



# BEHAVIOR BASICS

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# INTRODUCTION

Katlyn Linsley, M.A. BCBA

- ❑ Bachelors in Special Education (Bradley University)
  - ❑ Taught Life Skills for 7 years
- ❑ Masters in Applied Behavior Analysis (Ball State University)
  - ❑ Manager of ABA & Board Certified Behavior Analyst (BCBA) for Easterseals Central Illinois
- ❑ President of Central Illinois Autism Association
- ❑ Mom

# WHAT IS ABA?

## SECTION 1:

# WHAT IS ABA

Applied Behavior Analysis (ABA) uses the scientific principles of learning and motivation in order to effectively teach.

It focuses on the idea that the consequences of what we do affect what we learn and what we will do in the future.



ABA seeks to improve specific behaviors while demonstrating a reliable relationship between the procedures used and the change in the individual's behavior.

ABA uses positive reinforcement to increase more positive behaviors & social interactions & decrease inappropriate behaviors.

# COMMON WORDS!

- ❑ Behavior → Any action a person displays
- ❑ Consequence → What happens after the behavior (anything! NOT always **bad!**)
- ❑ Demand → ANYTHING we ask a kid to do
- ❑ Antecedent → What comes right BEFORE the behavior happens
- ❑ Reinforcer → The thing we do, or the things we give to increase a behavior

# WHY KIDS DO WHAT THEY DO

- ❑ There is a **function** to every person's behavior
- ❑ 4 Basic functions of behavior
- ❑ All behavior is rooted in consequences that keep that behavior going
- ❑ Important! There are also many outside factors that can affect behavior
  - ❑ Trauma
  - ❑ Psychological Disorders
  - ❑ Long learned history's of behavior
  - ❑ Other Developmental Disabilities (FAS, Rhetts Syndrome, etc.)

# ESCAPE

- ❑ Want to 'get out of' or delay a demand or task

- ❑ EXAMPLES

- ❑ Mom says "put on your shoes" → kid runs into his room

- ❑ Teacher assigns problems to complete → Student asks to go to the bathroom

- ❑ Baby cries → partner is 'busy' doing the dishes

## Good Examples

- ❑ Mom says "put on your shoes" → Child asks for help

# ATTENTION

- ❑ To gain attention of adults or peers, can be positive or negative

- ❑ EXAMPLES

- ❑ Child places non-edible items in their mouth → Teacher comes over and 're-directs' them not to do that
- ❑ Child makes fun of another child → All the other children laugh
- ❑ Child answer a question without raising their hand → Teacher reprimands
- ❑ Child runs out of the lobby → Parent chases them

## Good Examples

- ❑ "Daddy! Look at what I made!"

# ACCESS TO TANGIBLES

- ❑ To get access to a favorite item- food, toy, electronics, etc.

- ❑ EXAMPLES

- ❑ Baby Cries → Gets Milk
- ❑ Child runs away → Gets a toy from the other side of the room
- ❑ Stealing
- ❑ Crying at the grocery store aisle → Get candy to stop crying

## Good Examples

- ❑ Kids raise their hand → Teacher give candy to everyone who raised their hand



# AUTOMATIC/SENSORY

- ❑ A need created inside the child's body- hunger, thirst, sensory needs, etc.

- ❑ EXAMPLES

- ❑ Climbing → Gross Motor Input
- ❑ Grabs another child's food when hungry
- ❑ Repetitive behaviors/movements

## Good Examples

- ❑ Child asks for an apple when they're hungry

# INTERVENING ON PROBLEM BEHAVIOR

1. Find out the function of the behavior
2. Find out what's motivating to the child
3. Put the bad behavior on extinction
  - AKA- Stop reinforcing the bad behavior
4. Teach a replacement behavior
5. Reinforce the replacement behavior
6. Generalize!

# 1. FINDING OUT THE FUNCTION

ABC- your new best friend!

**A**ntecedent → **B**ehavior → **C**onsequence

Mom says “put on your shoes” → Child runs away → Child delayed putting on shoes

Escape

Teacher says “time to work” → Child cries & drops to the floor → Teacher gets on floor with child and talks to them

Attention

Get home from school → Child runs to his room → Plays with her favorite toys

Access to Tangibles

## 2. WHAT'S MOTIVATING?

### Preference Assessments

#### Formal:

- Sit down and lay out favorite toys, treats, tablet, etc.
- Write down which one the child plays with first

#### Informal:

- Sit down and lay out favorite toys, treats, tablet, etc.
- Write down which one the child plays with first
- The one that is played with first the most is their favorite!

### Self-Reporting

- Ask them!
- Complete reinforcement surveys



**Preferences change ALL the time! Conduct new preference assessments on a regular basis, and before asking them to do something difficult!**

# 3. PUTTING THE BAD BEHAVIOR ON EXTINCTION

- Extinction means it's not getting reinforcement anymore
- It's OK to let them cry!
- It gets worse before it gets better (that's normal)
- Keep them safe
  - Running, Self-Injury, Aggression to others
  - Minimalize the reinforcement or change who's giving it

# 4. TEACH A REPLACEMENT BEHAVIOR & REINFORCE!

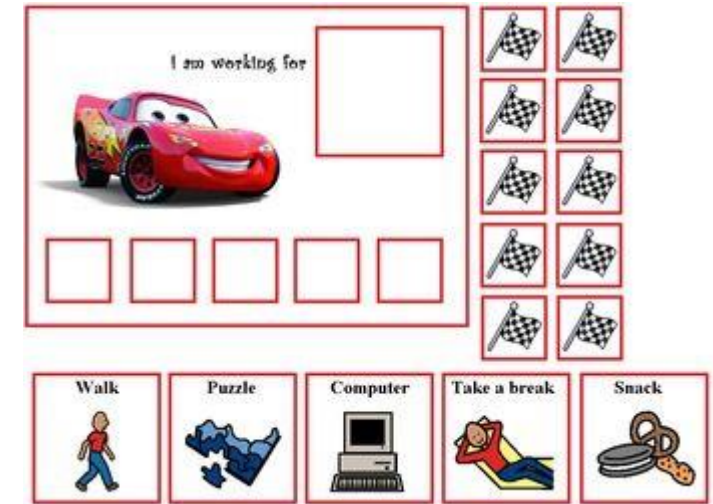
- How can the kid get what they want in a way that's socially acceptable?
  - Telling you they don't like something
  - Asking for things (or pointing, or signing, or using pictures)
  - Sensory replacements
  - Earning items they want
  
- Reinforce the replacement behavior- A LOT
  - Honor their requests
  - Delay doesn't mean escape
  - Be flexible
  - This is more important than ending the bad behavior!

# PICKING WHAT BEHAVIOR TO FOCUS ON

- What is the most dangerous?
- Easiest to change?
- Make the biggest difference in your life?
- What can everyone get on board with?

# GOOD TOOLS FOR REINFORCEMENT

- ☐ Immediate & Quick is best for new or hard skills
- ☐ For more developed learners try
  - ☐ Check lists
  - ☐ Token Boards
  - ☐ Sticker Charts
  - ☐ Behavior Contracts



## Clean Your Room

### Checklist

- Make your bed.
- Pick up toys.
- Put shoes away.
- Throw away garbage.
- Put books on shelf.
- Place dirty clothes in hamper.

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# RESOURCES

Theautismhelper.com

Autism Speaks Tool Kits

Apps:

Touch Autism



123 TokenMe



Choice Works



iReward





# QUESTIONS?

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