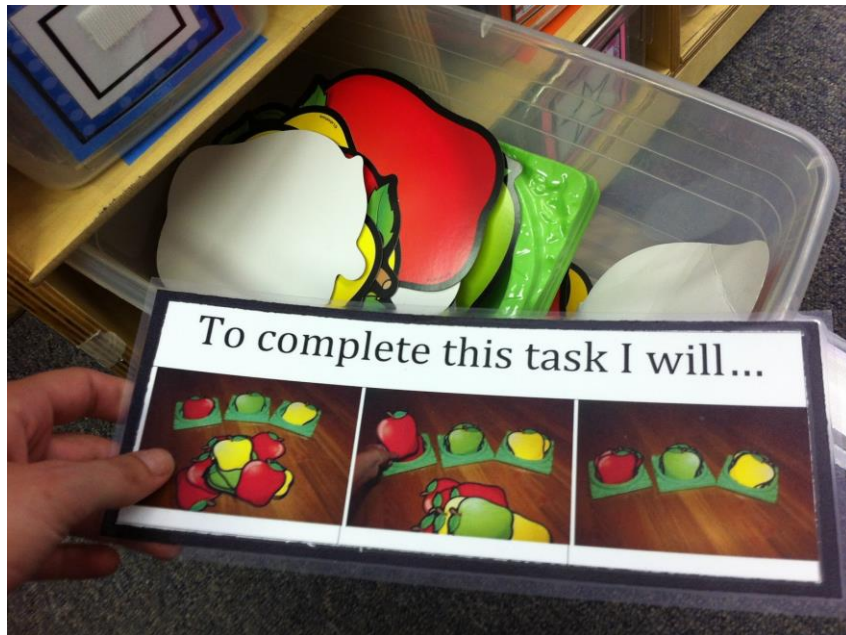 - Share ideas with other teachers

Daily Schedule
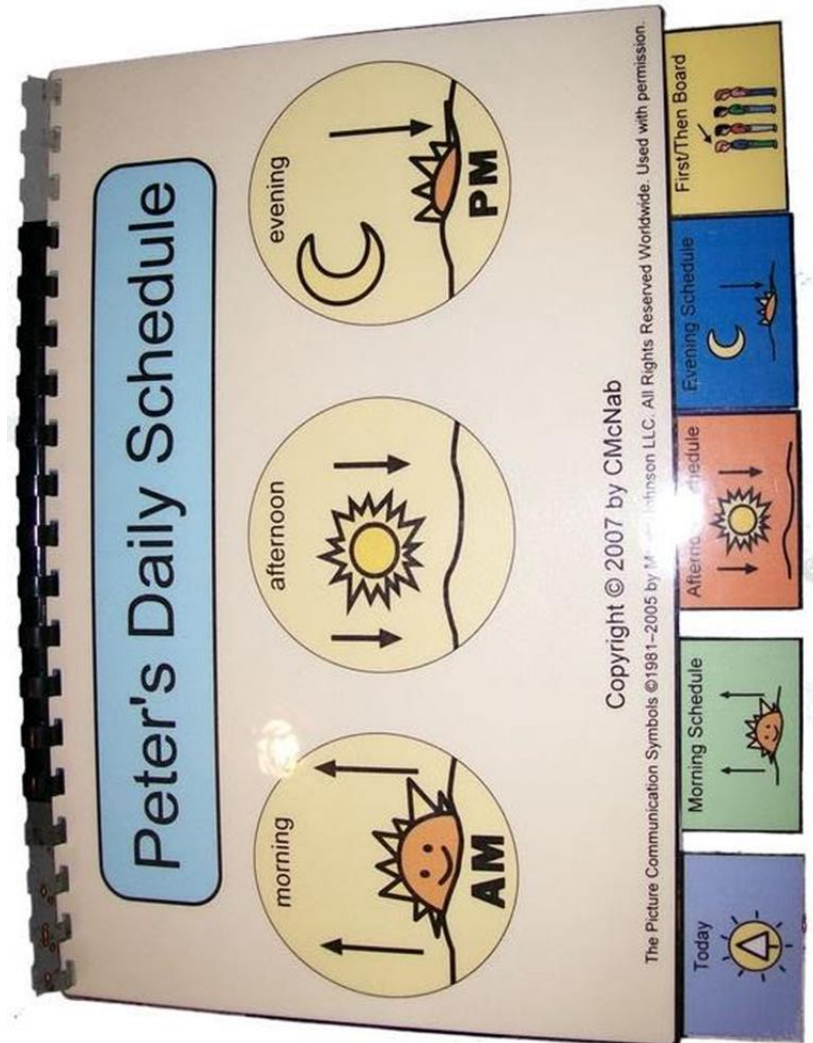
Classroom Schedule

Visual Task Analysis

Reactive Procedures

- Active ignoring
  - Only works if the child is acting to get your attention

- Not allowing escape
  - Only works if they are reinforced by getting out of work or other activity

