Basics of Behavior

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SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

Behavior Supports

- On-site/Virtual Coaching
- Office Hours
- "Just in Time" Online Modules
- Technical Online Modules
- Behavior Foundations Trainings

"All organizations [and systems] are designed intentionally or unwittingly to achieve precisely the results they get"

- R. Spencer Darling, Business Expert

So what kind of behavior is a "challenge"?

Challenging Behavior

1. Interferes with the student's ability to learn
2. Harmful to self or others
3. Puts child at risk for social problems

Is it the *child*?

If the challenging behavior occurs in the *child*,

Then it is logical to expect to change the child.

Is it the *child*?

Child
• She is a biter!
• He is a runner.
• Watch out! He's a kicker!
• That kid has problem behavior!

Is it the *environment*?

When we look at challenging behavior as occurring **in contexts,**

it's logical to expect to **change the context!**

Child or Environment?

Child	Environment
• She is a biter!	• When she is frustrated, she will try to bite.
• He is a runner.	• When he is angry, he will run out of the classroom.
• Watch out! He's a kicker!	• Suzy took his toy. He might try to kick!
• That kid has problem behavior!	• That kid doesn't seem to know how to ask for help.

ALL

Behavior is Communication!

Form and Function

Form – what does the behavior *look like*?

Function (Purpose) – *what change results* from the behavior?

- Why it happens or what a person gets when they do this behavior

Form and **Function**

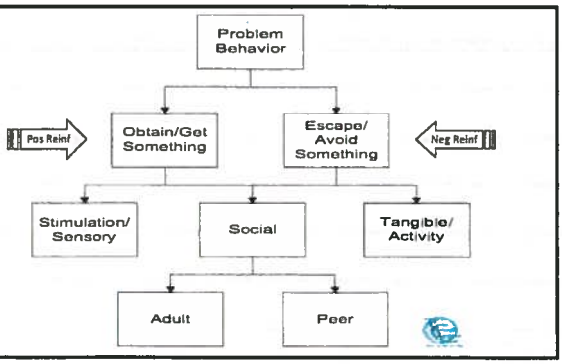
Form – what does the behavior *look like*?

Function (Purpose) – ***what change results*** from the behavior?

- Why it happens, or what a person gets when they do this behavior

Behaviors Function as Tools

The fastest, most efficient way for a person to get what is wanted

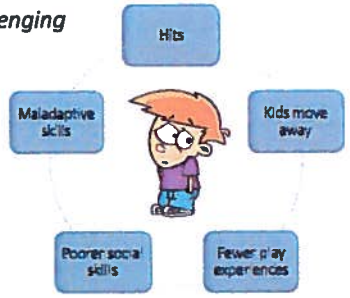


Why do they use *challenging* behavior?

Why *Challenging* Behaviors?

Skills Deficits	Behavioral Challenges
• Appropriate communication • Social skills • Independent performance • Self regulation • Executive Functioning (planning, sequencing, etc)	• Crying • Hitting • Yelling • Refusal • Persistent attention seeking • Hand-flapping • Grabbing/kissing

Why *Challenging* Behavior?



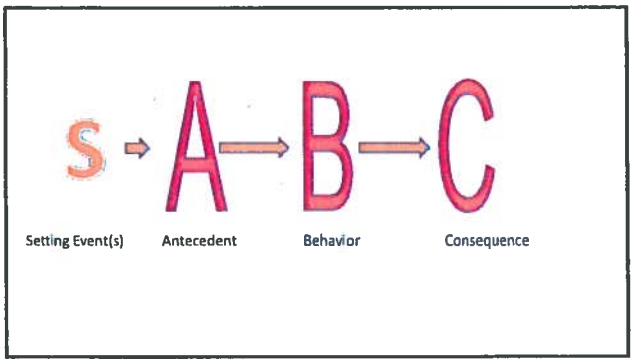
How Behavior is Learned

and WHY it is Repeated!

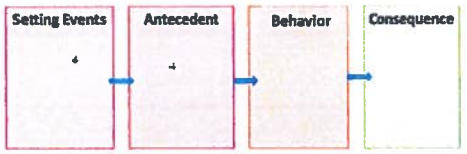
Behavior is REPEATED if it is reinforced!

What *IS* Reinforcement??

- Sticker?
- Cake, candy?
- Hug?
- Money!

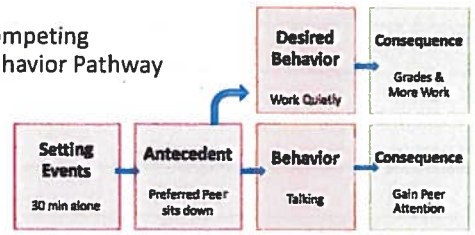


A-B-C Model of Behavior



A-B-C Model of Behavior

Competing
Behavior Pathway



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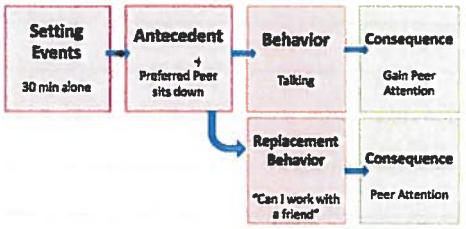
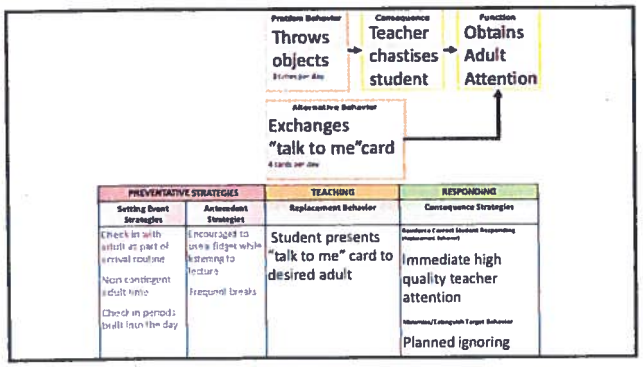


Maria



Ethical Considerations

Is the behavior "challenging"?

