Parent Resources

http://www.autismadventures.com/teaching-students-to-take-break/

- Appropriate ways to take a break during work times and visual supports provided

https://www.behaviorbabe.com/caregiverscorner.htm

- Information for all ages of children and support links/documents

https://theautismhelper.com/is-it-sensory-or-behavior/

- Is it Sensory or Behavior?

FUNCTIONS OF BEHAVIOR

Function refers to the why. Functions of behavior are some reasons why behaviors could occur. All behavior happens for a reason (or multiple reasons). If we can figure out why the behavior is happening, we will be more successful causing behavior change.

Attention

An individual may be engaging in a behavior in order to access attention from other students, teachers, or other people. The attention can be positive or negative.

Escape

An individual may be engaging in a behavior in order to escape a situation, activity, or person. Escape behaviors may not always be to get out of a task, it may be to escape a specific part of the environment.

Sensory

An individual may be engaging in a behavior to give himself some type of internal sensation that is pleasing or remove an internal sensation that is averse. These behaviors are sometimes known as self-stimulatory.

Access to Tangibles

An individual may be engaging in a behavior in order to access an item or activity. The consequence may involve a break or attention but consistently involves access to an item.

FUNCTIONS OF BEHAVIOR

to get something

seeking/obtain

- preferred task or activity
- attention of an adult or peer
- a specific item or object
- sensory input

to get out of or away from something

avoiding/escaping

- a specific task or activity
- an adult or peer
- a specific item or object
- sensory overload

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Lesson 6: ABC's of Behavior *(p.3 of 5)*

PARENT HANDOUT

Antecedents → Behaviors → Consequences

- ***Antecedent (A):*** Antecedents are events that happen *DIRECTLY BEFORE* the behavior occurs. This could be things like an adult giving a direction to the child, a parent presenting a snack to the child, another child taking away a toy, etc.
- ***Behaviors (B):*** Behaviors are anything that the child does (how they act, how they move, what they say, etc.).
- ***Consequences (C):*** Consequences are what occurs *DIRECTLY AFTER* the behavior. This could be verbal interactions from a sibling or parent, physical interactions or gestures from a sibling or parent, and any type of prompting.

EXAMPLE OF ABC SITUATION

Antecedent	Behavior	Consequence
Parent says, "Go brush your teeth." while their child is playing video games.	The child says, "But I have to finish this game."	Parent says "Okay. Fine. Five more minutes."

Consequences

- Providing a reward or opportunity (positive reinforcement)
- Taking something away (negative reinforcement)
- No longer reinforcing the behavior (extinction)

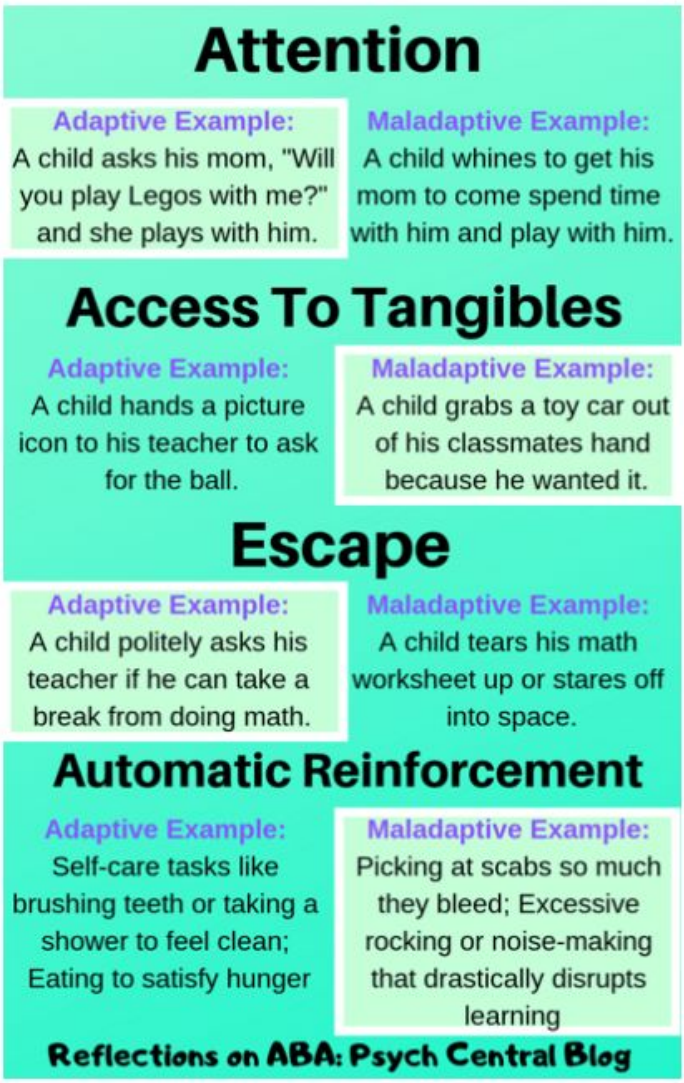
Antecedent ideas to reduce maladaptive behavior

