**Systematic Instruction 2**

**Behavior Basics**

**What is behavior?**

**Focus on behaviors we want to**:

1.

2.

**All behavior serves a**:

Notes:

**Why do we do what we do**?

1.

2.

**Applied Behavior Analysis** **is**:

**Why do we do what we do?**

1. Positive Reinforcement:

a.

b.

c.

2. Negative Reinforcement:

a.

b.

c.

Notes:

**Why problem behavior occurs:**

1.

2.

a.

b.

3. If problem behavior persists

Notes:

**How do you figure out what is reinforcing the behavior? (what keeps the behavior going?):**

A B C

Antecedent Behavior Consequence

**Antecedent:**

**Behavior:**

Behavior is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the consequence.

**Consequence:**

Notes:

**Definitions**:

Consequence:

A consequence happens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a behavior occurs.

Consequences \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the likelihood of behavior happening again.

**Types of consequences:**

**1. Reinforcement** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the likelihood that a behavior will happen again.

a.

b.

**2. Punishment** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the likelihood that a behavior will happen again.

a.

b.

\*\*Negative Reinforcement and Punishment **ARE NOT** the same thing\*\*

Notes:

**Examples of Consequences:**

**Difference between reinforcement and bribery**:

Bribery is given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the behavior occurs.

Reinforcement is given \_\_\_\_\_\_\_\_\_\_\_\_\_ the behavior occurs.

You reinforce a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Notes:

**Challenging behavior:**

To change a challenging behavior, you need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it, not just eliminate it.

Intervention is based on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the behavior, not the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of it.

Function:

Form:

Acceptable behavior needs to serve the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the problem behavior.

Acceptable (or replacement) behavior must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the student.

**Examples:**

**After you figure out the function of the behavior**

* You figure out how to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the challenging behavior with one that serves the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is just as easy to perform.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the student to use that behavior**.**

**Examples:**

Attention:

Escape:

Tangibles:

Automatic:

Notes:

* **Reflection**
* Things I learned from this module:
* Questions I have:
* Things I would like to learn more about:
* **For questions regarding content and practice, contact:**
* School Services
* Autism and Other Developmental Disabilities Program
* Center for Development and Disability
* University of New Mexico
* [*CDD-SchoolServices*@salud.unm.edu](mailto:CDD-SchoolServices@salud.unm.edu)
* 505.272.1852 or 1.800.270.1861