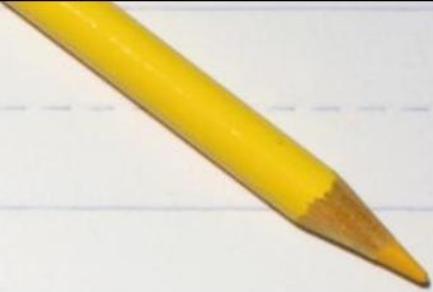
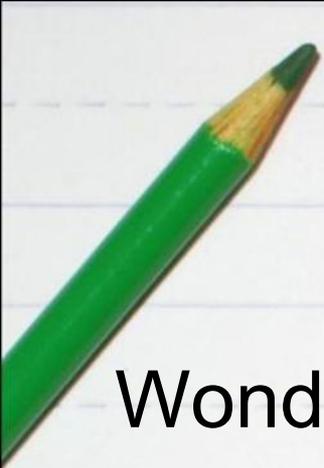


# ABCs of Behavior

Para Conference  
August 25th, 2017

Caiti Knudson  
School Psychologist (HF)  
Anna Yakesh  
School Psychologist (CLMS)

Adapted from Beth Sowden's Presentation August 2016

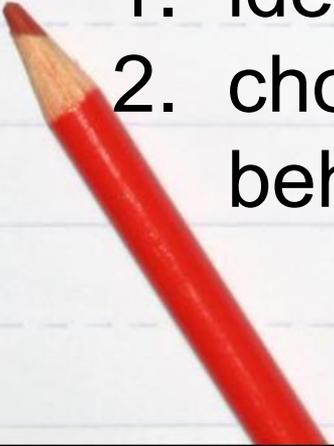


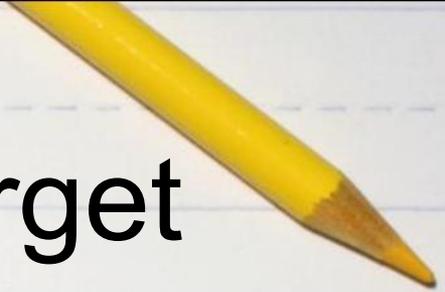
# Why are you here?

Wondering why a problematic behavior occurring?

Wondering how can you change it?

Today we will talk about how to...

- 
- 
- 
1. identify the function of a behavior and
  2. choose strategies likely to change that behavior.



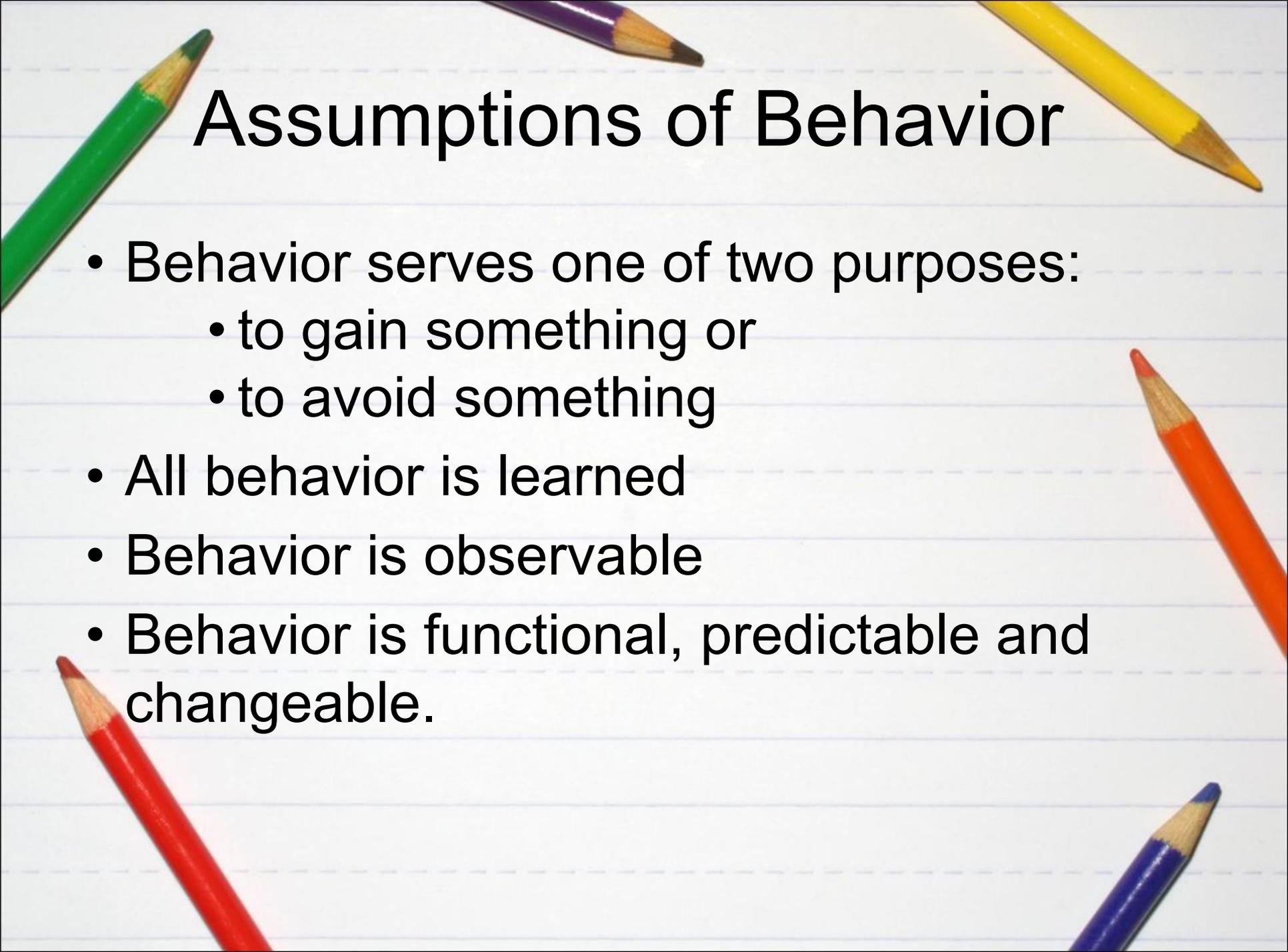
# Activity: Identifying Target Behavior

To start today, please write down a problematic student behavior you have observed. Maybe one you would like help figuring out how to address/intervene with.



We will come back to this later. :)





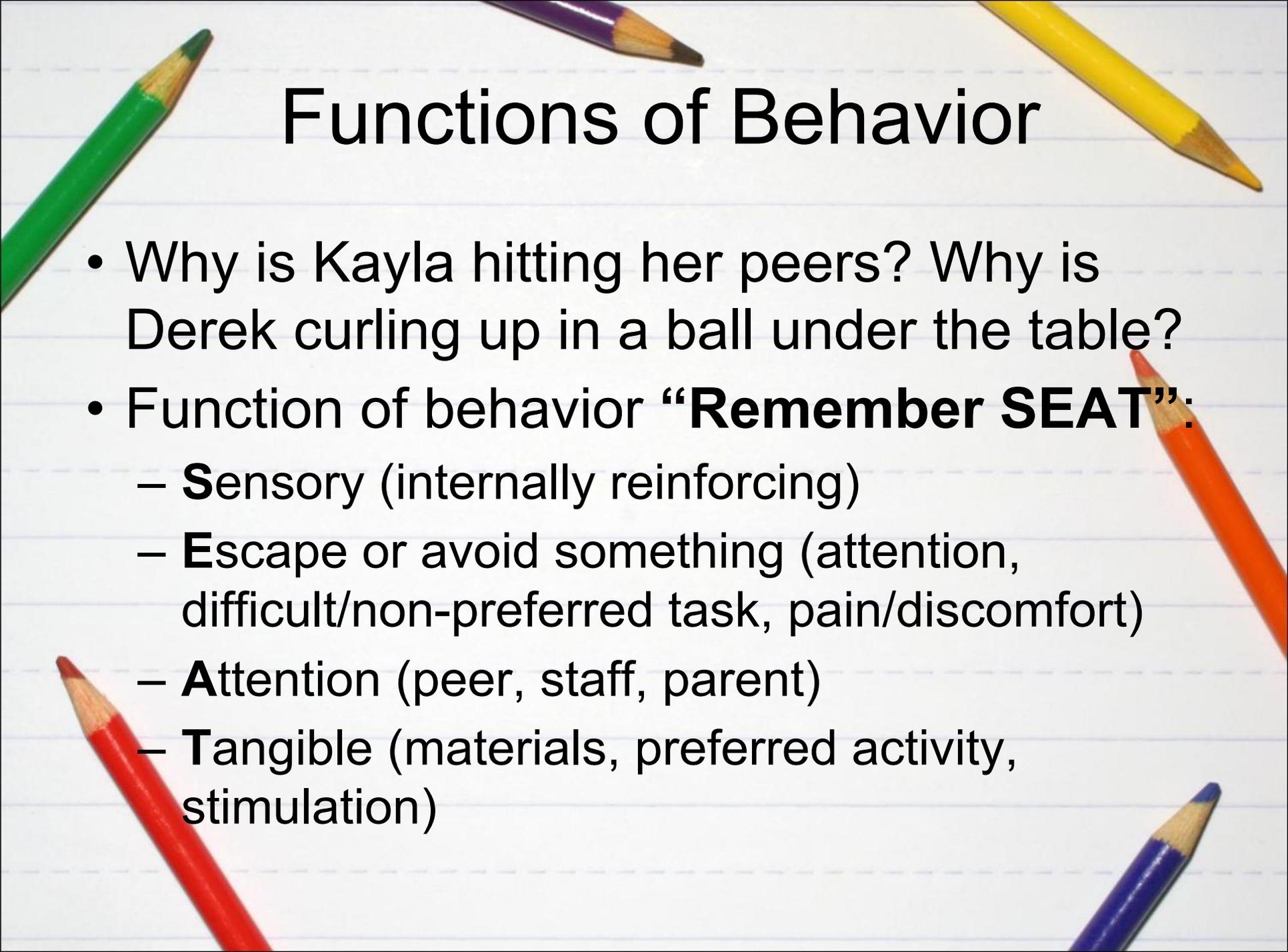
# Assumptions of Behavior

- Behavior serves one of two purposes:
  - to gain something or
  - to avoid something
- All behavior is learned
- Behavior is observable
- Behavior is functional, predictable and changeable.



# Self-Reflection

- Students can easily pick up on our frustrations and mood
- Don't be afraid to ask for help! We are a TEAM!
- [Every Opportunity](#) Video



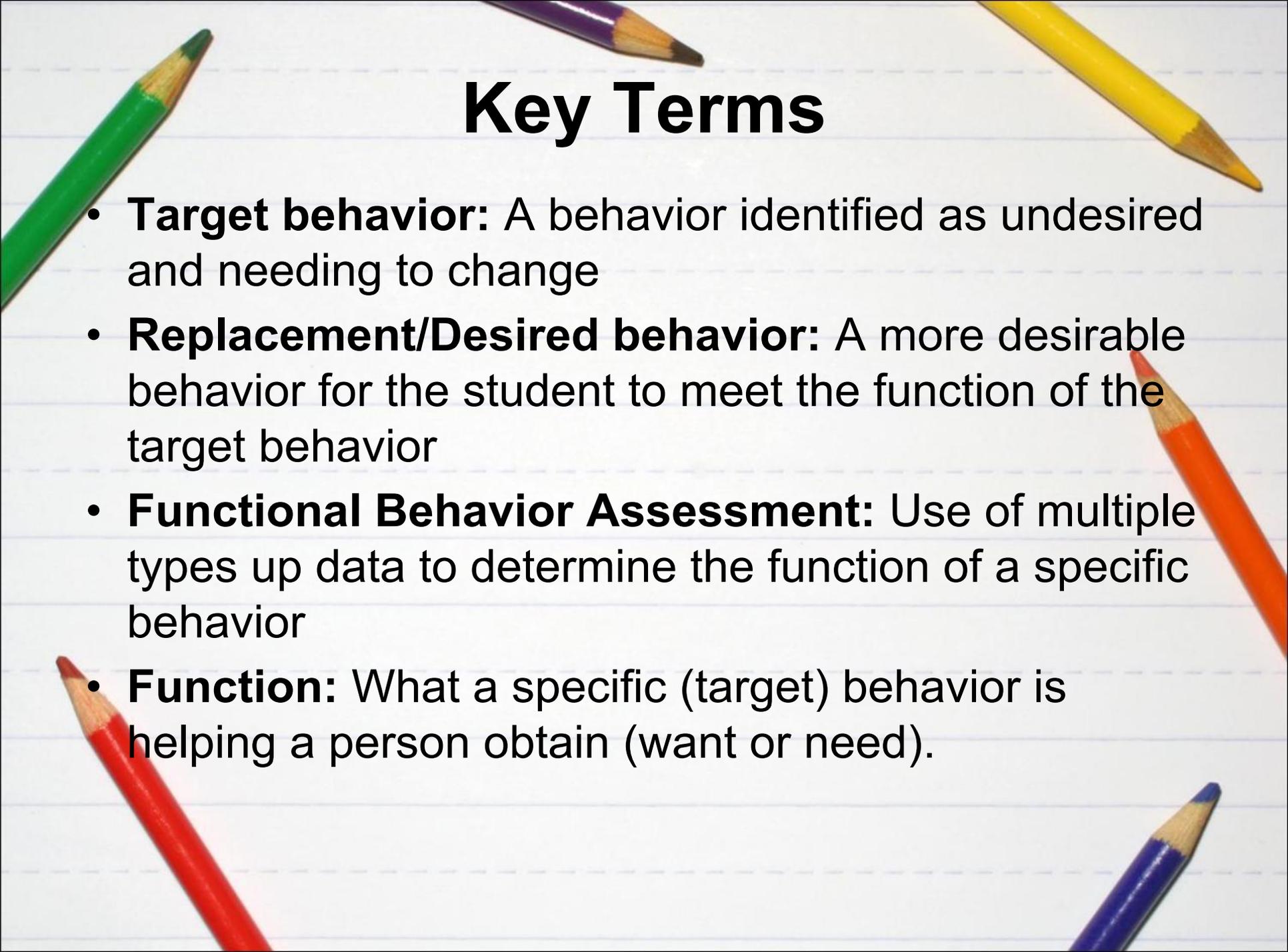
# Functions of Behavior

- Why is Kayla hitting her peers? Why is Derek curling up in a ball under the table?
- Function of behavior “**Remember SEAT**”:
  - **S**ensory (internally reinforcing)
  - **E**scape or avoid something (attention, difficult/non-preferred task, pain/discomfort)
  - **A**ttention (peer, staff, parent)
  - **T**angible (materials, preferred activity, stimulation)