- Using the child's interests in the context of non-preferred tasks
- Changing the schedule or routine
- Providing expectations ahead of time
- Offer the child choices
- Modify the activity or the way instructions are presented
- Enriching the environment

Lesson 7: Functions of Behavior *(p.3 of 5)*

PARENT HANDOUT

Identifying the function of a behavior can give you information about "why" a behavior is happening. Generally speaking, what most often happens right after a behavior is influencing that behavior to continue. Changing the events that happen before and after a behavior can help kids learn new skills and new behaviors. To make effective changes to help kids learn and grow, knowing the function of the behavior is key.



4 Functions of Behavior

1. ***Escape:*** The individual behaves in order to get out of or avoid doing something he or she does not want to do.

NOTE ABOUT ESCAPE: Escape-maintained behaviors may be due to lack of motivation to perform the task (they don't want to) or lack of skill (it is too difficult.

2. ***Attention:*** The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people around them.

NOTE ABOUT ATTENTION: Attention doesn't have to simply be positive attention. Unpleasant examples include the caregiver talking in a stern voice or trying to explain reasons why the child should behave.

3. ***Access to Tangibles:*** The individual behaves in a certain way to get a preferred item or participate in an enjoyable activity.

NOTE ABOUT ACCESS: Access-maintained behavior may be simply the child gesturing toward something he wants, or it can be more problematic behaviors like whining, throwing, etc.

4. ***Automatic Reinforcement:*** The individual behaves in a specific way because it is reinforcing to them and is not maintained by behaviors from others or outside stimuli. This is sometimes referred to as sensory behaviors.

NOTE ABOUT AUTOMATIC REINFORCEMENT: Sometimes behaviors that look like self-harm may have an internal cause (such as medical issues).

Lesson 13: Using Antecedent Strategies *(p. 3 of 5)*

PARENT HANDOUT

Antecedent strategies are interventions that are used before a problem behavior even arises. Rather than waiting until a problem behavior happens to deal with it, antecedent strategies are about being *proactive rather than reactive*. Antecedent-based interventions are an evidence-based practice for children with autism anywhere from 0 – 22 years old (Sam, 2016).

Benefits of using antecedent strategies

Some examples of the benefits of using antecedent strategies include:

- Reduced rate of maladaptive behavior (ex: less problem behavior)
- Increased rate of socially acceptable behavior (ex: follow rules, etc.)
- Improved social skills (ex: play with peers; participate in groups)
- Improved communication skills (ex: have better conversations)
- Progress with school-readiness skills (ex: sit at a desk or stay on-task)
- Gains in developmentally appropriate play skills (ex: play with Legos)
- Improvements in academic skills and academic-related behaviors

Why does the behavior happen?

It is important to identify the *function of the behavior* that you would like to address. The antecedent strategy that you use will need to be compatible with the function of the behavior.

Examples of Antecedent Strategies

Using the child's preferred items or activities during non-preferred tasks
Create and use a schedule or routine
Create and use visual supports
Helping the child prepare for an activity or routine by providing them with directions, information, and/or materials ahead of time
Offer choices to help the child have some "control" of the situation
Modify how instructions and activities are presented (ex: make things more interactive)
Use environmental enrichment (add stimuli to make the environment more engaging)
Ensure that the child's physiological needs are addressed (ex: When a child is not hungry, thirsty, or too tired, they are more likely to display appropriate behaviors.)
Encourage exercise prior to engaging in adult-directed tasks
Address motivation - motivating operations (MO's)

When using antecedent strategies, be sure to use *positive reinforcement* to reinforce the appropriate behaviors – the behaviors you want to see.