

Functions of Behaviour

Behaviour is a form of communication. We want to figure out WHY the behaviour is happening, what is driving it to continue to exist. A behaviour exists because it WORKS for that individual. When we determine why it works for that individual then we can determine what will WORK for the individual that is an appropriate behaviour. Behaviour gets us something or escapes us from something.

SEAT

<p style="text-align: center;">Sensory</p> <p>does not involve social reinforcers, it directly produces its own reinforcement qualities. You can get or avoid sensory.</p> <p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ✚ A person gets sensory by brushing their hair because they want it to be neat or talking to themselves because they like hearing themselves think out loud or like the echo ✚ A person avoids sensory by putting aloe vera on a sun burn or squeezing/hitting their head when they have a headache 	<p style="text-align: center;">Escape</p> <p>terminates or delays an unwanted event</p> <p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ✚ When asked to share a toy, child hits teacher. Child is left alone with toy. ✚ A peer responds 'no' to play dodgeball because they are uncertain of the game.
<p style="text-align: center;">Attention</p> <p>social attention or a reaction from people</p> <p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ✚ Greeting a friend when you see them across the street ✚ Poking a peer or asking inappropriate questions 	<p style="text-align: center;">Tangible</p> <p>results in access to a motivating item/action/stimuli</p> <p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ✚ You press the power button on a television to access a preferred show ✚ Child screams to receive a candy.

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Changing Behaviour

A behaviour only changes when the new behaviour is more effective and efficient than the previous behaviour.

We also need to take inconsideration if the individual can perform the skill and chooses not to (performance deficit) or the individual can't perform the skill (skill deficit).

<p style="text-align: center;">Sensory</p> <p><i>What may it look like:</i> Lucas pounds his fist into his head whenever he has a headache.</p> <p><i>How to change:</i></p> <ul style="list-style-type: none"> ✚ We want to prevent the reinforcement, therefore we could give Lucas preventive measures for a headache (medication, cold towel) on the onset of his headache. 	<p style="text-align: center;">Escape</p> <p><i>What may it look like:</i> Rose dislikes camp songs. When camp songs begin, she begins to scream. The camp staff removes her from the camp songs.</p> <p><i>How to change:</i></p> <ul style="list-style-type: none"> ✚ If she is allowed to escape, provide Rose with an appropriate form of escaping. ' I want to leave' or 'all done' ✚ If the goal is for her to stay, follow through with the demand. Maybe lower the demand next time, telling her she only needs to stay for 1 song then all done.
<p style="text-align: center;">Attention</p> <p><i>What may it look like:</i> Peter laughs at everything his peer's say, even when it's not funny. His peers always tell him to stop but he continues to laugh.</p> <p><i>How to change:</i></p> <ul style="list-style-type: none"> ✚ Ignore; redirect peers. ✚ Ask yourself what our Peter's social abilities? Does he need help to appropriately socialize with his peers. 	<p style="text-align: center;">Tangible</p> <p><i>What may it look like:</i> If Dylan wants to watch the television, he has learnt from previous experience that if he asks his mom for the television and she says no then he starts to annoy his brother (wrestling him, jumping on him) which results in mom turning on the television for them to stop.</p> <p><i>How to change:</i></p> <ul style="list-style-type: none"> ✚ Honor the first request ✚ If Dylan is not allowed television, redirect him to a new activity and withhold television.

Quick Tips: If you like the behaviour, reinforce it. If you don't like the behaviour, don't reinforce it.

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Preventative Measures for the Function

Adjust the environment prior in order to prevent the behaviour from occurring. Use Universal Positive Behaviour Supports such as schedules, clear instruction, explicit rules, transitional warnings and signals, choices, errorless teaching, precorrection, acknowledgement systems, 4 to 5 ratio of positive statements and last but not least give specific verbal praise!

<p style="text-align: center;">Sensory</p> <ul style="list-style-type: none"> ✚ Modify the sensory in the environment ✚ Support the individual in finding a socially appropriate sensory alternative 	<p style="text-align: center;">Escape</p> <ul style="list-style-type: none"> ✚ modify the difficulty of the task ✚ modify the length of the task ✚ use first-then ✚ consider motivation
<p style="text-align: center;">Attention</p> <ul style="list-style-type: none"> ✚ Increase overall amount of positive attention given to the individual ✚ Given attention for appropriate behaviour ✚ Teach waiting using timers and visuals ✚ Teach ways that the individual can gain attention 	<p style="text-align: center;">Tangible</p> <ul style="list-style-type: none"> ✚ Increase access to items during scheduled times ✚ Use choices ✚ Use first-then ✚ Teach turn taking and sharing for the individuals level

References

Cooper, J, Heron, T, & Heward, W. (2007). *Applied Behavior Analysis: Second Edition*. Upper Saddle River, NJ: Pearson Education.

<https://www.autismspectrum.org.au/sites/default/files/Aspect%20Practicet%20BB%20Positive%20Behaviour%20Support%20Early%20Years.pdf>

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