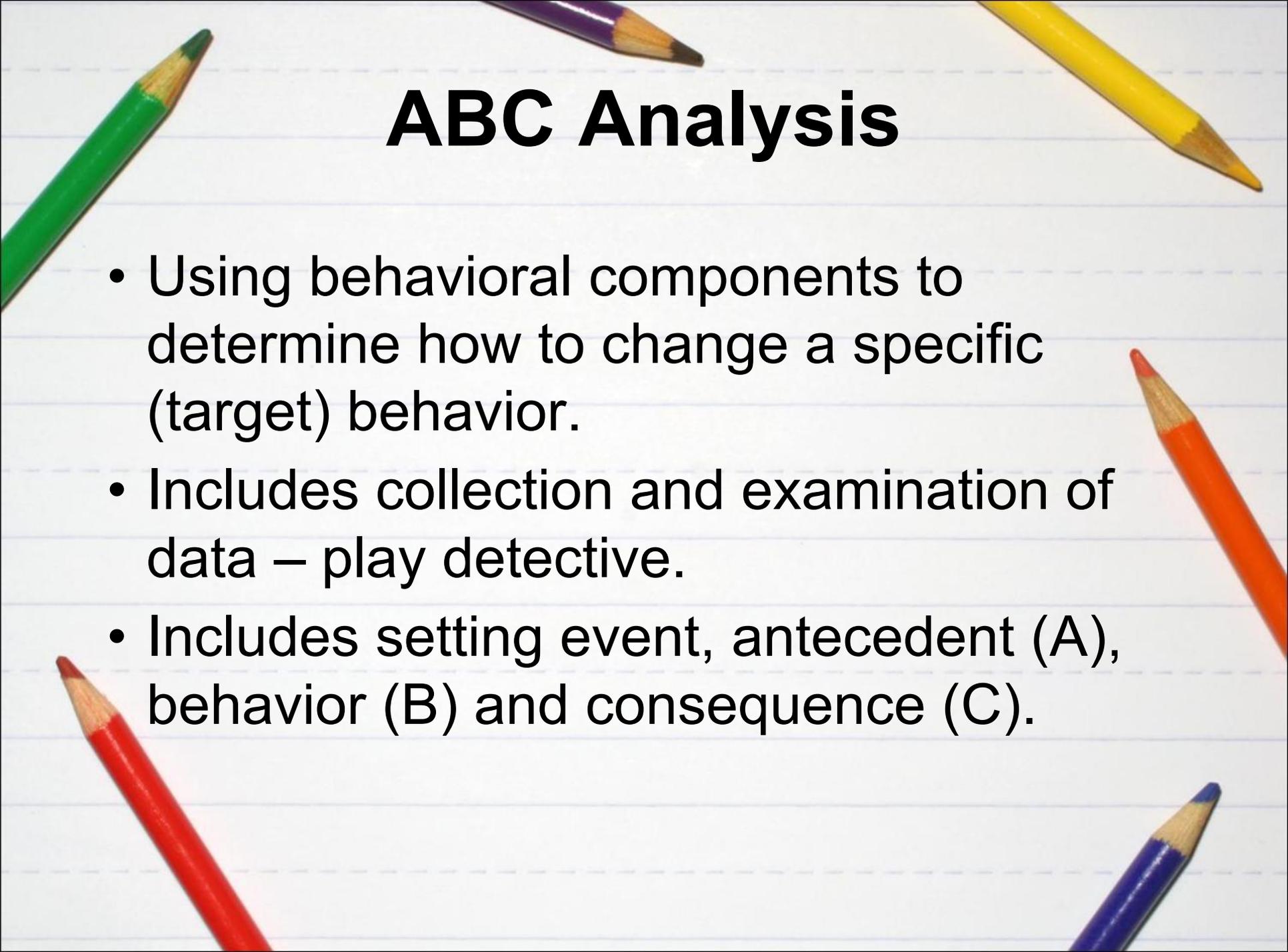
# Applied Behavior Analysis (ABA)

- A process of examining and modifying behavior
  - Increases desired behaviors and decreases undesired behaviors
  - Requires consistency in response from caregivers
  - Includes multiple components
- 
- 
- 



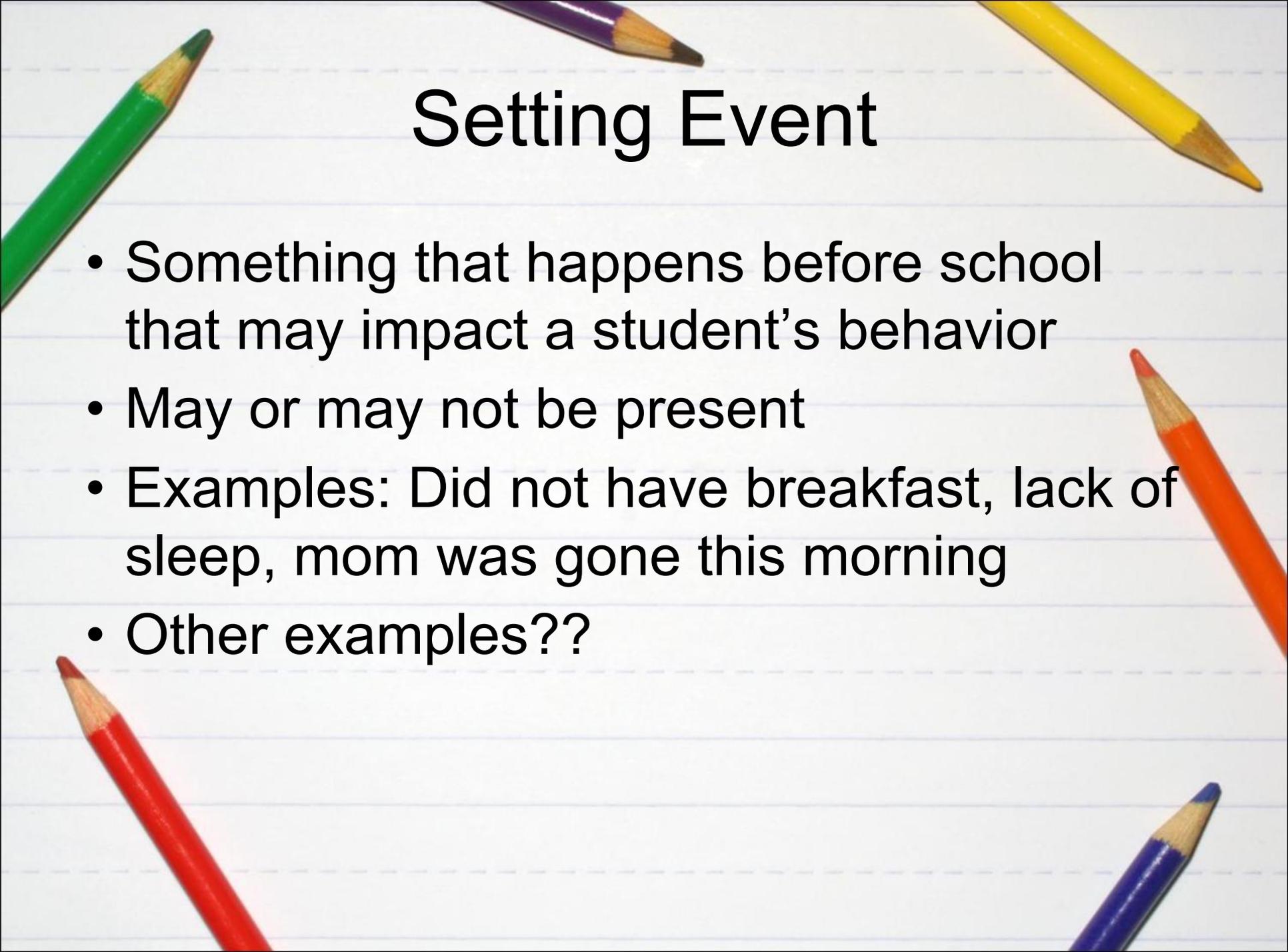
# Key Terms

- **Target behavior:** A behavior identified as undesired and needing to change
- **Replacement/Desired behavior:** A more desirable behavior for the student to meet the function of the target behavior
- **Functional Behavior Assessment:** Use of multiple types up data to determine the function of a specific behavior
- **Function:** What a specific (target) behavior is helping a person obtain (want or need).



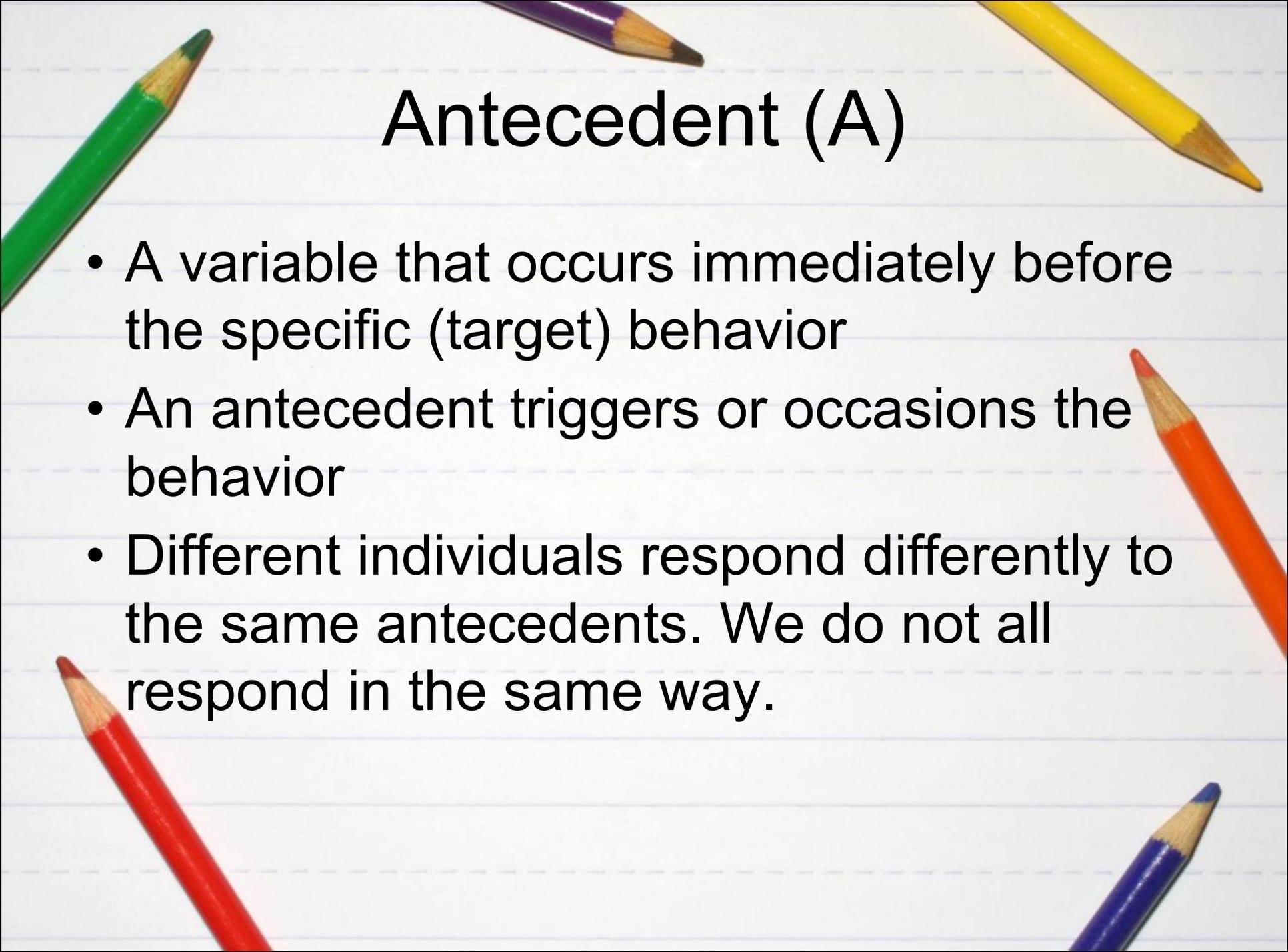
# ABC Analysis

- Using behavioral components to determine how to change a specific (target) behavior.
- Includes collection and examination of data – play detective.
- Includes setting event, antecedent (A), behavior (B) and consequence (C).



