



UNDERSTANDING MY CHILD'S BEHAVIOR

Parent Training
February 7th, 2019

MY CHILD IS NOT BEHAVING WHAT SHOULD I DO.....

- Understanding the function or why your child is behaving inappropriately is the first step
- If the plan and strategies implemented do not match with the function (s) of the behavior it will most likely not be effective

WHAT IS THE FUNCTION???

- “The function of a behavior refers to the source of environmental reinforcement for it.”
 - Tarbox et al (2009 p.494)

In other words the function is what is maintaining the behavior

- Five functions of behavior are:
 - Attention
 - Access to preferred items/tangibles
 - Escape
 - Avoidance
 - Automatic reinforcement

UNDERSTANDING BEHAVIOR

- Behavioral research has shown that behavior is affected by what comes before it (antecedents) and what comes after it (consequences).

WHAT IS THE ANTECEDENT?

- You want to be better about sending your mother a mother's day card so you write yourself a note and post it on the refrigerator door two weeks in advance. Five days before mother's day you buy your mother a card and send it out. It arrives on time.
- The ways in which you structure your environment influences your subsequent behavior

WHAT IS THE CONSEQUENCE?

- Each time you wash the dishes your significant other says “thank you.” You do the dishes every time they need cleaning.
- The responses you get from the significant people in your life following a particular behavior influence the likelihood that the behavior will occur again or not...
- Why wouldn't the behavior happen again?

A-B-C CONTINGENCY

- We refer to the interrelationship between a behavior(B) and its antecedents(A) and consequences (C) as the 3-term contingency or A-B-C contingency.

PRODUCTIVE DESCRIPTIONS FOR THE ABC CHART

- Antecedent -- Michael's mother tells him, "it's time for bath", and asks him to clean up his toys in his room. •
- Behavior-Michael drops to the floor, begins to cry and say that he is not going to clean up
- Consequence – Michael's mother tells him he can have 5 more minutes to play with his toys. Michael gets up off the floor, stops screaming and plays with his toys.

DESCRIPTIONS THAT REQUIRE SOME WORK

- Antecedent – Michael is angry –
- Consequence – Michael gets his way
- • Antecedent – Lucy is bored –
- Consequence – Lucy plays with the cabinets

WHEN COLLECTING ABC DATA

- Keep a running log or data sheet of each occurrence of the problem behavior. Right down the time of the behavior, what occurred before the behavior, and what occurred following the behavior. Over time, this data will provide information with regards to the types of environmental events (antecedents) that proceed the problem behavior and the consequences that are reinforcing and maintaining the problem behavior.

ATTENTION

- Your child may engage in a certain behavior to gain some form of social attention or reaction from you or someone else
- For some children they will accept positive or negative attention
- “While it might seem strange that a person would engage in a behavior to deliberately have someone scold them it can occur because for some people it’s better to obtain “bad” attention than no attention at all.” (Cooper, Heron & Heward, 2007)

ACCESS TO PREFERRED ITEMS/TANGIBLES

- A behavior may occur so the person can obtain a tangible item or gain access to a desired activity
- For example your child may cry in Toys R Us because they want a new toy (tangible)
- Your child may cry because they want to go to Funplex (activity)

ESCAPE AND AVOIDANCE

- Your child may kick or hit to escape from a person, setting, demand, activity etc
- Your child may cry or tantrum to avoid a person, setting, activity, demand, etc
- The difference between the two is that escape happens during the “activity” whereas avoidance happens before the “activity”

AUTOMATIC REINFORCEMENT

- A behavior itself is reinforcing independent of the social environment
- The behavior (s) do not rely on anything external to the person and instead are internally pleasing in some way or help to remove an internal sensation that is displeasing (e.g. pain)

WHAT IS THE FUNCTION???

- Mary doesn't like taking a bath. Before it is bath time Mary tantrums and it is too late for a bath
- ???

WHAT IS THE FUNCTION??

- Peter falls and is rubbing his knee
- ???

WHAT IS THE FUNCTION??

- Billy is sitting at the kitchen table with his brother and you ask them both to do their homework. Billy starts his math homework and asks to go to the bathroom. By the time he finishes in the bathroom it is time to go to soccer practice and he does not finish his work
- ???

WHAT IS THE FUNCTION??

- Allison loves to play with her Barbie dolls. She is told that it is time to clean up and she starts to throw the toys around her.
- ??

WHAT IS THE FUNCTION??

- Tim's mother is on the phone. Tim wants to play Candyland and goes up to his mother and begins to punch her. She hangs up the phone and plays the game.
- ??

FUNCTION OF THE BEHAVIOR

- It is important to remember that a behavior can have more than one function
- For example a child may hurt himself during class to get out of completing the academic task and also hurt themselves on the playground to get attention from the teacher
- The function changes based on the environment

WHY VS. WHAT

- Remember the function is the “why” of the behavior but that does not describe what the behavior looks like
- The topography of a behavior is the “what” such as kicking, hitting, spitting, throwing
- Example: To say someone is talking is describing the topography of the behavior but it does not tell us why the person is talking...were they asking directions, teaching a class, chatting with a friend

NOW WHAT....

- We talked about the why and what of behaviors
- It is important to think about what is maintaining the behavior
- For example if your child is pinching you to get your attention and you are providing it then they will continue to pinch you
- Essentially your attention is maintaining the behavior
- What could be another consequence??

