

# IDENTIFYING THE FUNCTION OF YOUR CHILD'S BEHAVIOR

BY KASSANDRA ALVAREZ

*Hi There!*

Understanding why your child engages in certain behaviors is crucial for managing and addressing those behaviors effectively. This workbook will guide you through identifying the functions of your child's behavior, providing practical exercises and tools to help you along the way.

Before you can determine the function of a behavior, you need to identify and define the behaviors you observe in your child.

This workbook is created for you to do just that.

*Kassandra Alvarez*

## ABOUT ME

I'm Kassandra, a dedicated advocate for families raising children with autism. With a deep understanding of the unique challenges these families face, My mission is to empower parents, ensuring their children receive the support they need to thrive and lead fulfilling lives.



# BEHAVIOR INVENTORY

*List the behaviors you have observed in your child. Be specific about what the behavior looks like.*

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# THE FOUR FUNCTIONS OF BEHAVIOR

*Behaviors typically serve one of four functions: Attention, Escape, Tangible, or Automatic.*

## **Attention**

Behavior that seeks to gain attention from others.

- Example: Calling out, yelling, throwing objects.

## **Escape**

Behavior that seeks to avoid or escape a situation or task.

- Example: Running away, tantrums when asked to do something.

## **Tangible**

Behavior that seeks to gain access to a specific item or activity.

- Example: Crying for a toy, grabbing for a snack.

## **Automatic**

Behavior that provides sensory stimulation or is self-reinforcing.

- Example: Rocking, hand-flapping, head-banging.

# OBSERVATION LOGS

*Use these logs to record instances of your child's behavior. This will help you identify patterns and potential functions.*

## Observation Log 1

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

## Observation Log 2

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

## Observation Log 3

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

# OBSERVATION LOGS

*Use these logs to record instances of your child's behavior. This will help you identify patterns and potential functions.*

## Observation Log 4

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

## Observation Log 5

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

## Observation Log 6

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Behavior Observed:  
\_\_\_\_\_
- What happened before the behavior (Antecedent):  
\_\_\_\_\_
- What happened after the behavior (Consequence):  
\_\_\_\_\_
- Possible Function:  
\_\_\_\_\_

# ANALYZING PATTERNS

*Review your observation logs to identify any patterns in your child's behavior.*

## **Exercise: Pattern Analysis**

- Common Antecedents:

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- Common Consequences:

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- Most Frequent Behavior:

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- Possible Functions Identified:

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# STRATEGIES FOR EACH FUNCTION

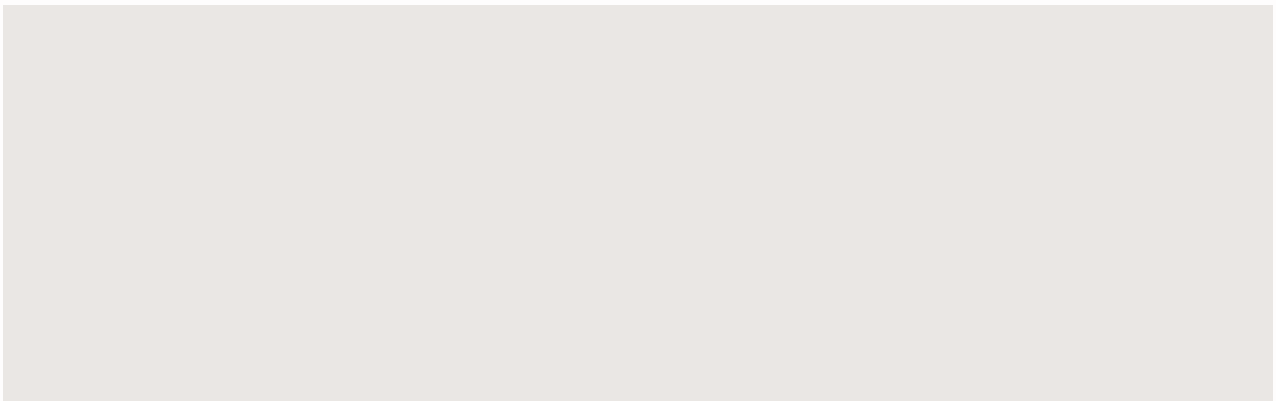
*Once you have identified the possible functions of your child's behavior, you can develop strategies to address them.*

## **Attention**

- Provide positive attention for desirable behaviors.
- Ignore negative attention-seeking behaviors.

### **Interactive Exercise: Strategy Planning for Attention**

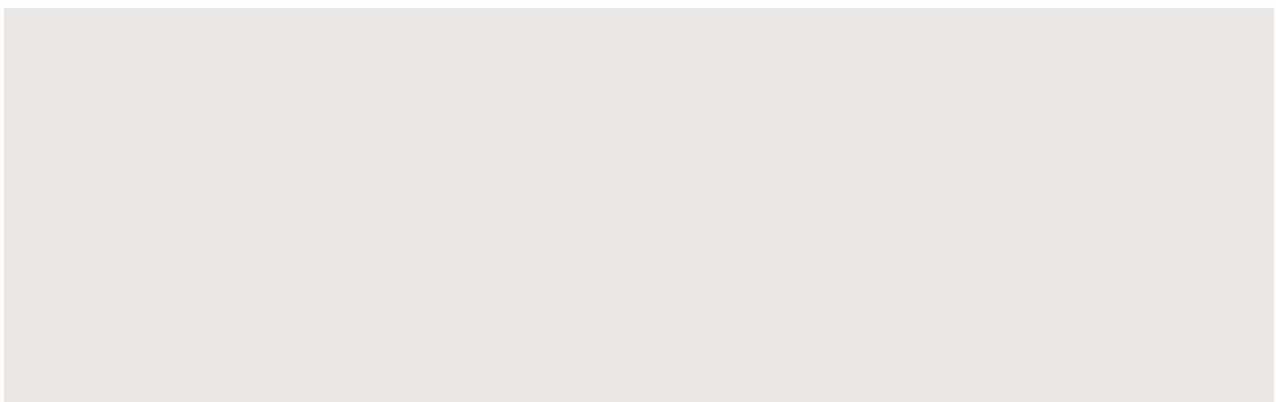
- Develop a strategy to address attention-seeking behavior in your child. Describe the steps you will take.