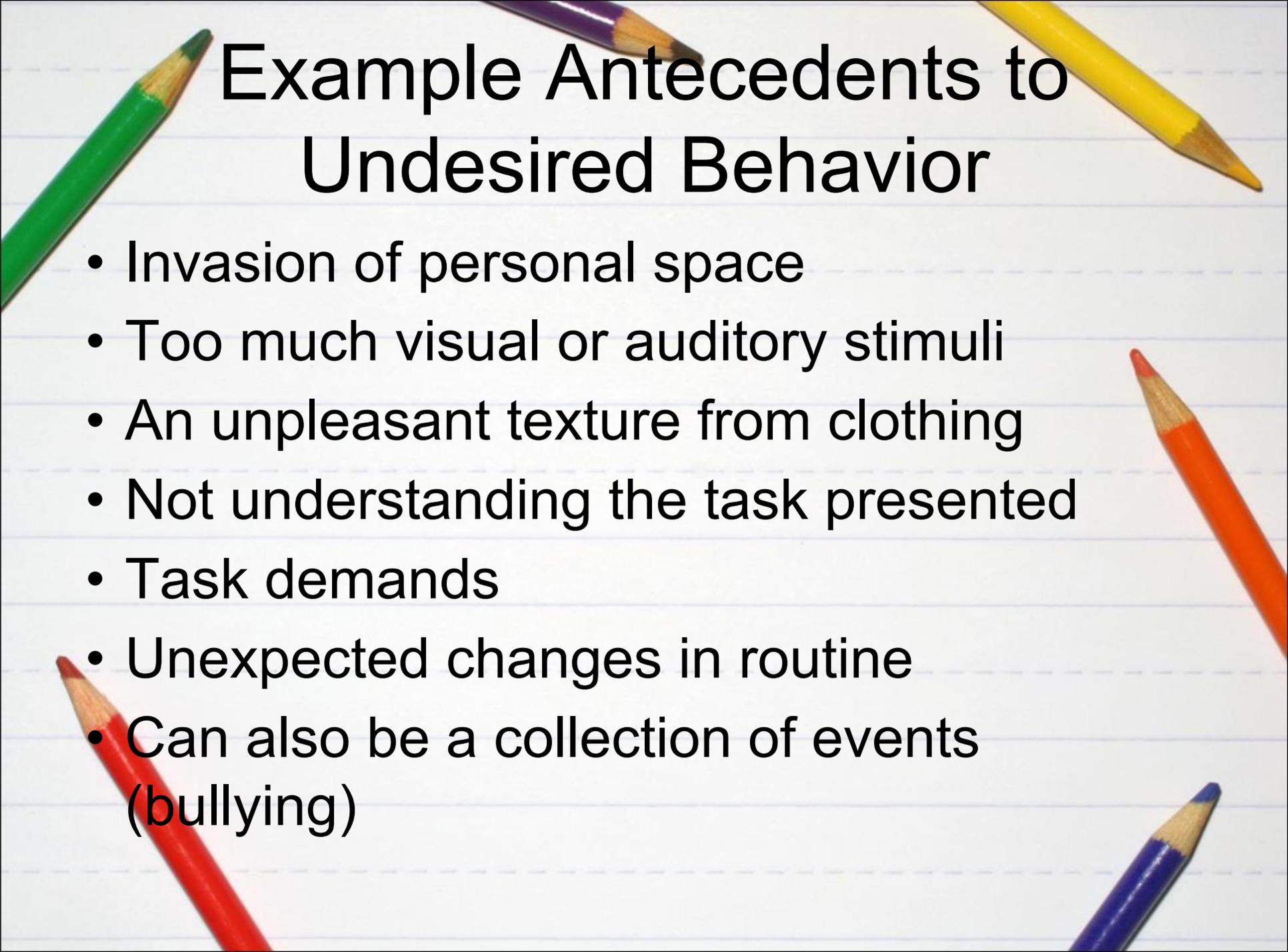
# Setting Event

- Something that happens before school that may impact a student's behavior
- May or may not be present
- Examples: Did not have breakfast, lack of sleep, mom was gone this morning
- Other examples??



# Antecedent (A)

- A variable that occurs immediately before the specific (target) behavior
- An antecedent triggers or occasions the behavior
- Different individuals respond differently to the same antecedents. We do not all respond in the same way.



# Example Antecedents to Undesired Behavior

- Invasion of personal space
- Too much visual or auditory stimuli
- An unpleasant texture from clothing
- Not understanding the task presented
- Task demands
- Unexpected changes in routine
- Can also be a collection of events (bullying)



# Antecedent Question

- Antecedent
    - What happens immediately before the behavior occurs?
    - Can state in a sentence
    - “When \_\_\_\_\_ happens, Emily \_\_\_\_\_.”
- 
- 
- 



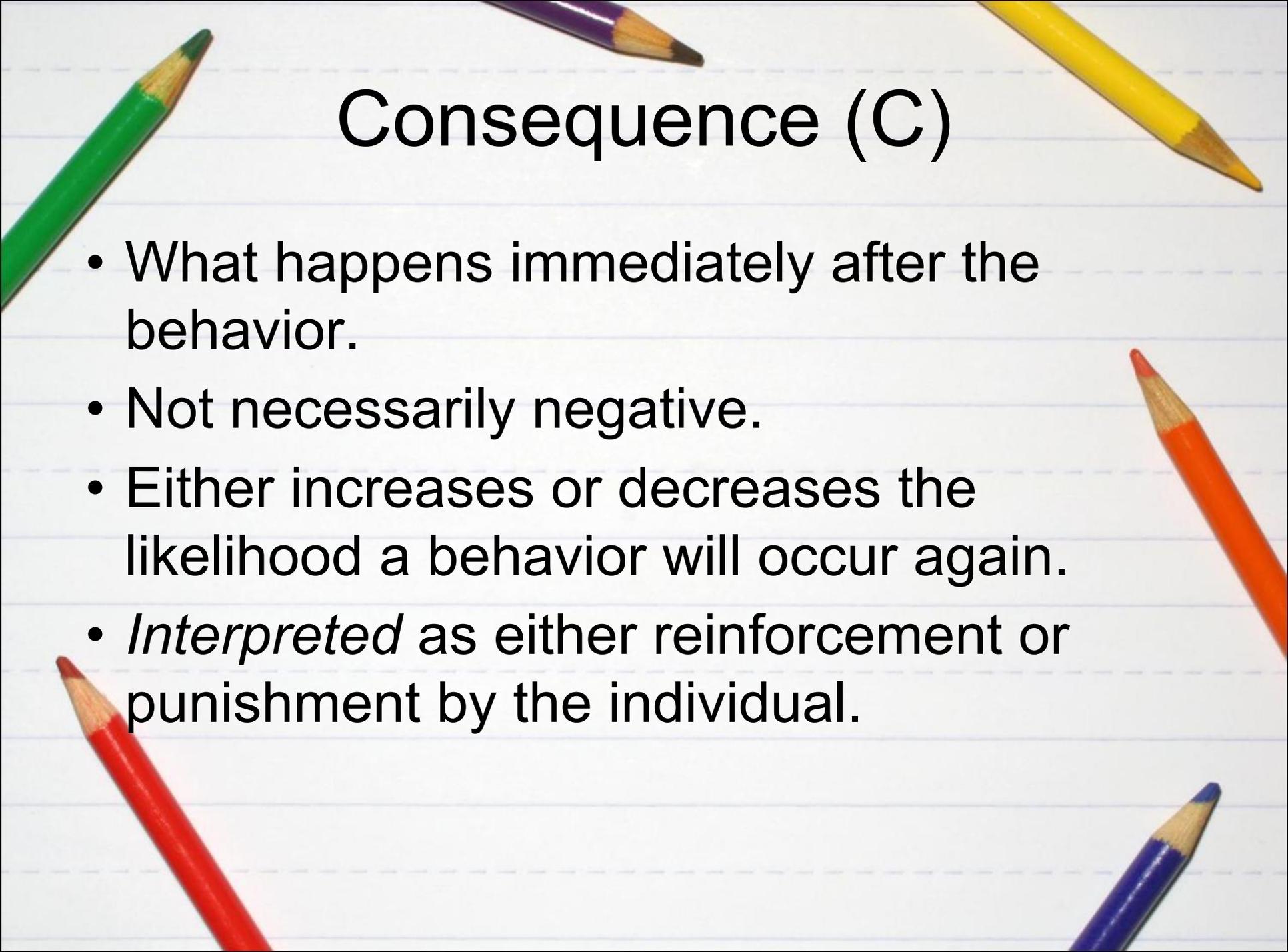
# Behavior (B)

- Anything a person says or does that can be measured.
  - Needs to be clearly defined in order to accurately measure.
    - Tantrum vs. hitting, kicking
  - Measured in different ways depending on the behavior – Count number of times, count how long it lasts, count number of opportunities, etc.
- 
- 
- 



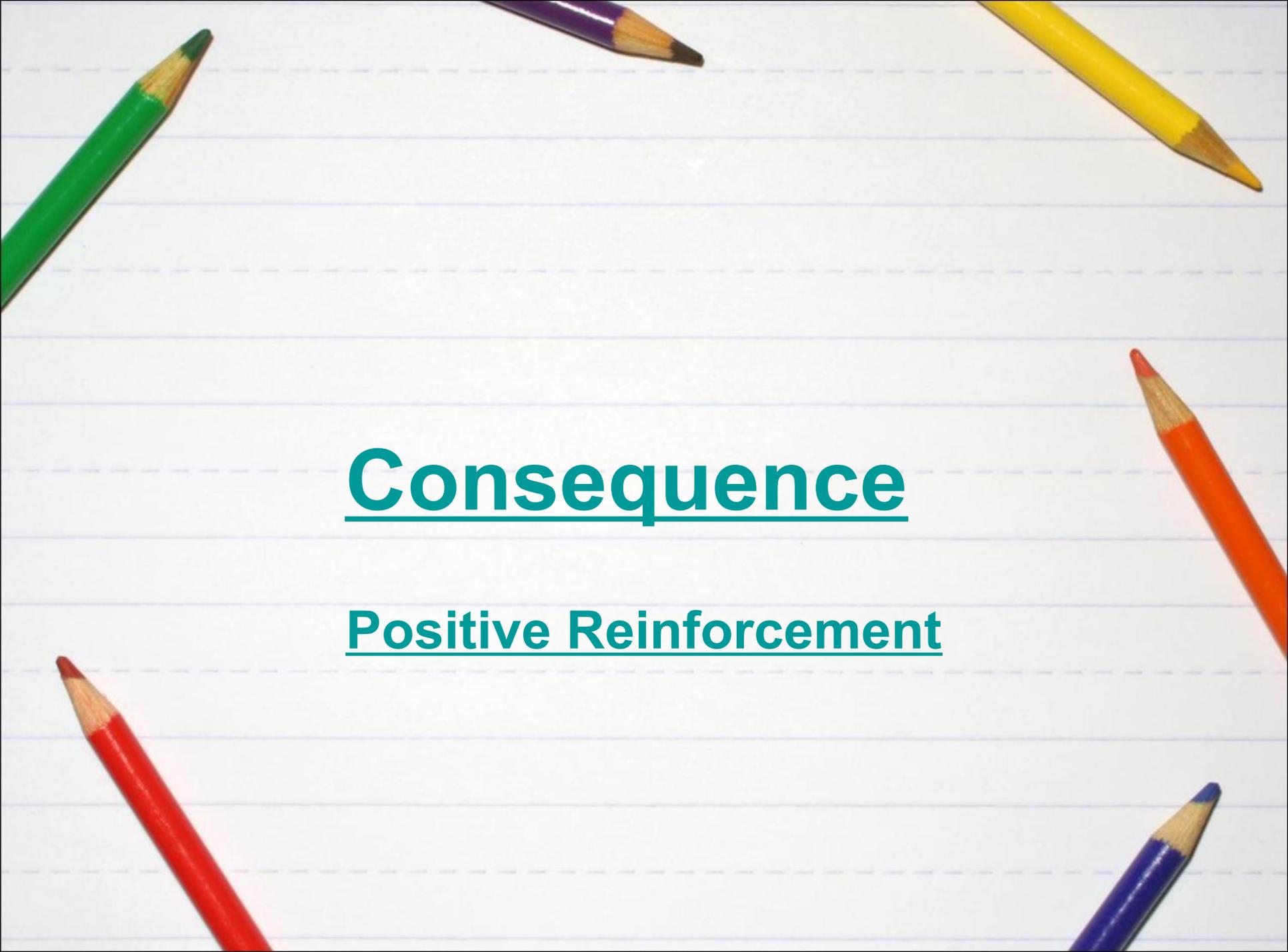
# Target Behaviors

- Property Destruction
- Self-Injurious Behavior
- Elopement
- Pinching
- Hitting
- Physical Contact
- Stealing
- Active Off Task
- Passive Off Task
- Verbal Disrespect
- Inappropriate Language
- Physical Aggression
- Talking out of Turn
- Body Rocking
- Spitting



# Consequence (C)

- What happens immediately after the behavior.
- Not necessarily negative.
- Either increases or decreases the likelihood a behavior will occur again.
- *Interpreted* as either reinforcement or punishment by the individual.