WHAT TO DO IF THE BEHAVIOR IS MAINTAINED BY ATTENTION OR ACCESS TO TANGIBLES

- Create a rich, reinforcing environment and provide lots of attention (praise, smiles, hugs, tickles) for all appropriate behavior
- Teach an appropriate means of requesting attention (e.g., vocalization, ASL sign, PECS) and provide the attention contingent upon this new replacement behavior
- NEVER reinforce the problem behavior. In other words, IGNORE all instances of the behavior by not providing 1) eye contact, 2) verbal redirection/reprimand, or 3) physical contact

WHAT TO DO IF THE BEHAVIOR IS MAINTAINED BY ESCAPE OR AVOIDANCE

- Create a visual schedule, allowing the child the opportunity to anticipate future activities
- Embed choices within less preferred activities
- Use a timer to indicate how long a child must engage in the less preferred activity before he can move on to a preferred activity •
- • When appropriate, teach the child to request a break from a less preferred activity or teach them to appropriately refuse a less preferred activity

WHAT TO DO IF THE BEHAVIOR IS MAINTAINED BY AUTOMATIC REINFORCEMENT

- Without telling the child to stop, reprimanding him, or giving him attention or tangibles, block the problem behavior (either physically or with equipment) to prevent the stimulation the child obtains from engaging in the behavior and redirect them to something else.
- Teach the child to engage in more appropriate means of self-stimulation

SOME SIMPLE BEHAVIOR CHARTS



MORE BEHAVIOR CHARTS



- <http://www.freeprintablebehaviorcharts.com/step-by-step%20pdf/fairy%20to%20castle.pdf>
- <http://www.freeprintablebehaviorcharts.com/step-by-step%20pdf/boybikechart.pdf>

MORE BEHAVIOR CHARTS

- <http://www.freeprintablebehaviorcharts.com/behavior%20charts%20single%20pdf/Smile%20B&W.pdf>
- <https://www.freeprintablebehaviorcharts.com/single%20behavior%20charts%20popular%20char%20pdf/scooby%20doo%20fourteen.pdf>
- <https://www.freeprintablebehaviorcharts.com/single%20behavior%20charts%20popular%20char%20pdf/shopkins%20fourteen.pdf>
- <https://www.freeprintablebehaviorcharts.com/monthly%20charts%20pdf/four%20week%20smile.pdf>

BEHAVIOR CHARTS FOR ROUTINES

- <https://www.freeprintablebehaviorcharts.com/theme%20chart%20pdf/morning%20routine%20pics.pdf>
- <https://www.freeprintablebehaviorcharts.com/theme%20chart%20pdf/after%20school%20routine%202.pdf>
- <https://www.freeprintablebehaviorcharts.com/beh%20charts%204-10%20pdf/young%20child%20chart%20girl.pdf>

“CAUGHT DOING THE RIGHT THING”

- https://www.freeprintablebehaviorcharts.com/caught_you_coupons_pdf/put%20my%20clothes%20away.pdf
- https://www.freeprintablebehaviorcharts.com/caught_you_coupons_pdf/picked%20up%20toys.pdf
- https://www.freeprintablebehaviorcharts.com/caught_you_coupons_pdf/new%20food.pdf
- https://www.freeprintablebehaviorcharts.com/caught_you_coupons_pdf/followed%20directions.pdf What do we think about this one?

PUNCH CARDS

- <https://www.freeprintablebehaviorcharts.com/punch-cards-pdf/punch-card-finished-homework.pdf>
- <https://www.freeprintablebehaviorcharts.com/punch-cards-pdf/punch-card-am-routine.pdf>
- <https://www.freeprintablebehaviorcharts.com/punch-cards-pdf/punch-card-told-the-truth.pdf>

TIPS FOR USING A BEHAVIOR CHART

- Make it a fun and positive experience!!
 - it is important to address the positive behaviors not negative ones
 - Tell them what the expected behavior is not what you do not want them to do
 - Example- if your child does not sit down at the dinner table the behavior chart would work on “sitting at the table to eat” not “standing while eating”
 - Your child can help you design the chart using their favorite characters and rewards

TIPS FOR USING A BEHAVIOR CHART

- Be consistent !!
 - Once a chart is implemented it is important to follow through with the chart
 - Make sure that the chart is in a visible place
 - Make sure to try the chart for a period of time before deciding if it is effective
 - If the child does not earn the reward he/she should not have access to it at all

TIPS FOR USING A BEHAVIOR CHART

- Make the goals attainable
 - If the goal (s) are not realistic it will be a frustrating experience for you both
 - Start with one goal at a time
 - Introduce more goals as the child is meeting the expectations of the plan

TIPS FOR USING A BEHAVIOR CHART

- Make sure the target behavior is easy to track
 - Choose a behavior that is easy to define and measure
 - Getting dressed versus getting along with a sibling
 - If the target behavior is subjective you and your spouse may differ on what the behavior should look like

TIPS FOR USING A BEHAVIOR CHART

- Be creative!!
 - Come up with rewards and a chart that would be interesting to your child
 - The rewards do not always have to be an item, it can be an activity such as extra book at bedtime, special game with parent
 - Choose rewards that will not have an impact on your life if your child does not earn it

QUESTIONS

- Thank you for coming!!