ECHO IDAHO K12 EDUCATION: BEHAVIORAL HEALTH

Functions of Behavior

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ECHO IDAHO K12 EDUCATION: BEHAVIORAL HEALTH

Neurodevelopment	Mental Health
Behavior Management	Sensory Behavior
Multi–Tiered System of Support (MTSS)	Executive Functions
Relationship Building	Prosocial Behavior
Impact of Digital Technology	Trauma–Informed Practices
Functions of Behavior	Attachment
Student Wellbeing	Positive Acknowledgements

Learning Objectives

Participants will:

✓ learn the laws of behavior

✓ understand the functions of behavior

✓ explore function-based strategies for influencing behavior change

# Laws of Behavior

Behavior…
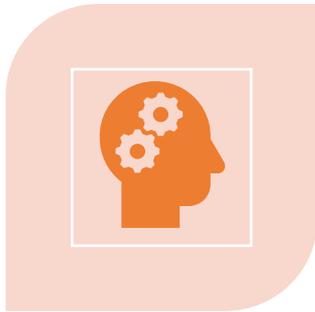
is learned   is purposeful   continues because it's effective
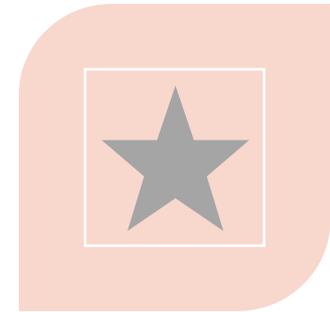
Behavior is Learned

- Behavior is shaped over time
- Everyone has a learning history
- Learning occurs with a context

| Setting Events | → | Antecedent | → | Behavior | → | Consequence |
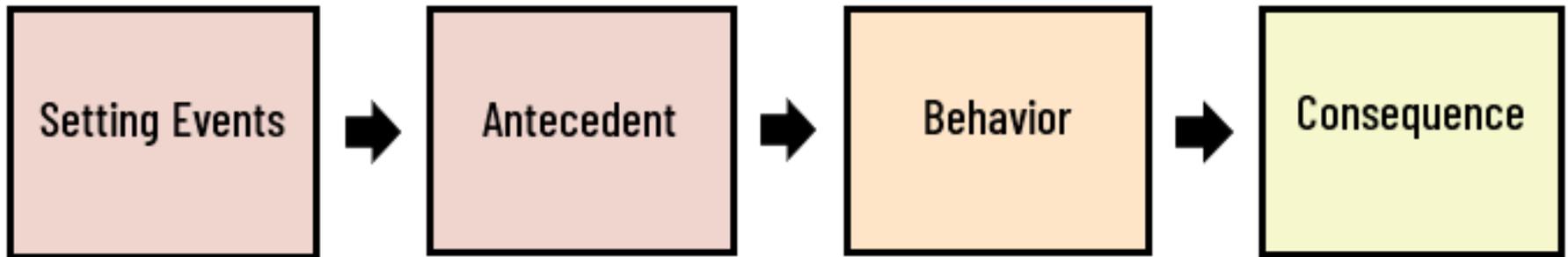
Behavior is Purposeful

This is the WHY behind the behavior

Two primary purposes

- To get something
- To get out of something

Behavior Continues Because it's Effective

If the behavior fulfills the intended purpose, it is likely to continue

- This is reinforcement: Anything added or removed from the environment, following a behavior, that increases the likelihood of that behavior occurring again in the future.

"There is no such thing as a bad boy. There is bad environment, bad training, bad thinking."

