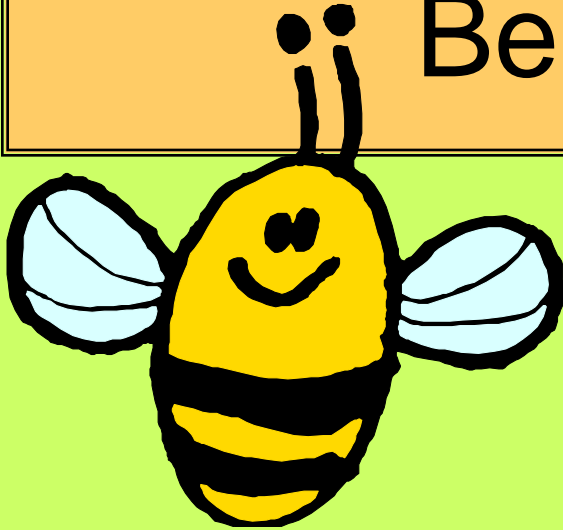


# Behaviour Basics



“Oh beehave!”

October 21<sup>st</sup> , 2006

Presented by:

Lisa Gohm, reg.CDAAC

# **Behaviour- Pick a hat**

**CDA's wear many hats:**

**Speech-Language Pathology**

**Occupational Therapy**

**Behaviour Therapy**

**Social Work**

# What is Behaviour?

## Group Feedback

# Challenging Behaviour

- Aggression
- Self-injury
- Withdrawal
- Refusal to follow through with requests
- Running
- Destruction
- Stereotypic/repetitive behaviours
- Etc...

# Steps to success

- **Identify behaviour of concern**
- **Determine function of behaviour**
- **Decide on appropriate replacement**
- **Teach new skill or behaviour**
- **Reinforce new skill or behaviour**
- **Review outcomes**

# What is behaviour?

- Anything a child **says** or **does**
- It is **objective, observable** and **measurable**
- Often **predictable**
- **Behaviour is communication!**

# Activity

- Turn to the person next to you and discuss how you provide a definition that is more **OBJECTIVE (more specific)**

For the following **SUBJECTIVE** words

Lazy

Nice

Mad

Co-operative

Bored

Participates

# Step #1-Identify Target Behaviour

- What is the child doing or not doing?
- Answer
  - WHO?
  - WHAT?
  - WHERE?
  - WHEN?
- Be sure these definitions are observable and measurable

# STEP #2-Gather information

- Observation Forms
- Questionnaires
- Interviews
- ABC charts

# ABC Charts

**A**

Antecedent

**B**

Behaviour

**C**

Consequence

Cute Cartoon??

# Activity

- Read the case studies and identify the ABC's

# The Setting

Environment

Community



Family

Medical

# Step #3-Look for Patterns & Functions

- Look for patterns in your ABC charts
- Every behaviour has a function
- Based on your data- what's the function?



# Functions of Behaviour

- Escape/Avoidance
- Attention (from adults or peers)
- Tangible (gaining food, items, activities)
- Sensory- 12-30% children have, over 50% of ASD population
- Multiple functions

**BEHAVIOUR IS COMMUNICATION!**

**Strategize**

# ABC Charts

**A**

Antecedent

**B**

Behaviour

**C**

Consequence



**Becomes..**



# Replacement Behaviours

For the child should be:

- **Easy**
- **Effective**
- **Equal (serve same function as the challenging behaviour)**

