



People are NOT Food: ***Strategies to address*** ***Biting***

In this webinar you will:

- Analyze the pattern of behavior to identify the “why” behind the biting
- Apply strategies to respond effectively to biting
- Design a plan tailored to the child focusing on skill building

Jenny Baggett

Jenny Baggett is an educational consultant at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). She specializes in applied behavior analysis and caregiver coaching for autistic individuals and their families. She hosts webinars that cover a variety of topics related to best practices in early intervention that reach hundreds of providers in Tennessee each year. Jenny is a strong believer that all children can learn skills that help them advocate for themselves, keep themselves safe, and lead them down a path for a fulfilling life. She is passionate about empowering caregivers to teach their children the skills they need to do this. In her personal life, she enjoys baking and traveling with her husband and two young children.



Amanda Spiess



Amanda Spiess earned her bachelor's degree in Elementary Education from Middle Tennessee State University in 2008. Amanda worked in the early childhood setting for 4 years before transitioning into a therapist role, providing ABA services within clinic and home settings to children diagnosed with Autism. In 2016 Amanda enrolled at Arizona State University online to pursue coursework in applied behavior analysis and curriculum instruction. Amanda graduated with her master's program in 2017 and is now a Licensed Board Certified Behavior Analyst.

Amanda has worked at TRIAD for 10 years as a part of the early intervention team. In this role Amanda is able to support parents and early interventionists by coaching them in evidence-based practices that support the child and family. Amanda truly enjoys being a team member on the first services a family receives through TEIS. In her free time Amanda enjoys running, reading and spending time with her family.

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Agenda

Introduction/Housekeeping

ABCs of Behavior

What is reinforcement?