**Consequence**

**Positive Reinforcement**

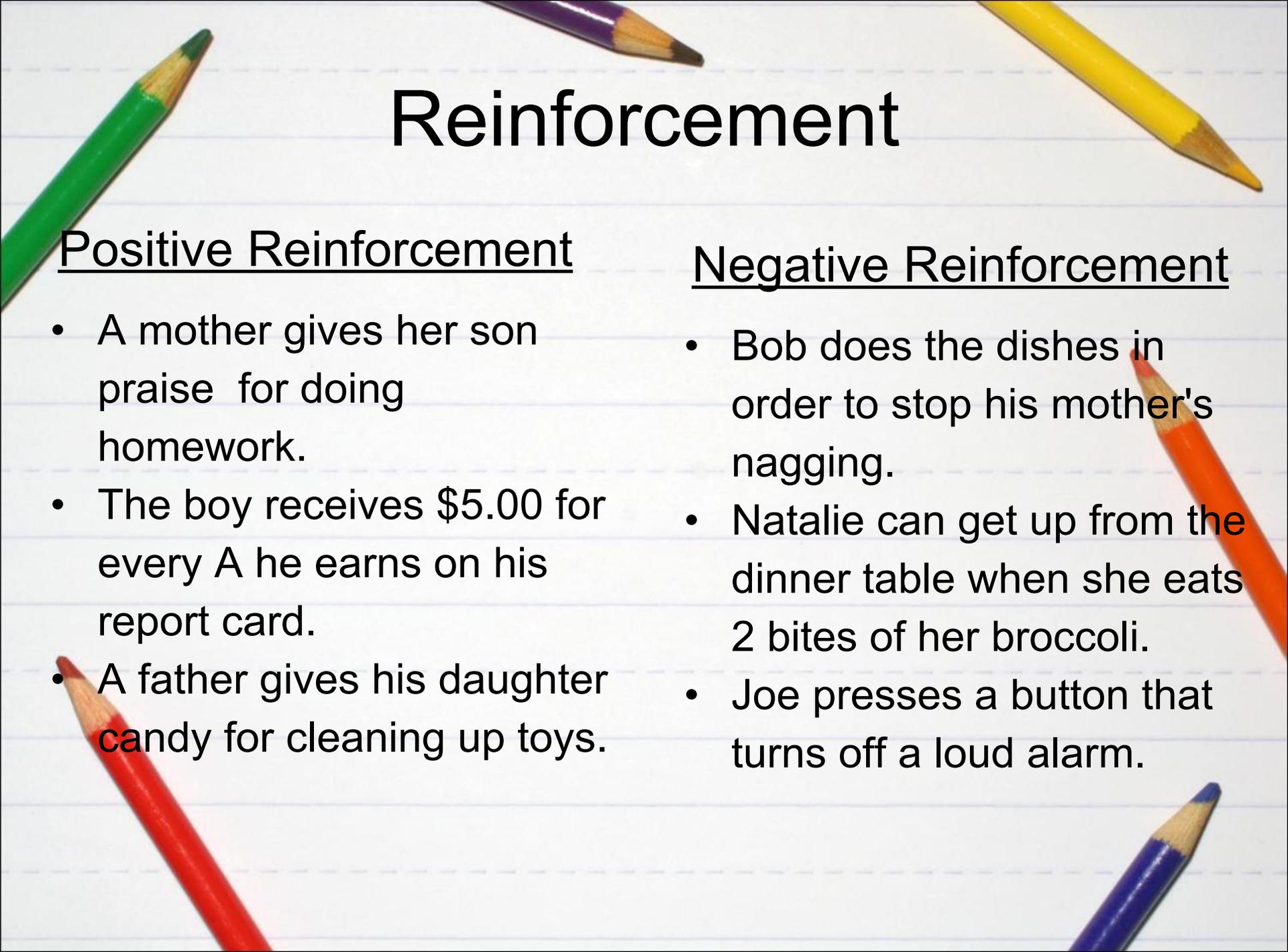
# Types of Consequences

## Reinforcement

- *An event that increases the strength of the behavior it follows.*
  - Positive- Presentation of a pleasant/desired stimulus
  - Negative- Removal of an unpleasant/undesired stimulus

## Punishment

- *An event that decreases the strength or future probability of the behavior it follows.*
  - Positive - Presentation of an unpleasant stimulus
  - Negative - Removal of a pleasant stimulus



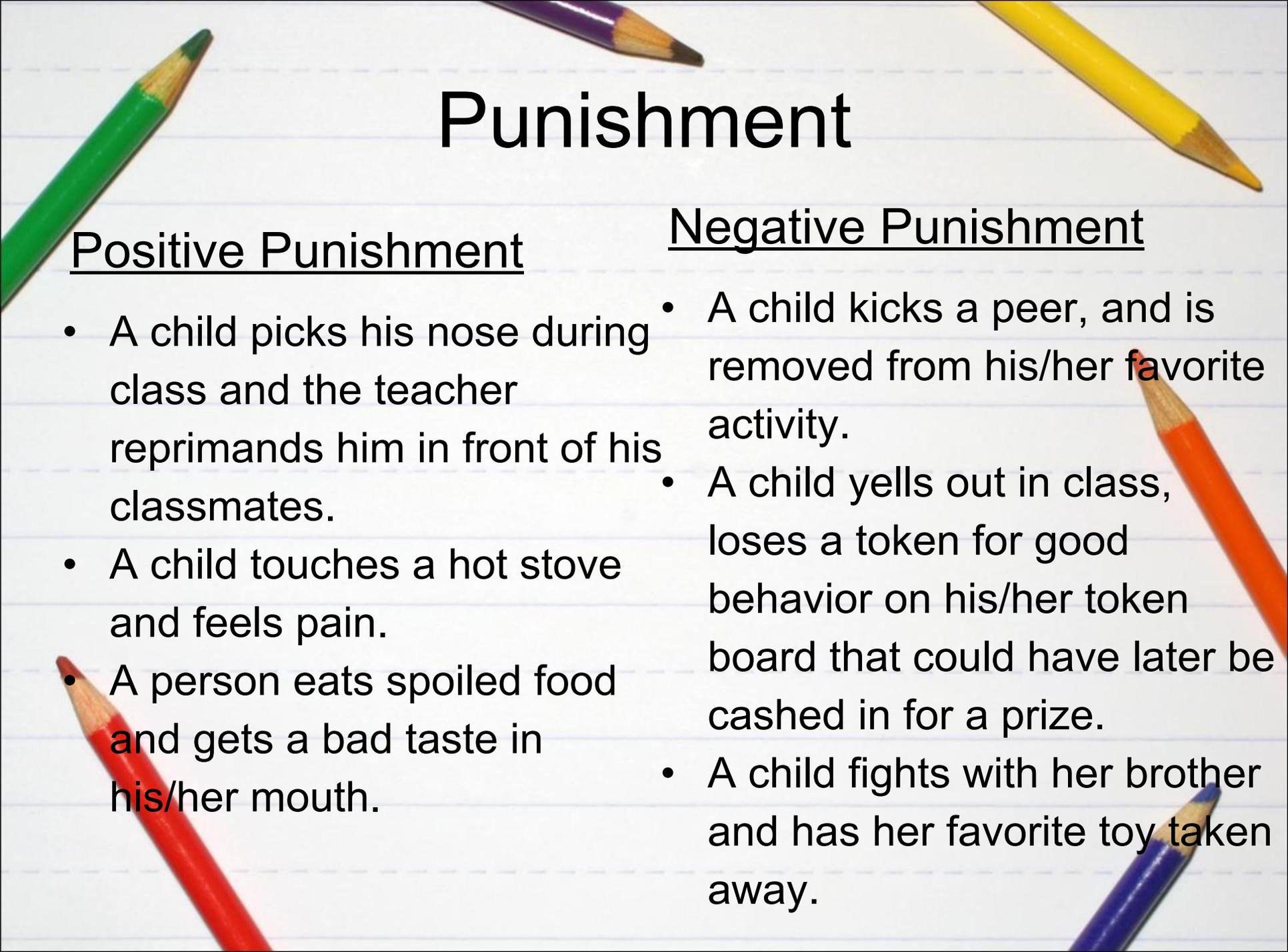
# Reinforcement

## Positive Reinforcement

- A mother gives her son praise for doing homework.
- The boy receives \$5.00 for every A he earns on his report card.
- A father gives his daughter candy for cleaning up toys.

## Negative Reinforcement

- Bob does the dishes in order to stop his mother's nagging.
- Natalie can get up from the dinner table when she eats 2 bites of her broccoli.
- Joe presses a button that turns off a loud alarm.



# Punishment

## Positive Punishment

- A child picks his nose during class and the teacher reprimands him in front of his classmates.
- A child touches a hot stove and feels pain.
- A person eats spoiled food and gets a bad taste in his/her mouth.

## Negative Punishment

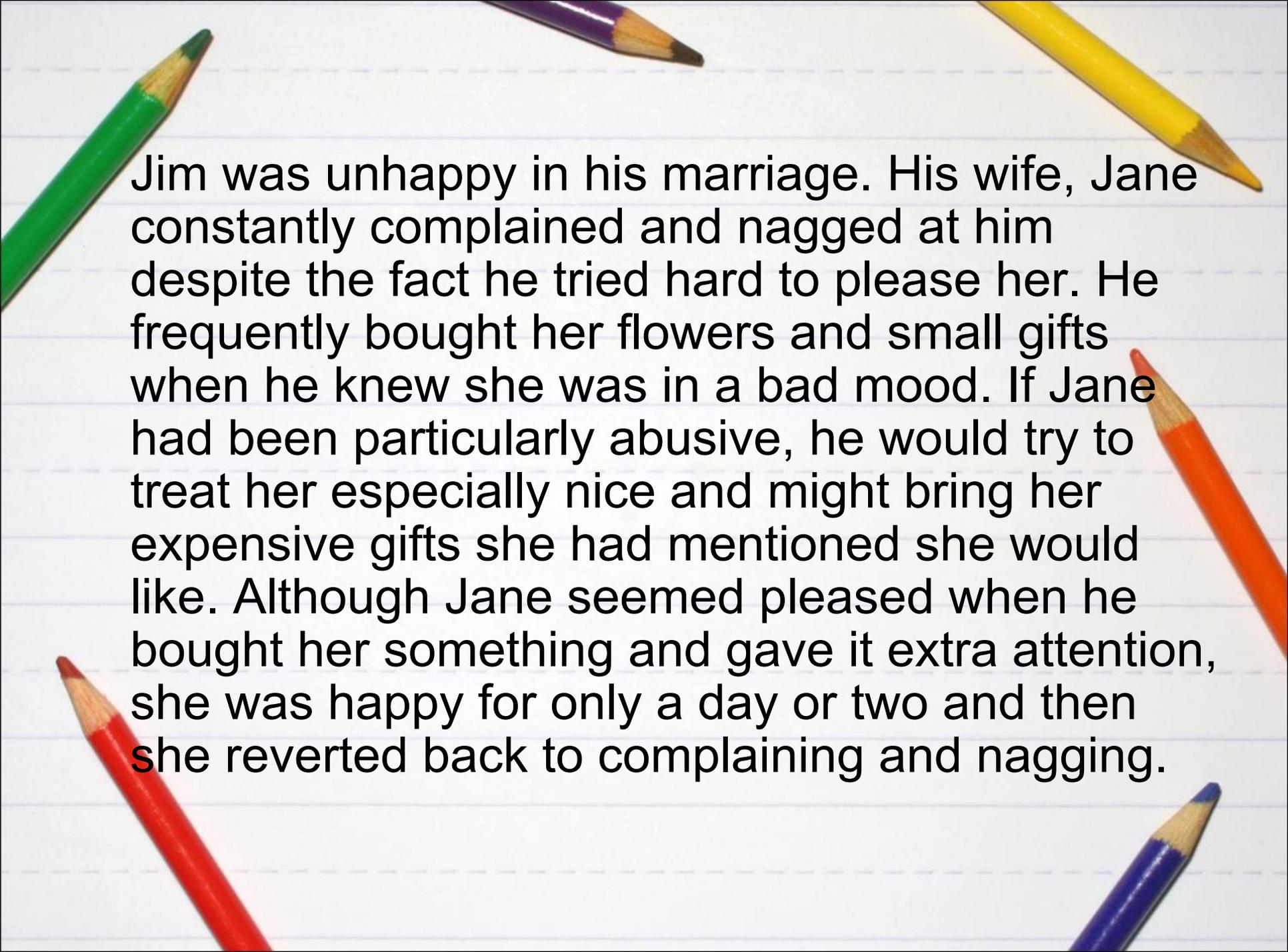
- A child kicks a peer, and is removed from his/her favorite activity.
- A child yells out in class, loses a token for good behavior on his/her token board that could have later be cashed in for a prize.
- A child fights with her brother and has her favorite toy taken away.

How did I get back home  
so early??

