

The Function of Behavior

Parent Training
11/30/22

Overview

— — —

- Functions of Behavior
- Before, During, and After Data Collection Tool
- Universal strategies
- Strategies for each function

All behaviors occur for a reason



If the behavior doesn't make sense... you don't have enough information!

Before

— — —

What was occurring directly before the behavior began to occur?

Consider:

- The activity
- The demand(s) placed
- Location
- People present
- Environmental conditions (i.e., noise level)

During

Exactly what did the child do?

How long did the behavior last?

As you are using behavioral strategies, how did the child respond?

After

What happened after the behavior ended?

Did this make the behavior more likely or less likely to occur again?

Consider:

- Was attention given?
- Was a demand replaced?
- Did the child comply?
- Did anything in the environment change?
- Was there any inadvertent consequences?
- What did the child obtain or avoid?

Worksheet to determine function of behavior

<u>Environment</u> : Who was around? Time? Activity? Essential to know (i.e., child didn't sleep, is sick, etc).	<u>Before</u> : What happened directly <i>before</i> the behavior	<u>Behavior</u> : What happened? For how long?	<u>After</u> : What happened directly <i>after</i> the behavior? What did the child do? Adults do? Environment changes?	<u>Possible Function</u> : Medical, Escape, Attention, Tangible, Sensory

[But it works-- he gets the crane]



Motivation and Behavior

— — —

- Motivation can directly affect the child's behavior
- It explains why someone **does** or **does not** want something
 - Example: A child did not eat breakfast and is hungry, food is now motivating to the child.
 - Example: A child had 3 servings of Thanksgiving dinner. They have a belly ache. Food is now NOT motivating to the child.
- We use what the child is motivated by to reinforce, or change behavior!

Preference Assessment

Activity Reinforcers

☐ Puzzles	☐ Taking a walk	☐ Blowing bubbles
☐ Reading Books	☐ Scooters/bicycle	☐ Playing with cars
☐ Legos/ Blocks	☐ Extra recess/play time	☐ Playing with trains
☐ Playdoh	☐ Coloring or drawing	☐ Playing with dolls
☐ Listening to music	☐ Painting	☐ Dress up
☐ Playing on the IPAD	☐ Arts and crafts	☐ Imaginative play
☐ Watching videos	☐ Dancing	☐ Board games
☐ Singing	☐ Sports/ Gym activities	☐ Nail painting
☐ Playing on the smartboard	☐ Using playground equipment	☐ Sitting on bouncy ball
☐ Other		

Please rank the top 3 which you think would be most motivating/ reinforcing for your child



1.	2.	3.
----	----	----



All behaviors occur for a reason



If the behavior doesn't make sense... you don't have enough information!

Universal strategies

- — —
- Establish clear rules and expectations
- Increase predictability in the environment
- Intersperse brief and easy tasks among more difficult ones
- Provide opportunities for choice
- Match your child's ability
 - If they have the ability to do something, allow them to develop the independence!
- Be consistent
- Provide reinforcement quickly!
 - Know what is motivating, or use a preference assessment to help!
 - Use the most powerful reinforcers for the most challenging behaviors... and don't provide this at other times!
 - Vary your reinforcers

Medical Behaviors

- Regular consultation with the doctor
- Is there anything in the environment that can be done to accommodate the child?



Escape/Avoidance Behaviors

Preventative strategies:

- Increase reinforcement for completing the task.
- Provide reinforcement for appropriate behavior more frequently
- Increase predictability: be consistent with expectations
- Behavioral momentum: Start with 3-5 easy tasks you know the child will do, then add in the task that is more challenging
- Offer (fixed) choices: Do you want to use the yellow or blue pencil?

When a behavior occurs...

- Maintain the demand!!
 - Broken record technique
 - Staying mindful
- Limit attention provided
- Limit access to preferred activities/motivators until the demand is completed



Attention Seeking Behaviors

— — —

Preventative strategies:

- Provide positive attention when the child is engaged in appropriate activities
- Behavior Specific Positive Praise
- For every time you correct a child, you should provide at least 5 instances of positive praise
- Always phrase things positively
- Provide specific jobs for the child
- Increase your proximity to the child

When a behavior occurs...

- Ignore all attention seeking behavior
- Do not make eye contact
- No verbal dialogue!
- Use nonverbal communication: visuals or point



Tangible Seeking Behaviors

Preventative strategies:

- First → Then procedures:
 - The child first complies with the demand, then has access
- Token Boards
- Keep the tangible item in sight to remind the child of what they are working for
- Have consistent rules about when the child has access to the item(s)

When a behavior occurs...

- Remind the child what they are working for
- Remind the child the demands they must complete to receive access to the tangible item.
- Show the child what they are working for



Sensory Behaviors



- Find a replacement behavior
- Teach regulation strategies
- Allow the child to earn via reinforcement engaging in the behavior
- Enrich the environment with interesting and stimulating materials
- Teach the expectations

