



# BEHAVIOR

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# Differential Diagnosis of Agitation

- Physical discomfort (pain)
- Medical condition (electrolyte, endocrine, seizure disorder, sleep disorder)
- Medication side effect
- Psychiatric disorder
- **Functional Behaviors (behaviors which “work” for the child)**
- Social stressors



# Behavior Basics

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- Behavior is communication.
- Behavior has a function.
- ABCs of behavior.
  - Replacement behavior.

# What is Behavior?

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- **Dead Man's Test:**
  - **"If a dead man can do it, it isn't behavior."** (Johnston & Pennypacker, 1993)
- People often use the word "behavior" when they are talking about **problem behavior.** Be clear as to whether the conversation is about desired behavior or problem behavior.



# Behavior is Communication

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People behave or misbehave to **gain** something or **avoid** something.

It is our responsibility to determine what the individual is trying to say and provide a more functional way to get the same need met.

# Function of Behavior

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## ○ **GAIN**

- Gain attention
- Gain activity
- Gain item/object
- Gain stimulation

## ○ **AVOID/ESCAPE**

- Avoid attention/person
- Escape activity
- Avoid task
- Escape stimulation
- Avoid pain
- Escape environment

# Understanding Behavior ABCs

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- Antecedent
  - What happened before problem behavior?
    - Hot, noisy, crowds, pain, lack of control, hunger
- Behavior
  - What did they do?
    - hit, scream, head bang, swear, tantrum
- Consequence
  - What happened immediately after the problem behavior?
    - You gave them what they wanted
      - Attention
      - Item
      - Got out of task
      - Left alone



# Changing Behavior

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- A - Recognize what triggers behavior.
- B – Teach another behavior to meet the same need.
- C – Change the consequence to make the problematic behavior no longer effective.

# Antecedent Changes

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## **Environmental Modifications**

- Set people up for success- if person can't do full session cut it short (20 min.)
- Have clear expectation from beginning and a mutually agreed upon goal(s)
- Have a predictable routine
- Reinforce good behavior throughout session



# Behavior Changes

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## **Replacement Behavior**

- Teach socially acceptable communication
- Teach socially acceptable behavior that meets the same need (use of tissue instead of picking nose)
- Replacement behavior must be functionally equivalent

# Behavior Changes

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<b><u>Problematic Behavior</u></b>	<b><u>Replacement Behavior</u></b>
Picks nose	Tissue
Itches crotch	Excuse self to bathroom
Hits head	Fold arms
Interrupts	"Excuse me."
Takes items	Ask permission
Screams for attention	"I need you."



# Consequence Changes

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- Caution don't take something away without a replacement. - Use start instead of stop.
- Alter what happens immediately after the target behavior occurs. The goal is to take the power out of the problem behavior. – Differential Reinforcement & Extinction
  - If safe, do not respond to problem behavior and over respond to replacement behavior. Know what you are reinforcing.

# Behavior Change Model

<b>Antecedent</b> → Wants attention	<b>Problem Behavior</b> → Hits parent	<b>Consequence</b> Gets <i>immediate</i> attention
<b>Antecedent</b> → Wants attention -Predictable schedule created -Reinforced every 15 mins with praise -Day is filled with stimulating interactive activities	<b>Replacement Behavior</b> → - “Help please.” - Raises hand - Taps parent on the shoulder	<b>Consequence</b> Gets <u><i>immediate</i></u> attention for replacement behavior



# 10 Tips to Compliance

(Information taken in part from Stephanie O'Brien M.S.)

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1. START instead of STOP!
2. Praise 7:1
3. Clear directive demands
4. Eye contact and shorten distance
5. Soft, BUT firm voice
6. Model what you want
7. Demand the possible (developmental expectations)
8. TIME!!
9. Remain calm: 'Breathe Easy'
10. Have Fun!!