Challenging Behavior

1. Interferes with the student's ability to learn
2. Harmful to self or others
3. Puts child at risk for social problems

Are student needs being met?

Considerations for meeting student needs

- Desirable
- Impacts quality of life
- Fits the environment
- Practical (doable)

http://www.autismmnternetmodules.org

Take "Home" Points

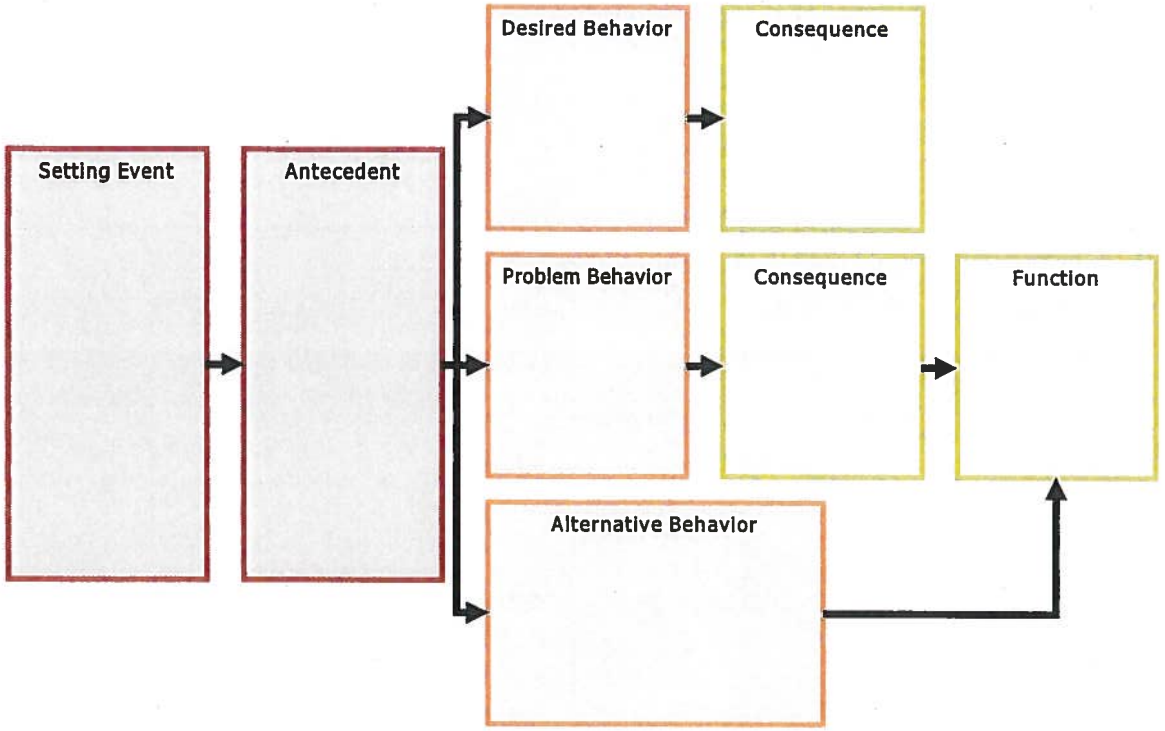
- **All** behavior serves a function.
- FBAs are useful methods of **identifying relationships** between behavior and the environment
- Behavioral interventions are most effective when they are **based on the function** of behavior
- Data collection is crucial for evaluating effectiveness of interventions

BEWARE OF THE "TRAINING TRAP"
YOU COULD BE EATEN ALIVE!

Thank You!

BEHAVIOR SUPPORT PLAN

COMPETING BEHAVIOR PATHWAY



PREVENTATIVE STRATEGIES		TEACHING	RESPONDING
Setting Event Strategies	**Antecedent Strategies**	**Replacement Behavior**	**Consequence Strategies**
			Reinforce Correct Student Responding (Replacement Behavior) **Minimize/Extinguish Target Behavior**

Source: Adapted from the Behavior Support Planning Team Template, www.pbis.org/evaluation/evaluation-tools

(s) A-B-C Chart

Student name: _____ Month/Yr: _____

Setting Events:		**Antecedent:** What happened immediately before the behavior?	**Behavior:** Describe in observable, measurable terms.	**Consequence:** What happened after the behavior?
Date: Initials: Time:	Activity: People: Place:			
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(s) A-B-C Chart

Example

Student name: "S" Student _____ Month/Yr: _____

Setting Events: What conditions likely contributed to the incident occurring beyond the immediate antecedent. Specifically, what makes the or the consequence more desirable?		**Antecedent:** What happened immediately before the behavior?	**Behavior:** Describe in observable, measurable terms.	**Consequence:** What happened after the behavior?
Date: 1-13-17 Initials: KM Time: 9:15	Activity: Math work People: KM/ student G Place: classroom, S desk	35 min of work (time since any physical activity sometimes important) S had 4 tokens, was almost "done" Teacher, KM gave worksheet of more/less activity	Shouting: 3 min Head slam on wall: II Other: threw book at staff	Staff cleared other students from the room. Shouting stopped 1 min after students left. S rocked on bean chair, cried, fell asleep for 20 min. When woke, it was time to go home on bus.
Date: Initials: Time:	Activity: People: Place:			