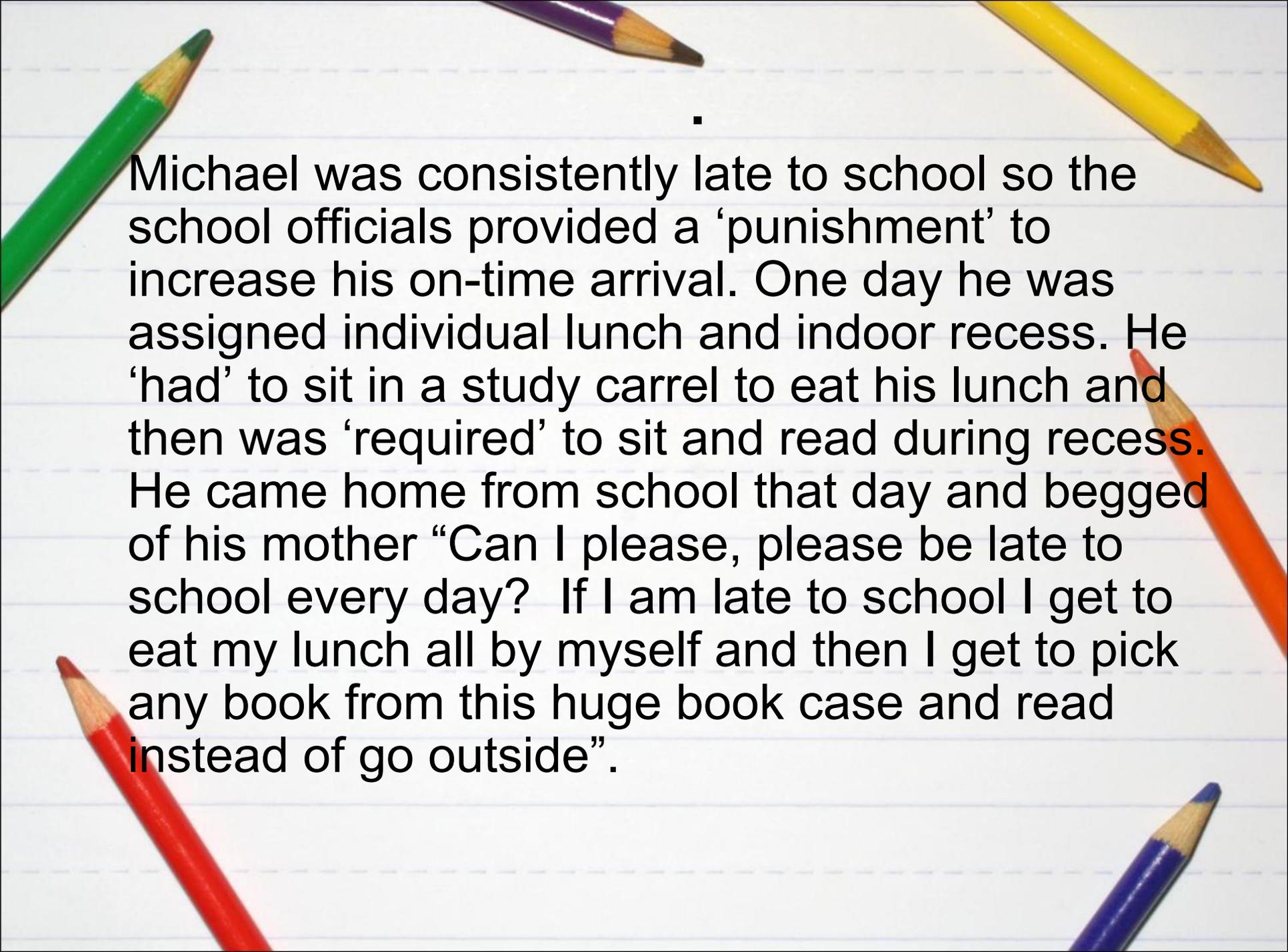
Easy. I threw my  
pencil at a kid  
and they sent  
me home.



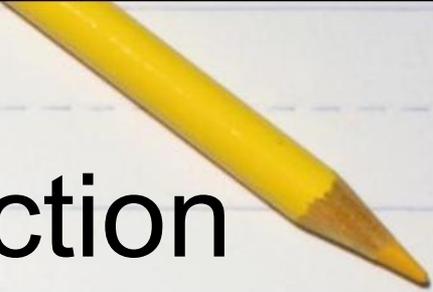
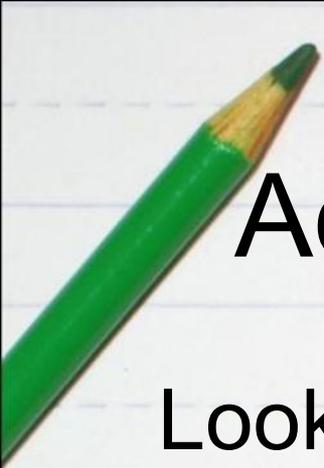
  
someecards  
user card



Jim was unhappy in his marriage. His wife, Jane constantly complained and nagged at him despite the fact he tried hard to please her. He frequently bought her flowers and small gifts when he knew she was in a bad mood. If Jane had been particularly abusive, he would try to treat her especially nice and might bring her expensive gifts she had mentioned she would like. Although Jane seemed pleased when he bought her something and gave it extra attention, she was happy for only a day or two and then she reverted back to complaining and nagging.



Michael was consistently late to school so the school officials provided a 'punishment' to increase his on-time arrival. One day he was assigned individual lunch and indoor recess. He 'had' to sit in a study carrel to eat his lunch and then was 'required' to sit and read during recess. He came home from school that day and begged of his mother "Can I please, please be late to school every day? If I am late to school I get to eat my lunch all by myself and then I get to pick any book from this huge book case and read instead of go outside".



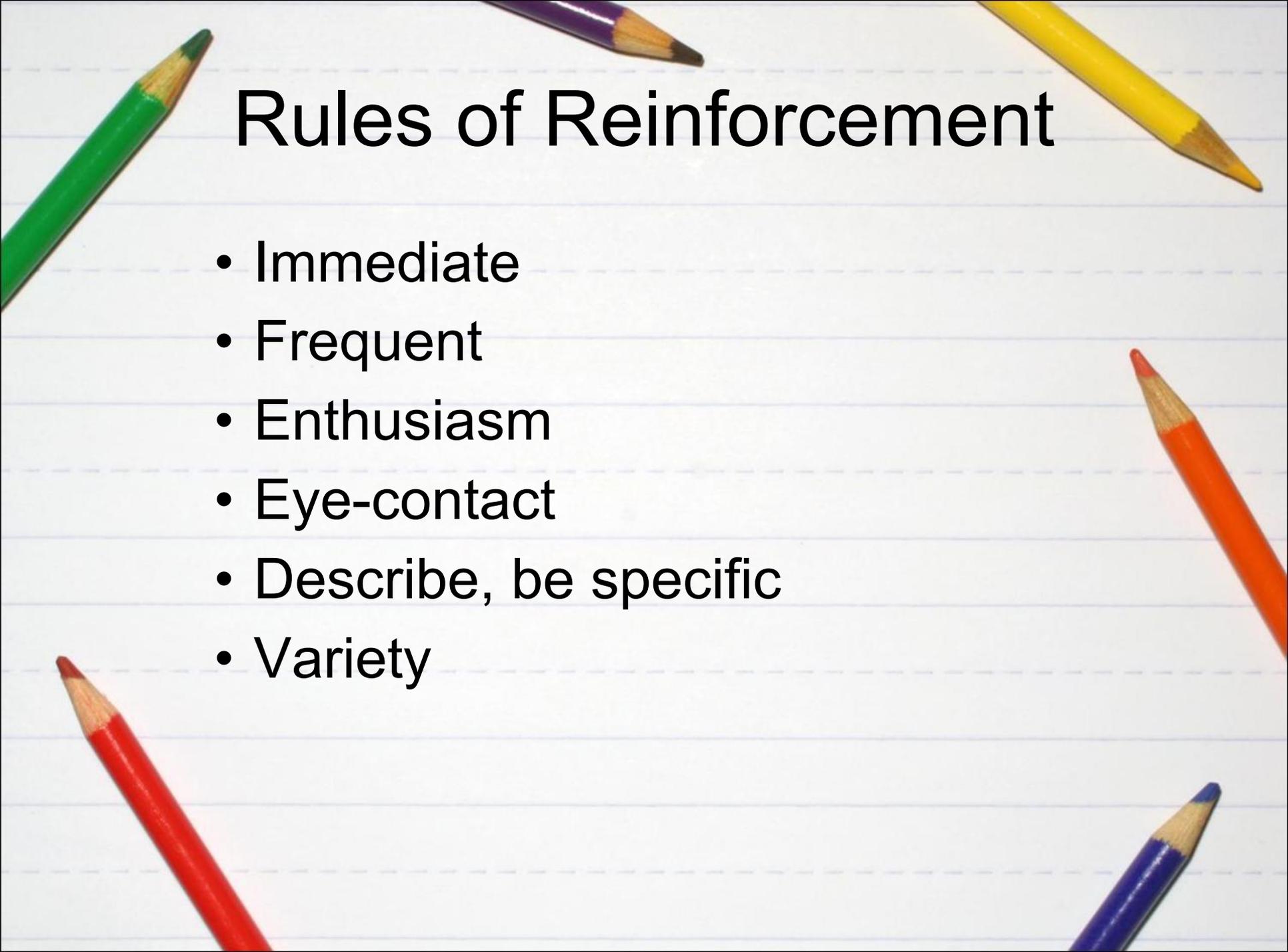
# Activity: Identifying Function

Look at the behavior you wrote down at the beginning of the session. Take a moment and think about the antecedents and consequences associated with this behavior.



Based on the ABCs, what do you think the function is?





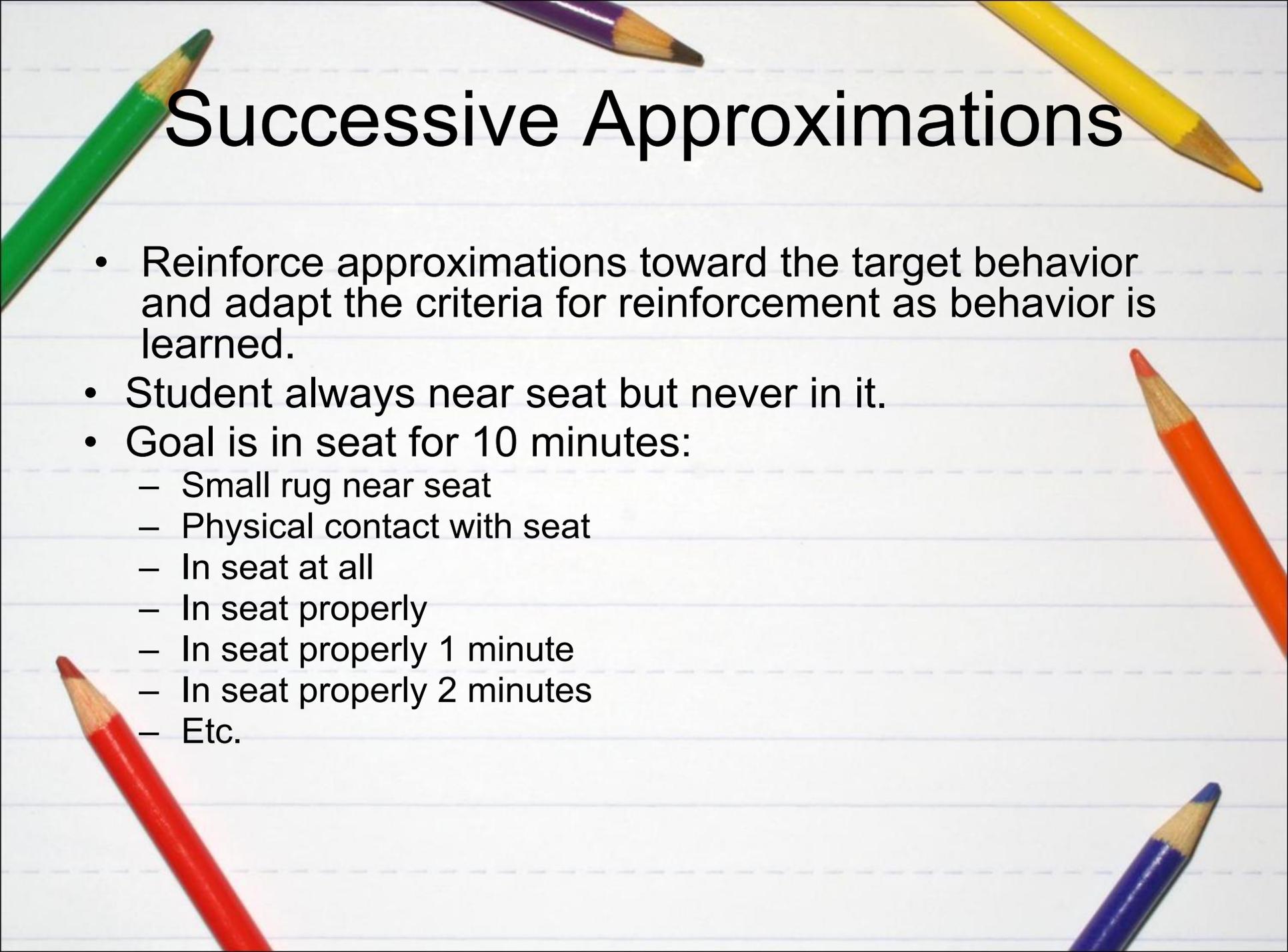
# Rules of Reinforcement

- Immediate
- Frequent
- Enthusiasm
- Eye-contact
- Describe, be specific
- Variety