-Edward J. Flanagan, Founder of Boys Town

(Oursler & Oursler, 1949, p. 7)

FUNCTIONS OF BEHAVIOR

BEHAVIOR

Sensory

Gain Input

Escape Input

Escape

Person

Activity/ Setting

Attention

Adult

Peer

Tangible

Food

Item/ Activity

Influencing Behavior Change
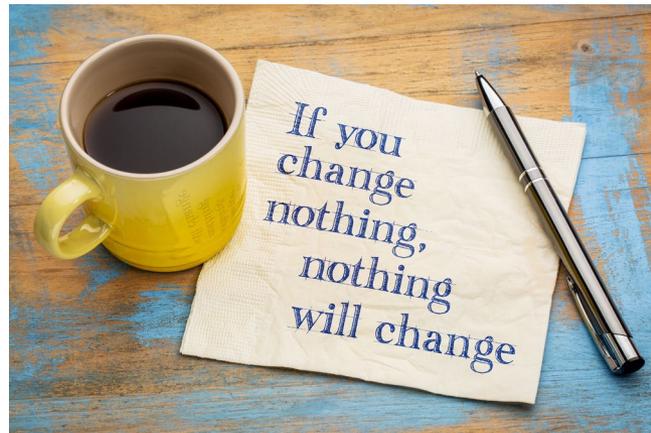
Behavior changes when the environment changes

- Prevent
- Teach
- Respond

Sensory

Meet the Need ☑

- Provide opportunities for the student to engage in the behavior at appropriate times/locations

- Collaborate with related service providers (e.g., OT) to determine how to best meet individual needs

- Provide sensory supports that meet the student's needs allow them to be ready and available for learning

Replacement Behavior

- Teach the student appropriate time and place to engage in the behavior

- Teach the student to engage in a more socially appropriate behavior that meet the same need

- Teach the student to request access to available sensory support

Escape

Meet the Need ☑

- Immediate give the student a break at the first sign of precursor behavior
- Provide opportunities for the student to take breaks throughout the day
- Reduce the response effort of a task
- Provide additional support during difficult tasks or situations
- Adjust the environment to remove the student's need to escape the task or situation

Replacement Behavior

- Teach the student how to appropriately request and take a break
- Teach the student strategies to cope in difficult situations that mediate the need to escape
- Teach the student to self-advocate (e.g., ask for help, request an alternative task)
- Teach the student to request to talk to a trusted adult, if appropriate

Attention
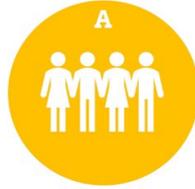
Meet the Need ☑

- Increase the frequency of praise and attention throughout the day

- Provide opportunity for attention or interaction with preferred staff

- Provide opportunity for positive attention or interaction with peers

- Provide opportunity for the student to lead or help with a task or lesson

Replacement Behavior

- Teach the student an appropriate way to gain the teacher's attention

- Teach the student how to tell appropriate jokes to get attention from peers

- Teach the student to request opportunities to help staff or peers

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Tangible

Meet the Need ☑

- Increase the frequency of praise and attention throughout the day

- Provide opportunity for attention or interaction with preferred staff

- Provide opportunity for positive attention or interaction with peers

- Provide opportunity for the student to lead or help with a task or lesson

Replacement Behavior

- Teach the student to appropriately request access to desired items/activities

- Teach the student to ask for an alternative activity if the preferred activity is not available

- Teach the student to ask when they will be able to access a desired item/activity

Key Points

- Laws of Behavior
  - Behavior is learned, purposeful, and continues because it's effective

- 4 Functions of Behavior
  - Sensory, Escape, Attention, Tangible

- Behavior Changes when Environment Changes

- Function-based Strategies for Influencing Behavior Change
  - Meet the student's need
  - Teach/prompt an appropriate replacement behavior

References & Resources

- Priman, P. (2021) *There is no such thing as a bad boy: the circumstances view of problem behavior. The Journal of Applied Behavior Analysis,* 54(2).

- Idahotc.com/topics/behavior

- Behavior 101 module part 3: Functions of Behavior

IDAHO TRAINING Clearinghouse
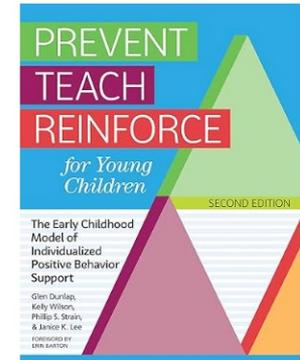
Session Resources

- Link to ABC data sheet templates

Case Recommendations