## **Escape**

- Teach your child to request breaks or help appropriately.
- Gradually increase task demands to build tolerance.

### **Interactive Exercise: Strategy Planning for Escape**



# STRATEGIES FOR EACH FUNCTION

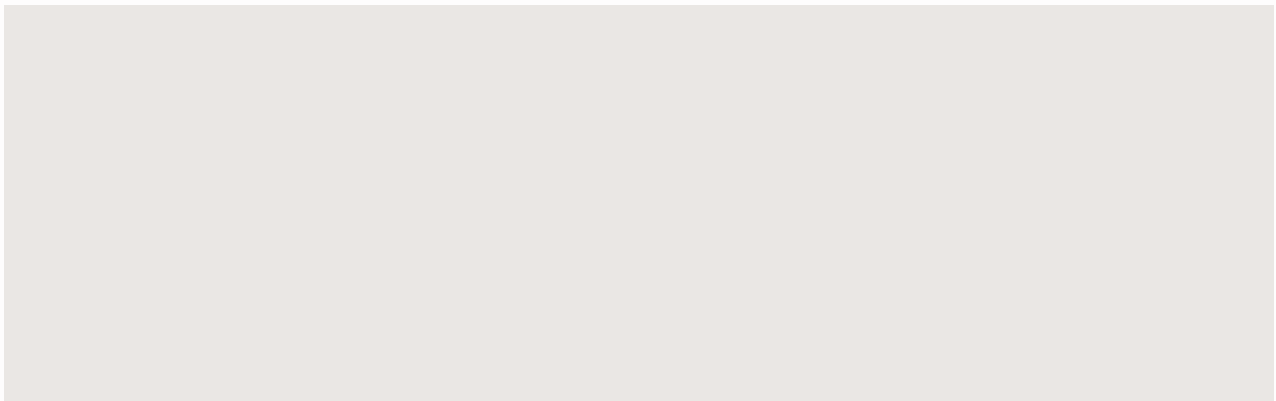
*Once you have identified the possible functions of your child's behavior, you can develop strategies to address them.*

## **Tangible**

- Teach your child to request items or activities appropriately.
- Use visual schedules to manage expectations.

### **Interactive Exercise: Strategy Planning for Tangible**

- Develop a strategy to address tangible-seeking behavior in your child. Describe the steps you will take.

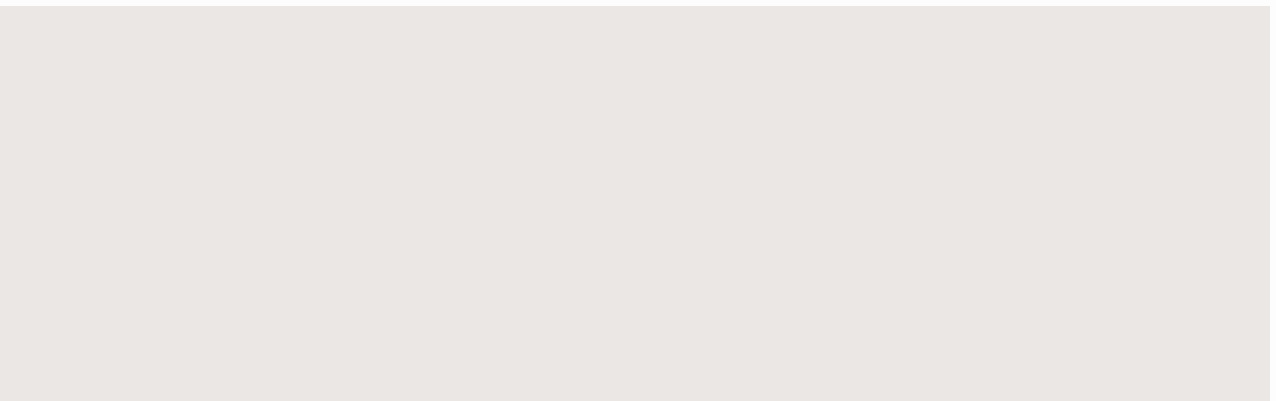


## **Automatic**

- Provide alternative sensory activities.
- Ensure the behavior does not harm the child or others.

### **Interactive Exercise: Strategy Planning for Automatic**

- Develop a strategy to address automatic behavior in your child. Describe the steps you will take.



# REFLECTION AND NEXT STEPS

*Reflect on what you have learned about your child's behavior and plan your next steps.*

## **Exercise: Reflection**

- What have you learned about your child's behavior?

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- What strategies will you implement?

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- How will you measure progress?

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## **Setting Goals**

*Set short-term and long-term goals based on your observations and strategies.*

- Short-term Goal:

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- Long-term Goal:

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WANT TO LEARN MORE?



To see if we can work together to find a path that works for your unique situation, click on the button below to apply for a free consultation.

[SCHEDULE A FREE CALL](#)