- Rewarding appropriate behaviors
  - E.g., asking for attention, help or a break
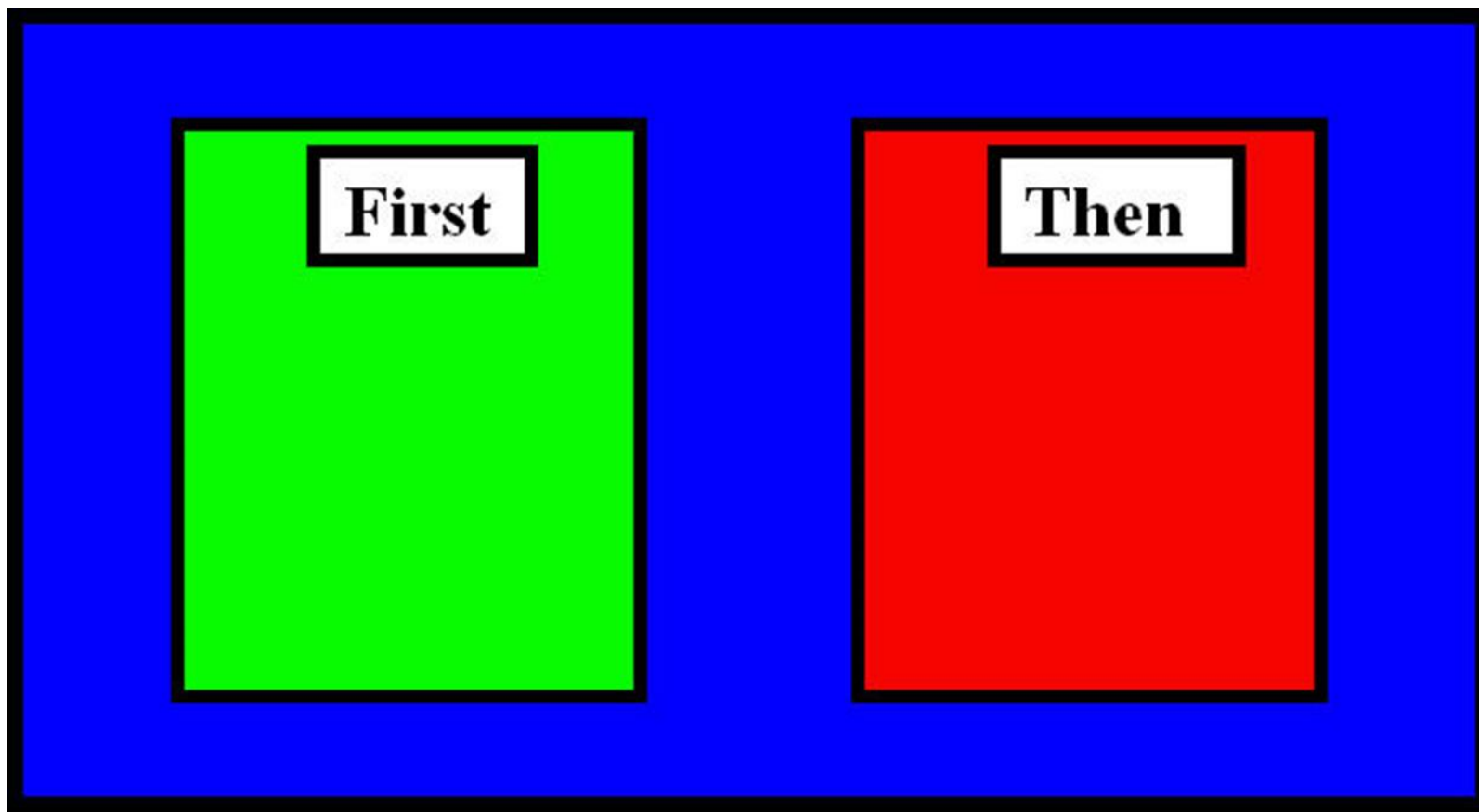
Reinforcing Appropriate Behaviors

- Deliver reinforcers immediately after the appropriate behavior occurs (if possible)

- Reinforce appropriate alternatives to the problem behavior **(replacement behaviors)**

- Reinforce as often as possible!