# Shaping

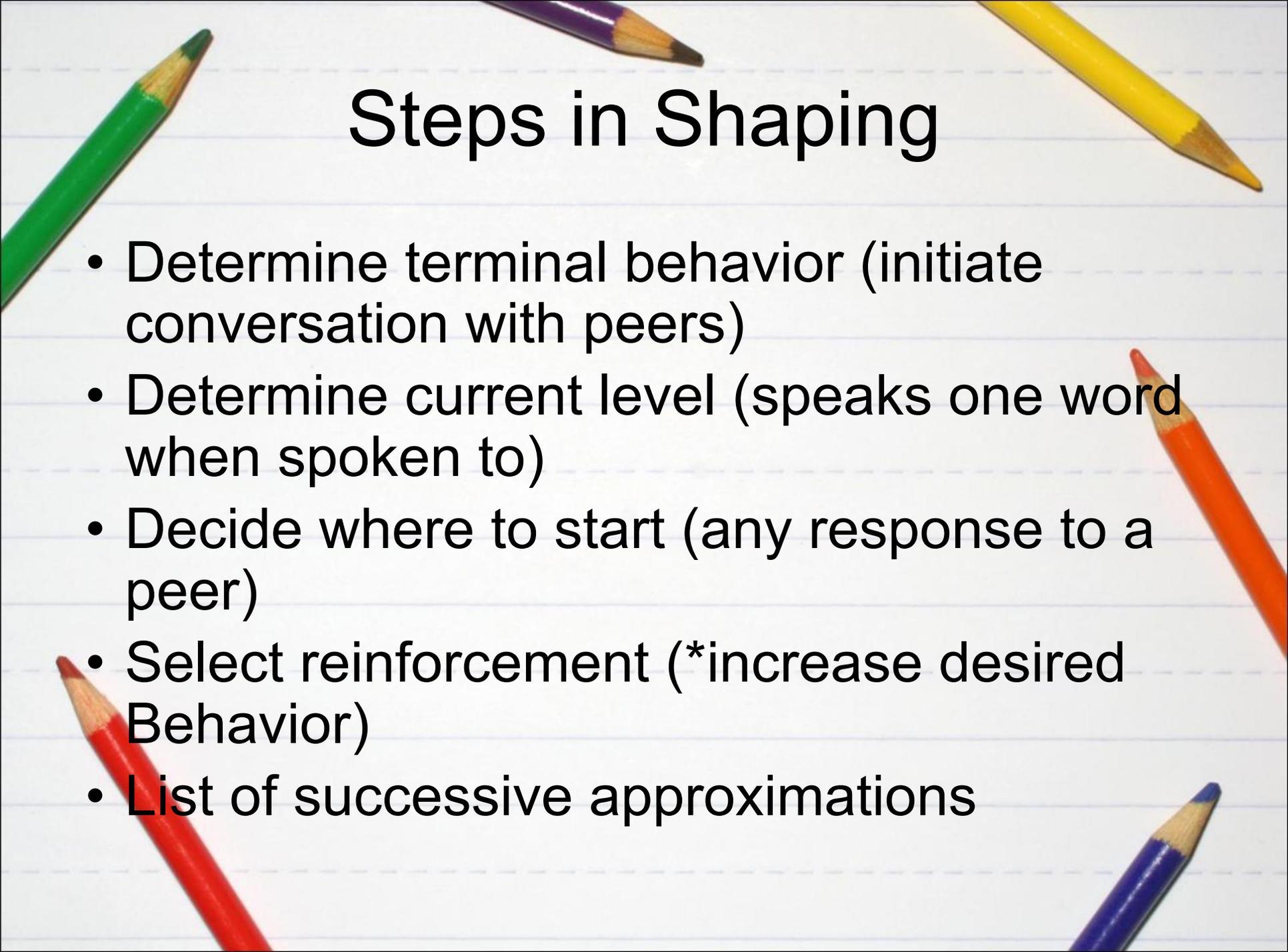
- Used when there is a wide gap between a student's present level of functioning and the target behavior
- Not feasible to wait until the student's behavior is perfect before reinforcing



The background of the slide is white with horizontal dashed lines. Several colored pencils are scattered around the edges: a green pencil on the top left, a purple pencil at the top center, a yellow pencil on the top right, an orange pencil on the right side, a red pencil on the bottom left, and a blue pencil on the bottom right.

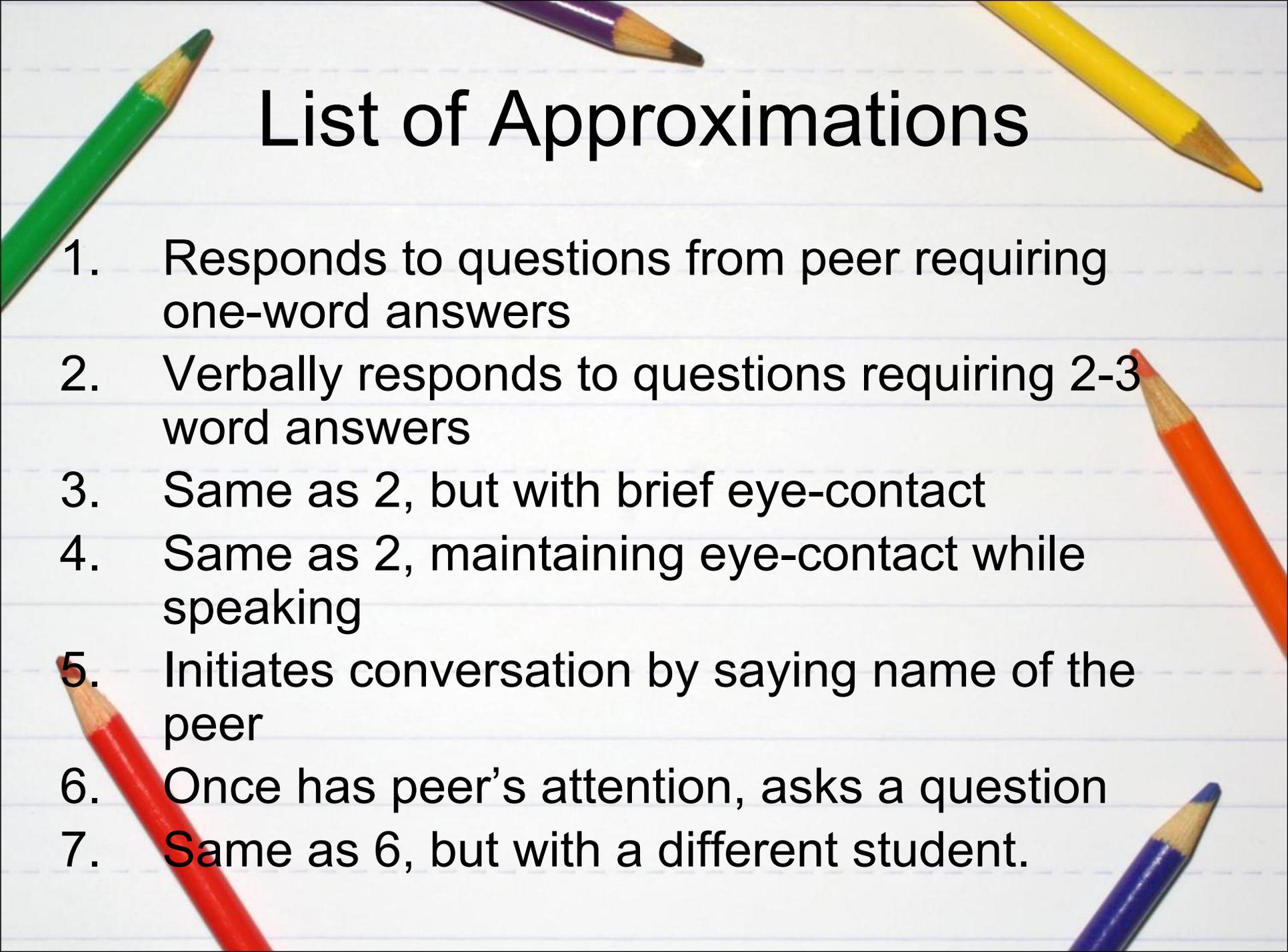
# Successive Approximations

- Reinforce approximations toward the target behavior and adapt the criteria for reinforcement as behavior is learned.
- Student always near seat but never in it.
- Goal is in seat for 10 minutes:
  - Small rug near seat
  - Physical contact with seat
  - In seat at all
  - In seat properly
  - In seat properly 1 minute
  - In seat properly 2 minutes
  - Etc.



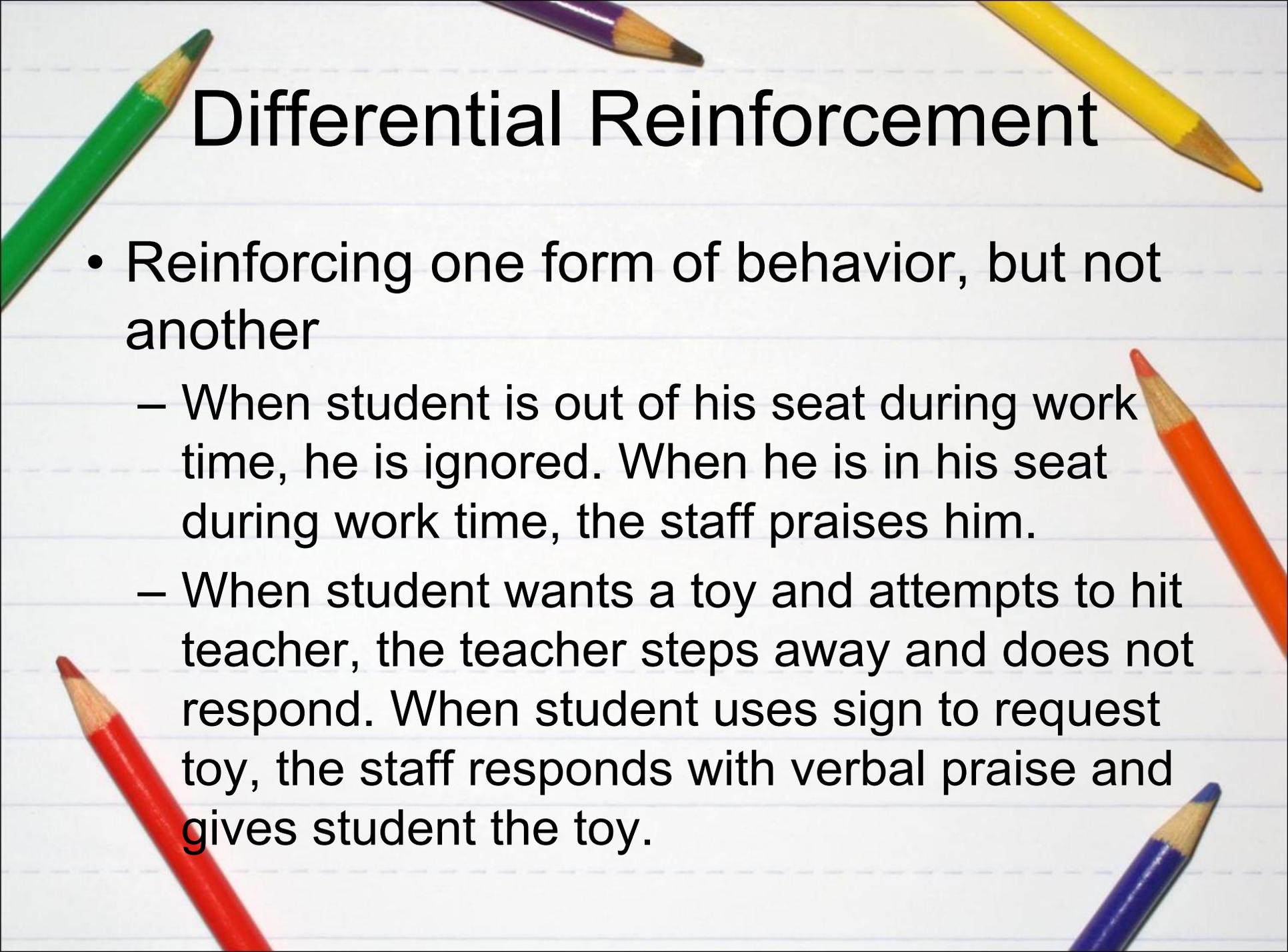
# Steps in Shaping

- Determine terminal behavior (initiate conversation with peers)
- Determine current level (speaks one word when spoken to)
- Decide where to start (any response to a peer)
- Select reinforcement (\*increase desired Behavior)
- List of successive approximations



# List of Approximations

1. Responds to questions from peer requiring one-word answers
2. Verbally responds to questions requiring 2-3 word answers
3. Same as 2, but with brief eye-contact
4. Same as 2, maintaining eye-contact while speaking
5. Initiates conversation by saying name of the peer
6. Once has peer's attention, asks a question
7. Same as 6, but with a different student.

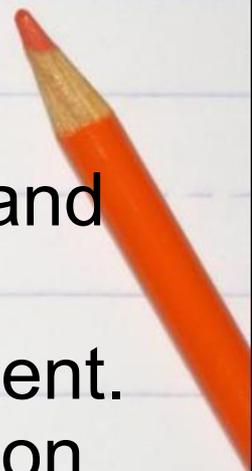


# Differential Reinforcement

- Reinforcing one form of behavior, but not another
  - When student is out of his seat during work time, he is ignored. When he is in his seat during work time, the staff praises him.
  - When student wants a toy and attempts to hit teacher, the teacher steps away and does not respond. When student uses sign to request toy, the staff responds with verbal praise and gives student the toy.



