



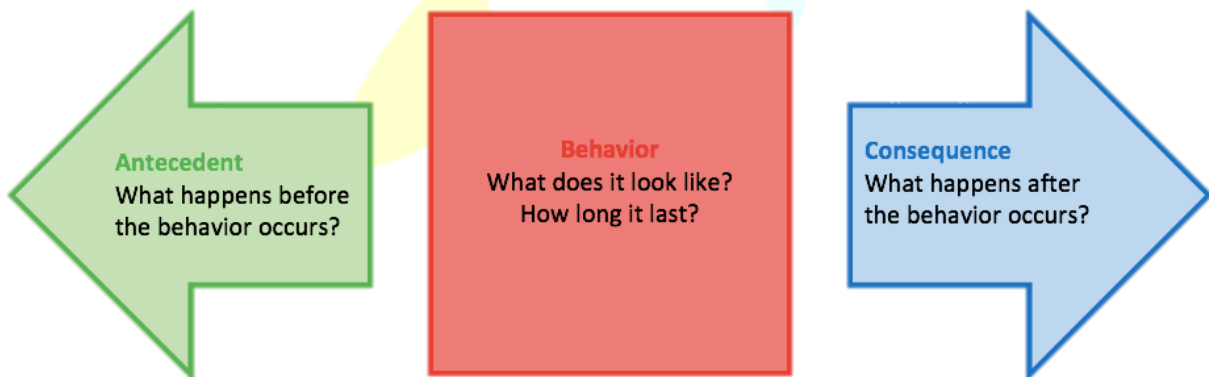


The 4 Functions of Behavior





The function of a behavior is the **purpose it serves for the child**. By understanding the function, we can decrease how often the behavior occurs and teach more appropriate ways for those needs to be met.

Function	What does it do for the person?	When does it happen?
Sensory 	Provides sensory regulation. May feel good or have a calming effect.	All the time, even when alone.
Escape/Avoidance 	Prevents, avoids or ends something that may be aversive or non-preferred.	When a task is given. When something aversive, scary or non-preferred occurs.
Attention 	Provides access to social interaction.	Whenever attention is not given.
Tangible 	Provides access to preferred or desirable items/activities.	When tangible is not accessible or is taken away.

To figure out the function, look at what typically happens before and after the behavior.



The 4 Functions of Behavior

Common Antecedents	Function	Common Consequences
<p>Not receiving any attention</p> <p>Parents are busy</p> <p>Parents aren't playing</p>	<p>Attention</p> 	<p>Reprimands</p> <p>Any reaction (sighing, eye contact, talking, etc.)</p> <p>Comforting the child</p> <p>Playing with the child</p>
<p>Child is asked to do something</p> <p>Child is given something they don't like</p> <p>Child is asked to go somewhere</p> <p>Someone is doing something the child doesn't like</p>	<p>Escape/Avoidance</p> 	<p>Task is delayed</p> <p>They no longer have to do what they were asked</p> <p>The aversive situation or item is removed</p>
<p>Child is told they can't have an item</p> <p>An item is out of reach</p> <p>An item is removed from the child</p>	<p>Tangible</p> 	<p>Child gets access to tangible (item, toy, food, etc.)</p>
<p>Child is alone</p> <p>Child is playing</p> <p>Nothing aversive is happening or present</p>	<p>Sensory</p> 	<p>Child gets some sort of sensory regulation</p>