

# The Functions of Behavior



## SEAT



Pull up a **SEAT** to learn WHY challenging behaviors occur and how to respond most effectively.

## Sensory

### Why?

These behaviors provide access to sensory stimulation. It "feels good to engage in the behavior."

### When?

Sensory behaviors occur at any time, in the presence or absence of another person.

### How to Respond:

Teach a functional replacement behavior that provides compatible sensory input.

For example: If a child puts non-edible things in their mouth, provide them with access to a chew tube or gum.



## Escape

### Why?

These behaviors remove an undesired situation or person.

### When?

Escape behaviors occur at a time in which something is viewed as being too hard, too boring, or too loud.

### How to Respond:

Teach the child to request a break when needed. Divide tasks into small parts or give within activity choices.

For example: If a child flops out of their chair during a work session, provide them with access to a break card.



## Attention

### Why?

These behaviors provide a reaction from others. They are often described as "acting-out" behaviors.

### When?

Attention seeking behaviors occur at a time in which the child desires a social interaction with another person.

### How to Respond:

Teach the child to request and receive positive attention through engaging in desirable behaviors.

For example: If a child screams to gain attention, provide them with access to praise for having a quiet voice.



## Tangible

### Why?

These behaviors provide access to highly preferred items or activities.

### When?

Tangible seeking behaviors occur at a time in which the child desires a specific item or activity.

### How to Respond:

Teach the child to ask for, wait, and/or exhibit a specific behavior prior to granting access to the item.

For example: If a child begs to use the iPad, allow them access following the completion of a task or chore.