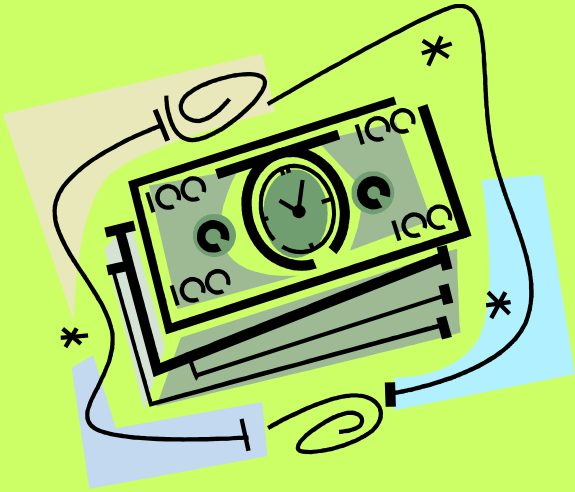


# Reinforcement



- Positive Reinforcement is an event that occurs after a desired behaviour that increases the likelihood that the behaviour will re-occur

# Bribe vs. Reinforcement



Offered before task



Comes after task

# Delivery of Reinforcement

- Be consistent
- Immediate (ASAP)
- Improvement should be reinforced
- Pair with Social reinforcement-use child's name
- Be descriptive
- Add variety to rewards
- Give the process time

# Evaluate Progress

- Collect data
- Observations
- Interviews
- Increased Learning (academic, therapy goals etc.)

# Referral Specific Examples

# Attention Seeking Behaviours

- Examples: screaming
  - » When a parent or adult is talking to someone else
- Possible Interventions
  - » Ignore screaming and provide attention and positive reinforcement when the child is not screaming
    - Remember- no eye contact, neutral face and body language, no verbal interaction with the child
    - Replacement-teach appropriate words or gestures
    - Reinforce and give positive feedback when new system is used

# ABC Charts

## A

Antecedent

Parent Leaves

*Simulate short wait*

## B

Behaviour

Child Screams

*Child is occupied by wait ball*

## C

Consequence

Parent returns  
says “shh”

*Reinforcement –  
Verbal Praise*

# Teach Waiting

- Picture Symbols
- Visual Timers
- Objects-Eg. fidget toys
- Wait cards
  
- Give a beginning and end to the wait time to help the child distinguish that its not a “no” response

# Escape/Avoidance Behaviours

- Example- Poor attention, aggression
- Escape : a demand or request, item or activity, person or place
- Possible interventions:
  - » Premack Principle-less preferred task followed by a highly preferred or easy task **FIRST→THEN**
  - » Momentum-clap, stomp, line up (may do it...)
  - » Break task down into more manageable parts-reinforce each step then fade
  - » Teach child to request a break

# ABC Charts

**A**

Antecedent

Line up

*First – Then*

**B**

Behaviour

Child Flops

*Line-up*

**C**

Consequence

Teacher repeats

*Verbal-Tangible  
Reinforcer*

# Requesting A Break

- A socially acceptable request to withdraw from an uncompleted task with the expectation it will resume.
  - » Break card- start with lots and continue to remove

# Sensory Motivated Behaviours

- Examples: running back and forth, flapping, chewing on clothing, waving objects in front of face etc..
- Usually Hyper-sensitivity or Hypo-sensitivity
- Possible Interventions..
  - » If possible seek out Occupational Therapist for advice- provides activities that meet same need
  - » Use re-direction strategies to help the child engage in more appropriate and purposeful activities
  - » Use visual schedule to show when replacement behaviour is acceptable

# Other Tricks



- Set boundaries in first session with parent
- Set rules of the house-"look, listen and sit" visual introduced and reviewed
- Assess you environment-heat, light, noise, seating
- When does behaviour not happen-watch carefully
- Use visual clocks- make your own
- Offer forced choices
- Give parent/other child a turn instead-watch child carefully-1/10 won't care

# More tricks...

- Try token Reinforcement- stamps on a grid or rip off for 2 turns then reinforcer-gradually increase expectations
- Try Differential Reinforcement- give one for a good try and 3 for a perfect attempt
- Try a visual consequence map- if you run-no playground, no running = playground
- Try social stories
- When in groups- lots of waiting-give a child a job

# Think Co-operation instead of Compliance

*Work together with a  
purpose  
and we can accomplish  
anything!*

# Questions??

