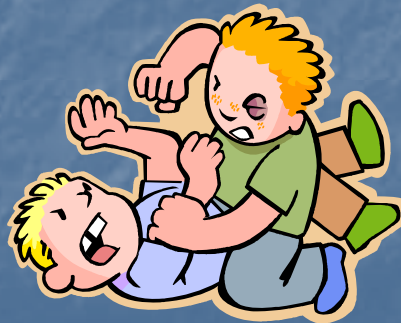


# Behavior 101

Florida Atlantic University (FAU)  
Center for Autism and Related Disabilities (CARD)  
Funded by the Florida Department of Education



# What is behavior?

- Anything that we do or say
  - Walking, talking, eating, sleeping, thinking, learning
- We are all born with some behaviors
  - Crying, sucking, etc.
- Other behaviors are learned
- All behaviors are maintained and changed through interaction with our environment



# Behavior Basics

- All behavior serves a function
- If behaviors continue or increase they are being reinforced
- Punishment is only punishment if it stops or reduces problem behavior
- Simply stopping or reducing a specific problem behavior is not enough to promote positive behaviors



# All Behavior has a Function

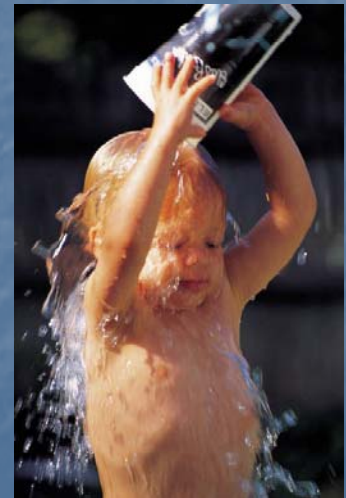
- We might not understand what the function is at first . . .
- We might not like the behavior . . .
- All behaviors serve a purpose for the individual



# Function of Behavior

- Reasons

- Why we do what we do . . .  
and
- Why they do what they do . . .



# Function of Behavior

- Behaviors are maintained by one of the following:

1. Attention



2. Escape or avoidance



3. Tangible rewards (play, toys, candy, etc.)



4. Sensory





# Collecting Data to Determine Function of Behavior: A-B-C Analysis

Antecedent	Behavior	Consequence

# What is A-B-C Analysis?

- Antecedent
  - An event that happens just before the behavior
- Behavior
  - Anything they do or say
- Consequence
  - Events that follow a behavior



# Antecedents

- Is there always an antecedent?
  - Yes! Although it is not always easily identified
    - Example: Self-stimulatory behaviors
- Why is the antecedent so important?
  - It allows you to predict when the behavior may occur.
  - By changing the antecedents, you can change the behavior.

# Consequences

- Events that follow a behavior:

1. Reinforcers--increases the probability that a behavior will occur again
2. Punishers--decreases the probability that a behavior will occur again
3. Neutral consequences--does not change the probability that the behavior will increase or decrease



# Determining the Function of the Behavior

- Consider . . .
  - When the behavior is most likely to occur
  - When the behavior is least likely to occur
  - What is happening before the behavior occurs (what was the child doing, parent doing, sibling doing, environmental considerations, etc.
  - What happens right after the behavior occurs (what was the child doing, parent doing, sibling doing, environmental considerations, etc.



# Determining the Function of the Behavior

- Develop a hypothesis for the function of the behavior
- Test the hypothesis
- Develop a behavior intervention plan

# Examples of Functions of Behavior

## To Get Something

- Attention
- Engagement
- Sense of control
- Desirable items
- Sensory input / Regulation

## To Avoid Something

- Difficult tasks
- Social interaction
- Environmental stimuli

# Behavior Intervention Plan

- Identify environmental adjustments and/or accommodations that may decrease the challenging behavior.
- Identify desirable behavior alternatives to the challenging behavior.
- Identify strategies for teaching and reinforcing the desirable behavior.



# Basic Behavioral Strategies

- If function is to get attention
  - Planned ignoring (ignore inappropriate behavior and reinforce the child as soon as he/she displays the appropriate behavior)
  - Use the prompting/fading procedure to teach positive ways to get attention
- If function is to get engagement
  - Follow the child's lead to promote active engagement
  - Enhance balanced turn-taking (playful construction, playful negotiation)

# Basic Behavioral Strategies

- If function is to avoid difficult tasks
  - Positive redirection with assistance
  - Ensure the activity is at the child's developmental level
- If function is to get a sense of control
  - Give choices
  - Be more responsive than directive
  - Praise children for making good choices

# Basic Behavioral Strategies

- If function is to get desirable items
  - Do not allow child access to the items after exhibiting inappropriate behavior.
  - Indicate how/when the child can get the specific items
  - Be sure to allow the child access to the items for exhibiting desirable behavior (or approximation)



# Basic Behavioral Strategies

- If function is to avoid environmental stimuli
  - Environmental adjustments/accommodations which may include:
    - Less materials in front of the child
    - Smaller/Larger work space
    - Adjust the lighting, noise level, emotion
    - Let child stand instead of sit
- If function is to get sensory input
  - Increase visual, auditory, kinesthetic, olfactory input

# Basic Behavioral Strategies

- If function is to avoid social interaction
  - Ignore negative behaviors
  - Positively redirect with support
  - Ensure success (requests must be developmentally appropriate)
  - Enhance balanced turn-taking

# Additional Behavioral Strategies

- Positive reinforcement (natural whenever possible)
- Shaping
- Prompting/Fading Procedure
- Task Analysis
- Model/Request Imitation
- Incidental teaching



# Questions??