Motivational Systems
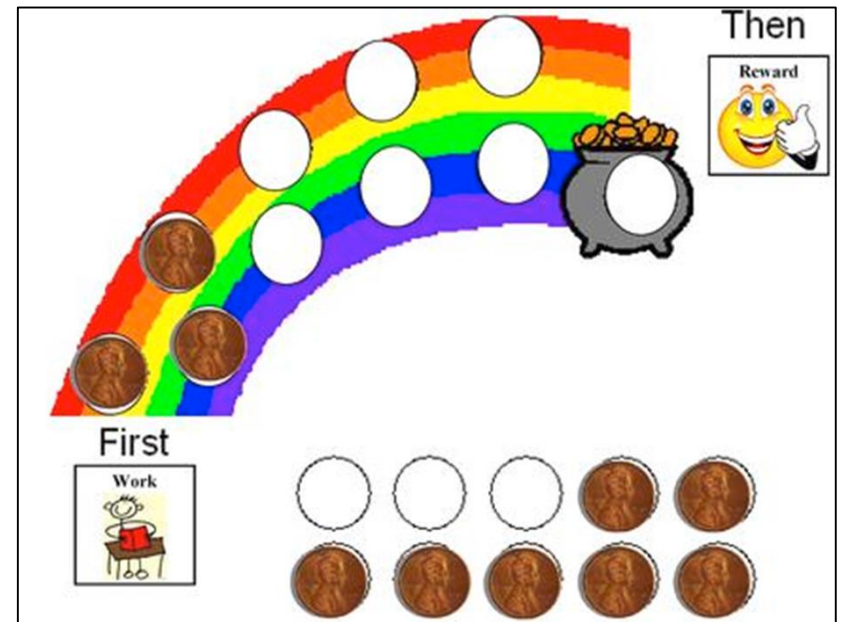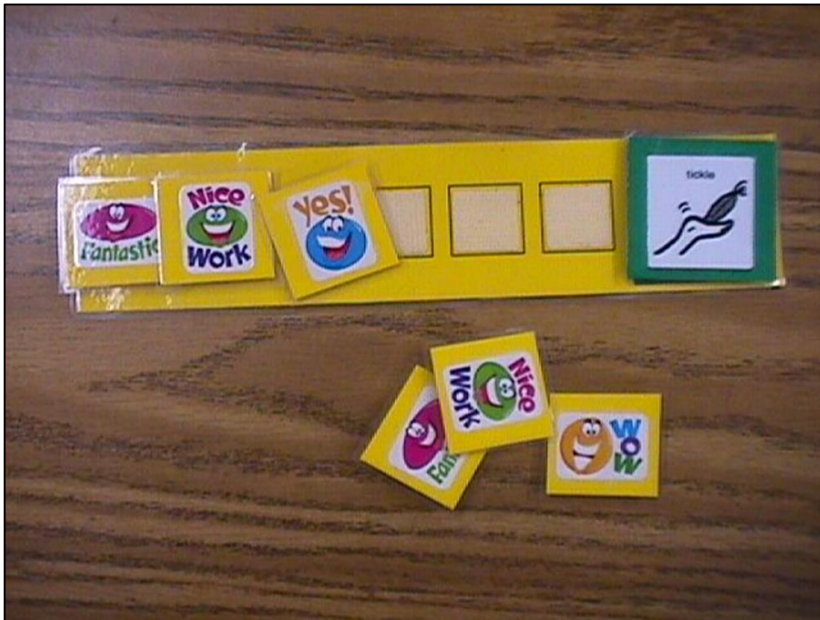
Motivational Systems

Summary

- All behaviors are learned
- We want to set up the environment to encourage appropriate behaviors and reduce inappropriate behaviors
- Knowing why a behavior occurs (the function) will help us in reducing/eliminating the behavior
- At first we want to reinforce all appropriate behaviors every time they happen

Thank you!