# Fading

- Gradual elimination of cues, prompts, reminders or suggestions for a specific behavior
    - Student is learning to write his name. He receives less and less physical guidance and eventually writes his name independently.
    - Student only enters school with mom present. Mom is gradually removed from the situation and student eventually enters school independently.
  - Often confused with shaping
- 
- 
- 



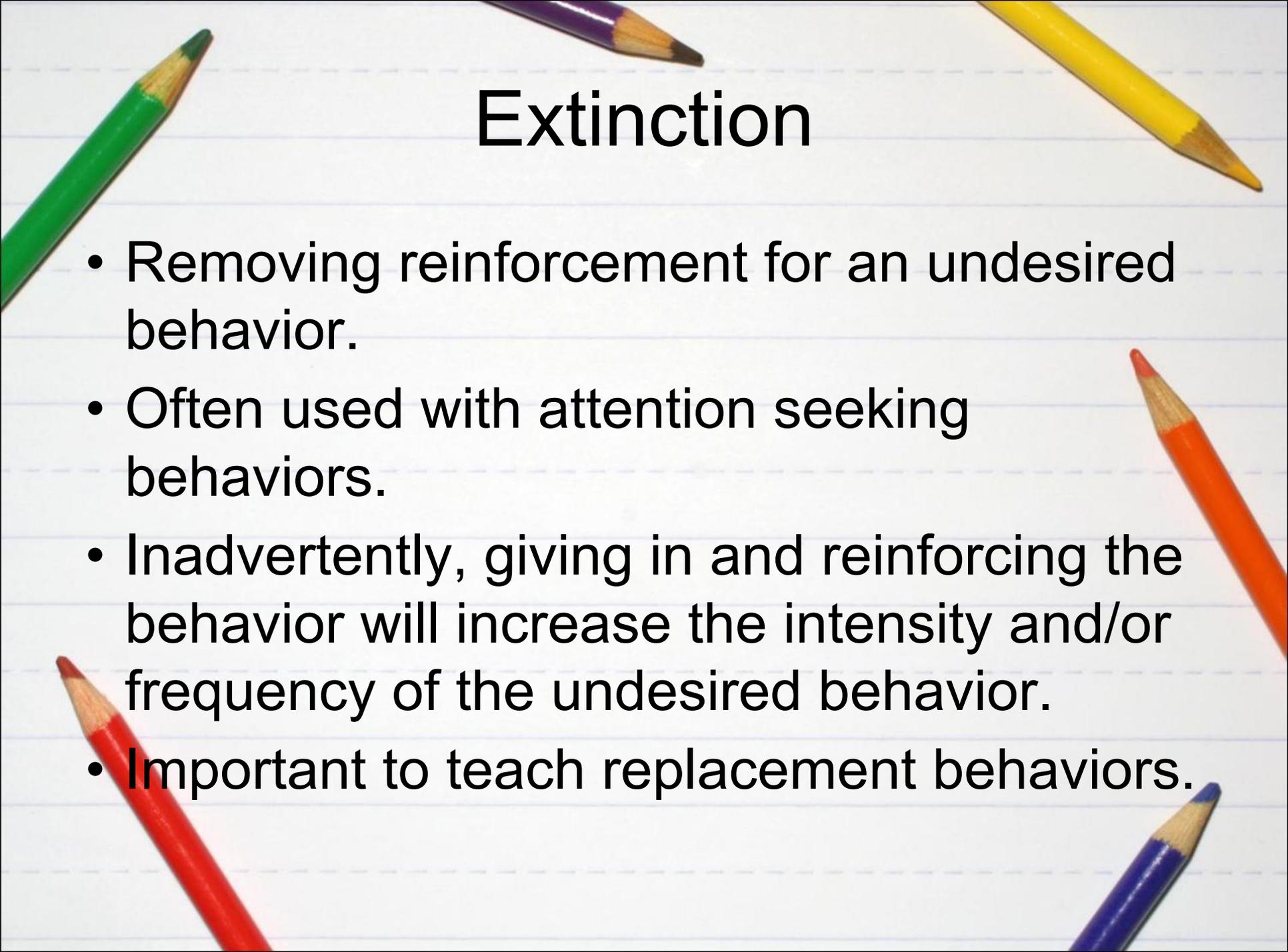
# The Difference

- **Shaping**

- The student's behavior is gradually changed

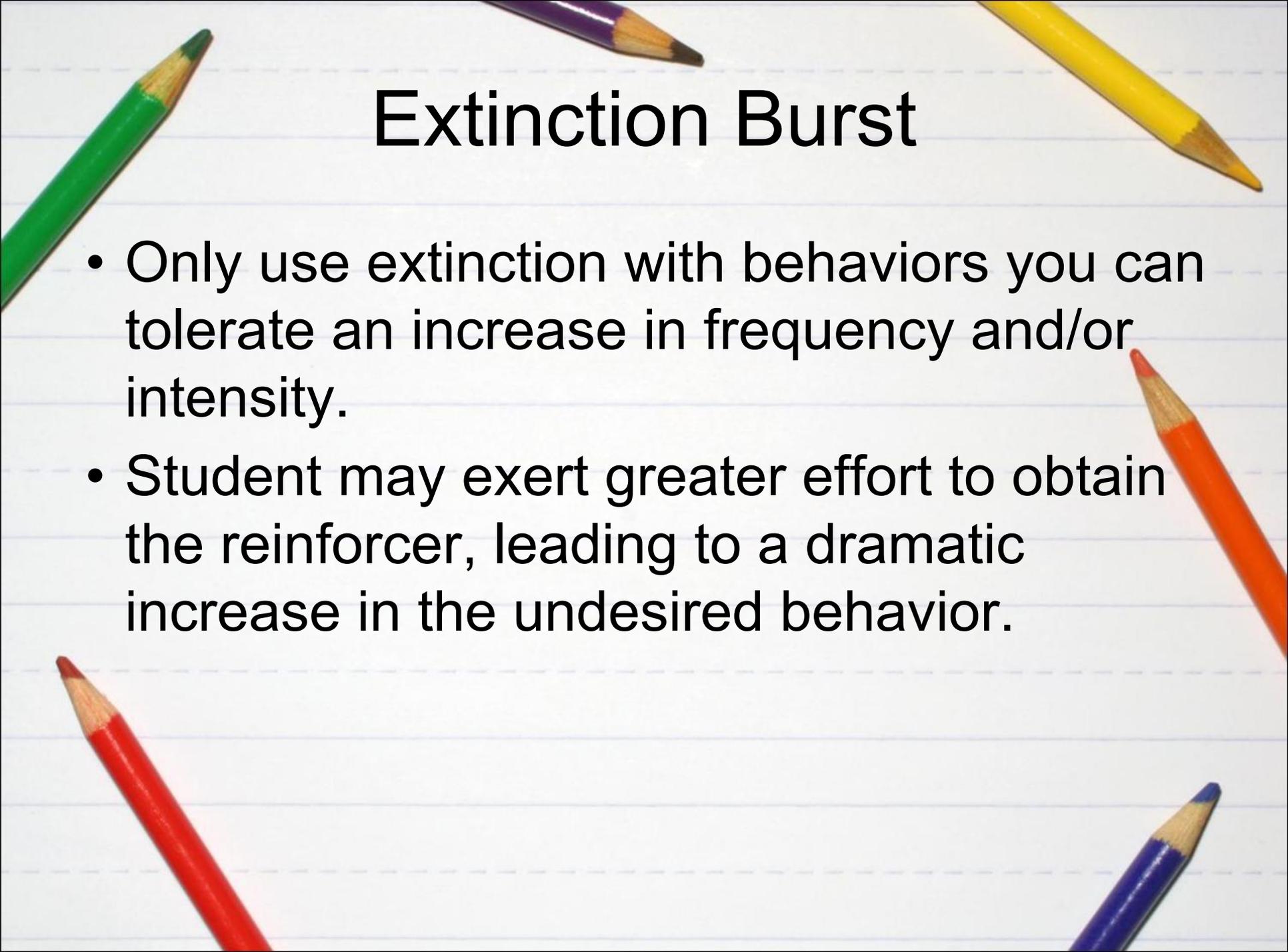
- **Fading**

- The situation/environment is gradually changed
- 
- 
- 



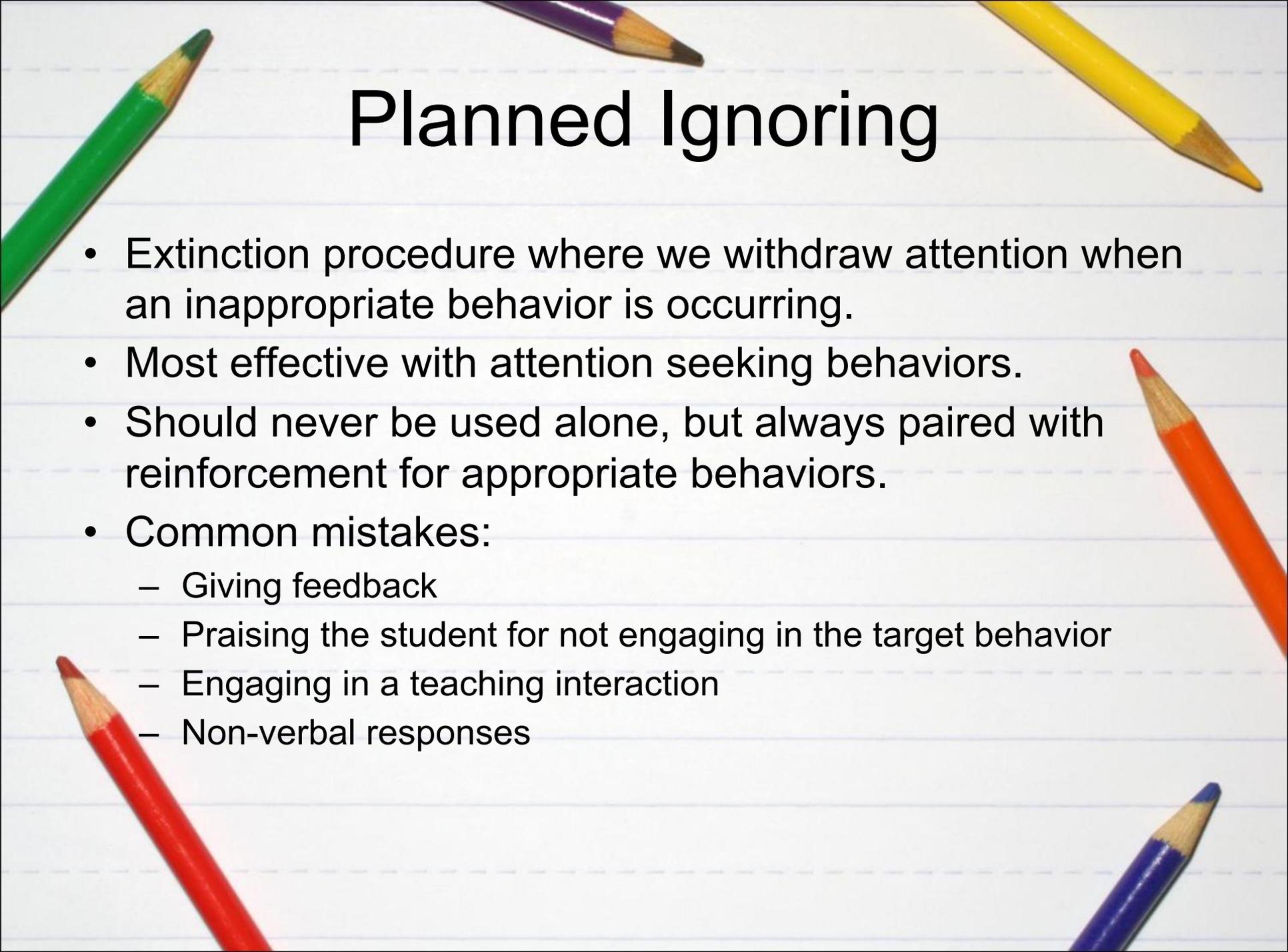
# Extinction

- Removing reinforcement for an undesired behavior.
- Often used with attention seeking behaviors.
- Inadvertently, giving in and reinforcing the behavior will increase the intensity and/or frequency of the undesired behavior.
- Important to teach replacement behaviors.

A decorative border of colored pencils surrounds the text. The pencils are in various colors: green, purple, yellow, orange, red, and blue. They are arranged in a circular pattern around the central text.

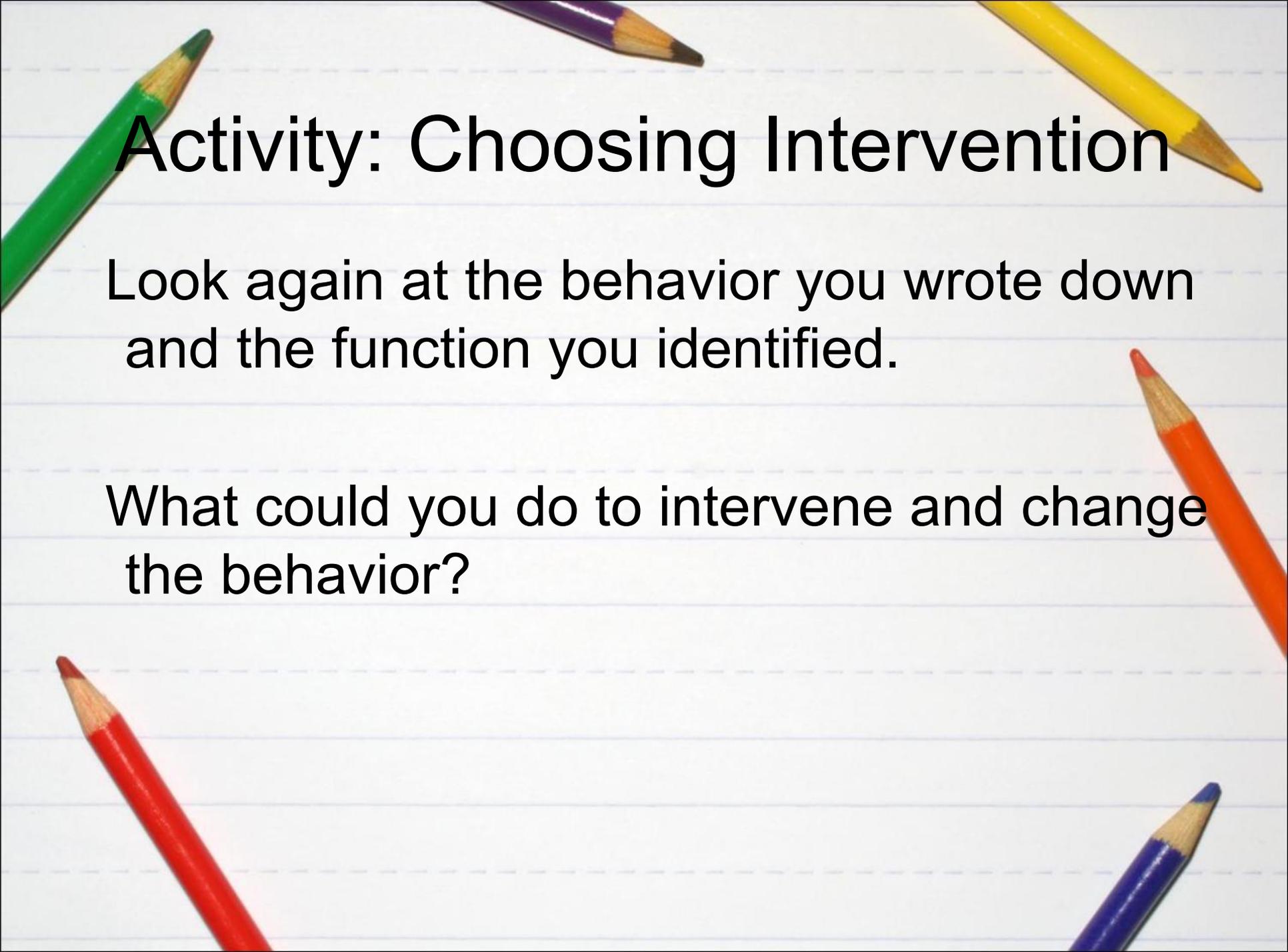
# Extinction Burst

- Only use extinction with behaviors you can tolerate an increase in frequency and/or intensity.
- Student may exert greater effort to obtain the reinforcer, leading to a dramatic increase in the undesired behavior.

A decorative border of colored pencils surrounds the text. The pencils are in various colors: green, purple, yellow, orange, red, and blue. They are arranged in a circular pattern around the central text.

# Planned Ignoring

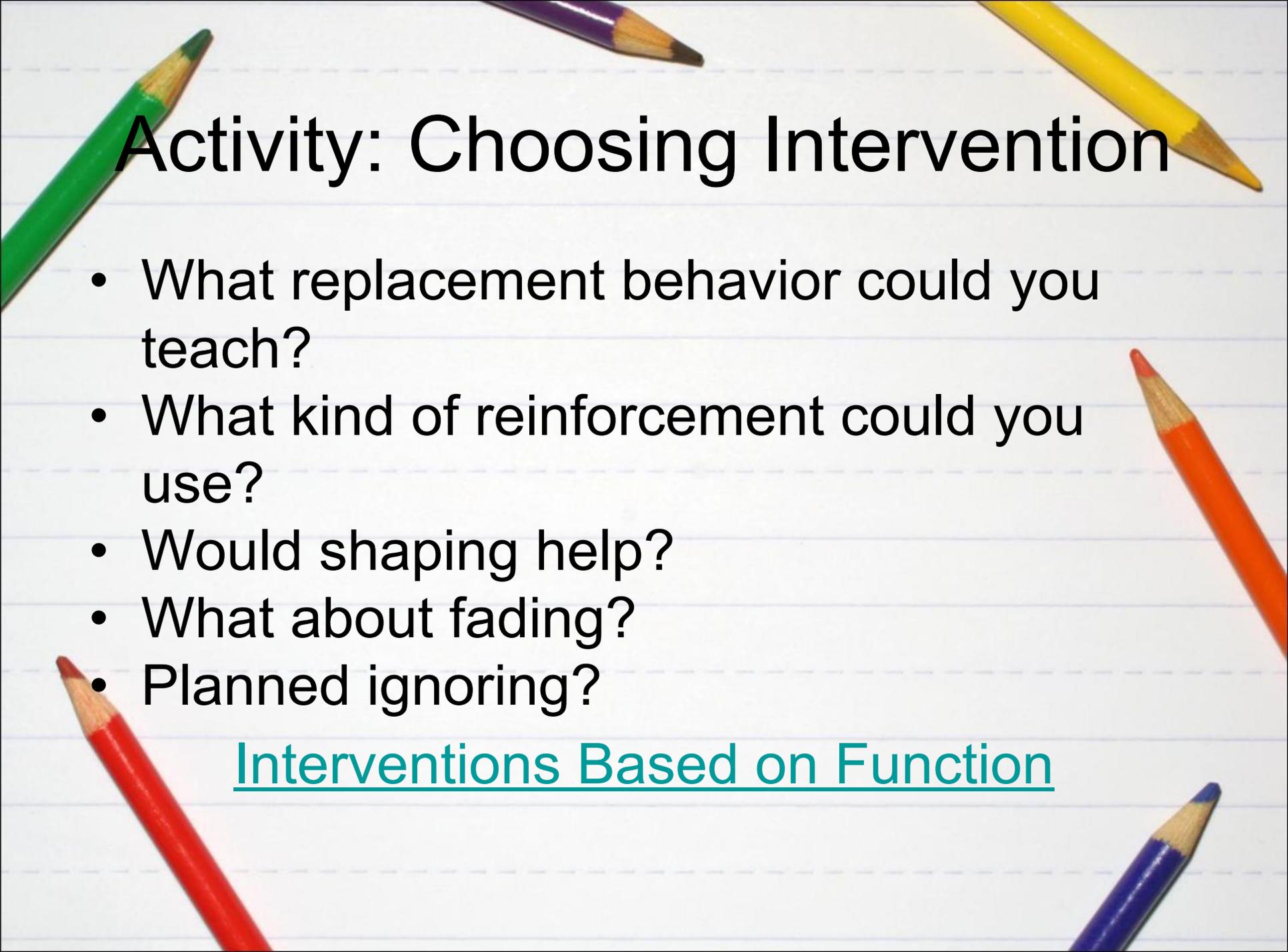
- Extinction procedure where we withdraw attention when an inappropriate behavior is occurring.
- Most effective with attention seeking behaviors.
- Should never be used alone, but always paired with reinforcement for appropriate behaviors.
- Common mistakes:
  - Giving feedback
  - Praising the student for not engaging in the target behavior
  - Engaging in a teaching interaction
  - Non-verbal responses



# Activity: Choosing Intervention

Look again at the behavior you wrote down and the function you identified.

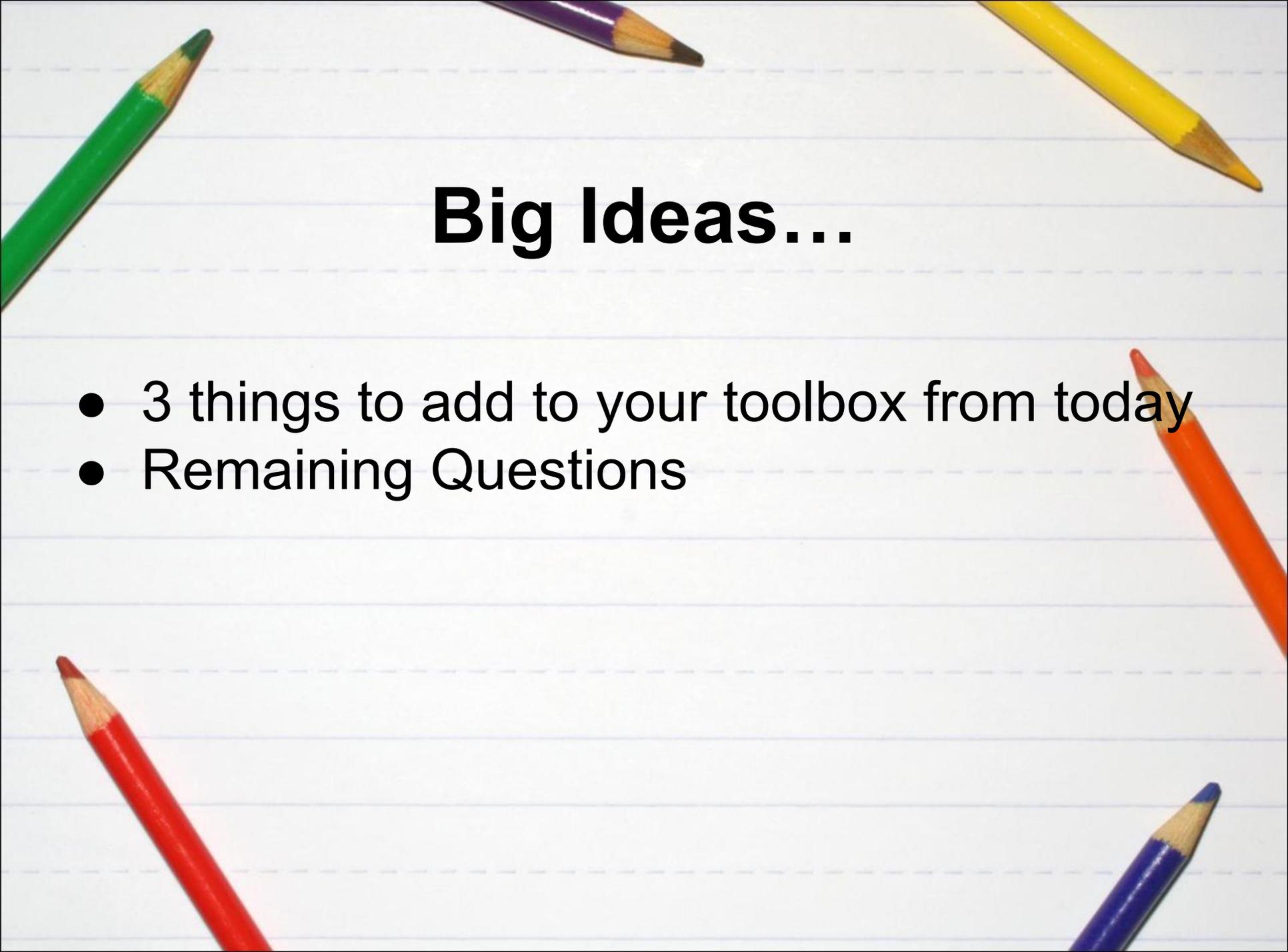
What could you do to intervene and change the behavior?



# Activity: Choosing Intervention

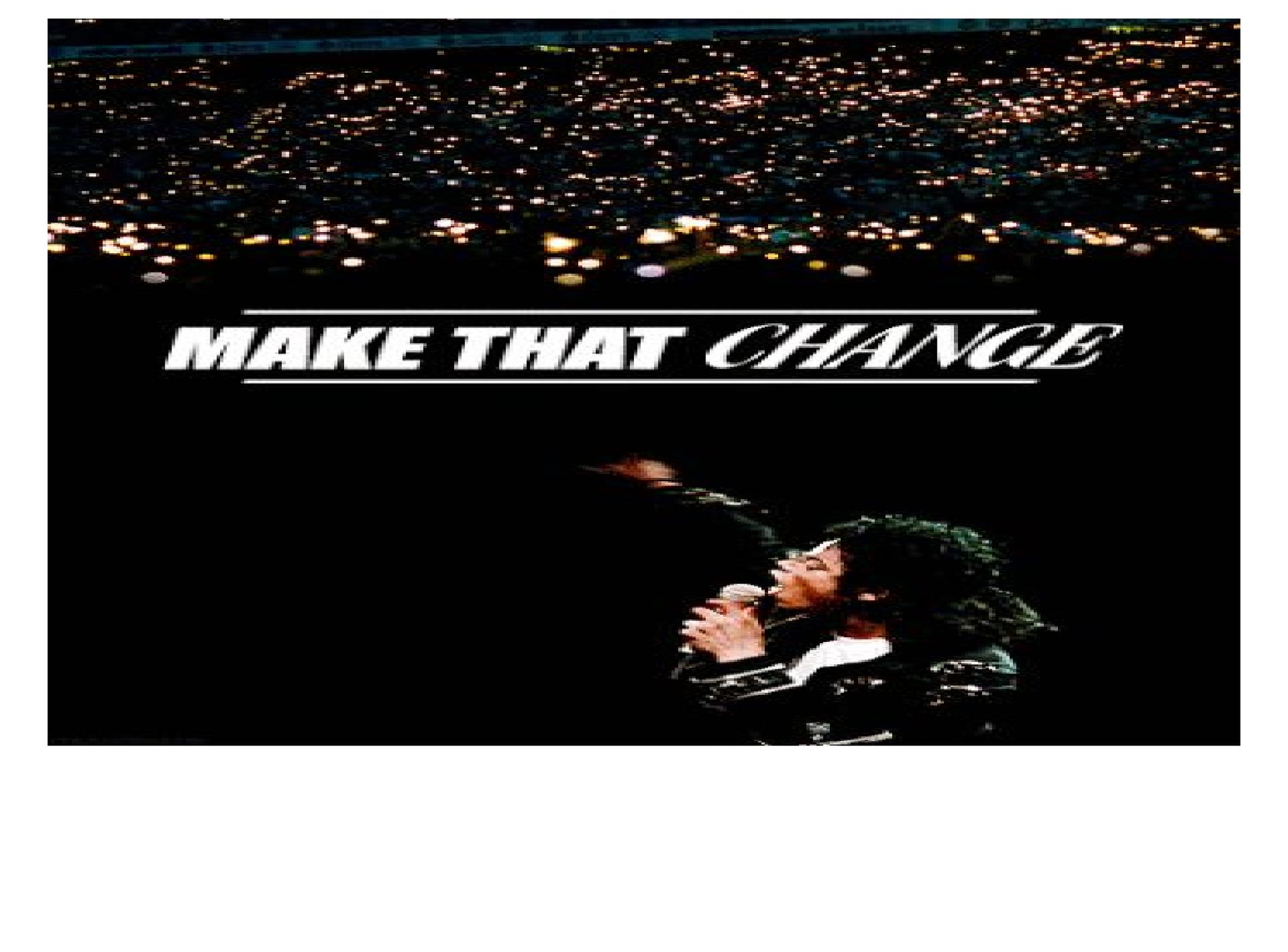
- What replacement behavior could you teach?
- What kind of reinforcement could you use?
- Would shaping help?
- What about fading?
- Planned ignoring?

Interventions Based on Function



# Big Ideas...

- 3 things to add to your toolbox from today
- Remaining Questions



***MAKE THAT CHANGE***