Functions of behavior

Responding to biting

Case Studies

Resources/Closing



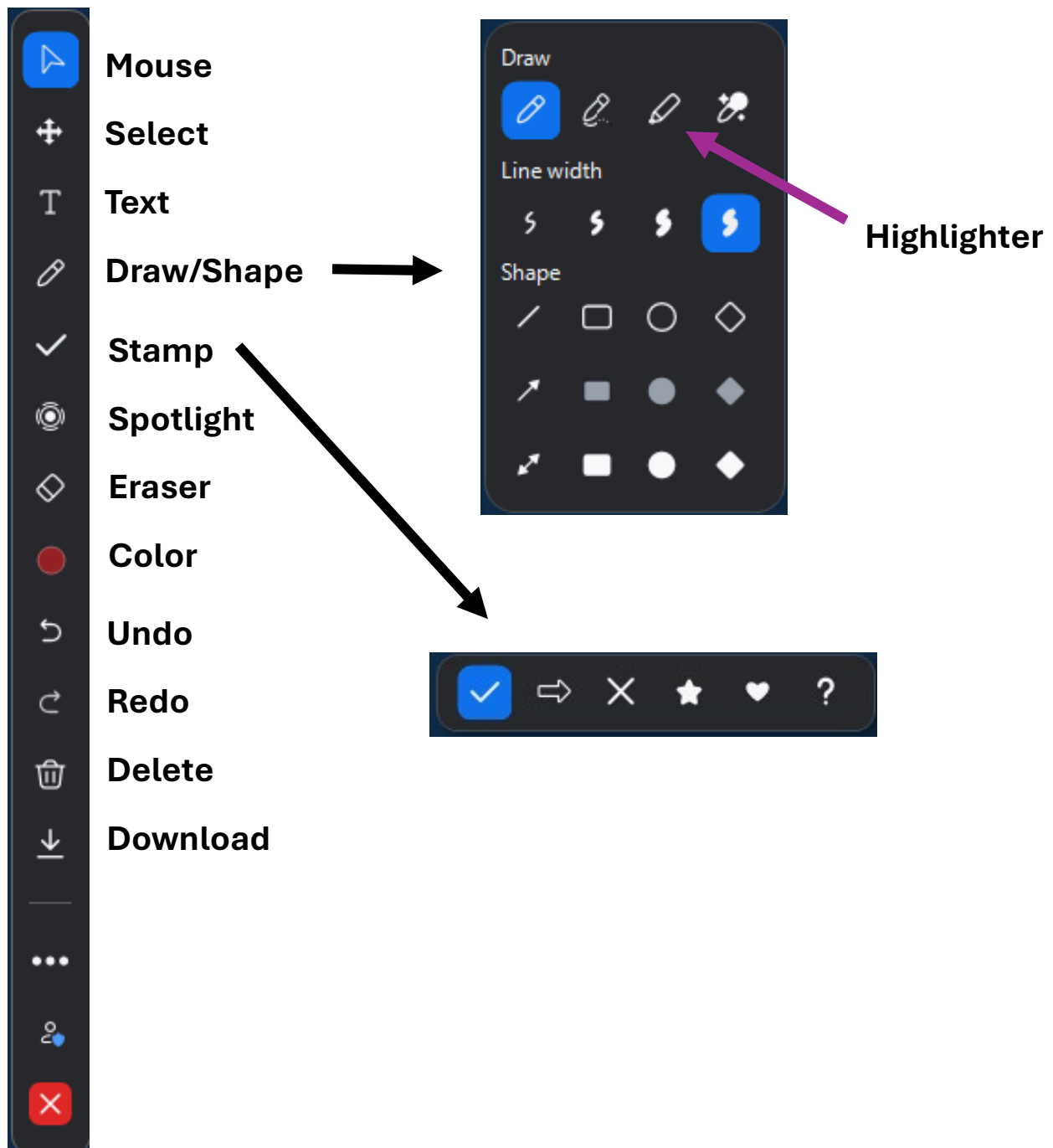
Zoom Orientation – Annotation

Push computer mouse to the top of the screen

Click drop down arrow under VIEW OPTIONS

Click Annotate

OR...Look for the pencil with line icon on the bottom left corner of your screen



ABCs of Behavior & Learning

Antecedent	Behavior	Consequence
Event that occurs _____ a behavior	Anything that the child does that can be _____	What happens immediately _____ the behavior
Consider: time, place, people, objects, activities, transitions, basic needs		When observing and writing down notes on consequence, be _____ and _____

****THERE'S ALWAYS AN ANTECEDENT****

Bernie

Bernie pulls himself up to standing and leans against the play kitchen. Mom and the therapist are sitting on each side of him, talking about Bernie's night time routine. Bernie shakes the play kitchen and slaps the fridge door. Mom and therapist continue keeping an eye on him while they continue the conversation. Bernie bites his wrist and mom approaches him with his sippy cup and says, "What do you want?" Then she gives him toys and opens the fridge door for him.

Antecedent: _____

Behavior: ____biting his arm_____

Consequence: _____

Identifying Patterns of Behavior

Think back on a recent instance where your child engaged in a behavior that you'd like to learn more about today.

How did the incident you're remembering start? Did a particular event, action, place, or person impact your child?	What happened during the incident you're recalling? What did your child do or say?	What happened after the incident? How did others in the environment respond to your child? How did your child respond?

Is this pattern similar to other patterns you've observed with your child's behavior? Are the same events likely to occur before and/or after certain behaviors?

Based on the patterns you've noted, what might be the reason for your child's behavior?

Access_____

Escape_____



Behavior Detective

MIA

In a classroom setting, two toddlers are playing side by side when Alex reaches for a toy that Mia is currently holding. Mia reacts by loudly yelling and biting Alex on the arm. A caregiver quickly intervenes, separates the children, and redirects them toward different toys to play with individually.

Antecedent: _____

Behavior: __Yelling and biting peer on the arm_____

Consequence: _____

SAM

At preschool during a group art activity, the teacher announces it's time for finger painting. Sam, clearly uncomfortable with the activity, starts chewing on his sleeve. As he sees materials laid out before him, he goes from chewing on his sleeves to biting his arm. The teacher gently guides Sam to his calm down corner where he receives squeezes and a chewy from the teacher.

Antecedent: _____

Behavior: __biting his arm_____

Consequence: _____

AVA**

Mom and Ava are at the grocery store. Ava is sitting in the cart while mom is pushing her along and picking up produce. Ave begins biting her own wrist. Mom begins to block the biting and tells Ava to stop. She then gives Ava a snack.

Antecedent: _____

Behavior: __bite self_____

Consequence: _____

Reinforcement

1. Reinforcement is the _____ part of the ABCs.
2. Reinforcement _____ the likelihood that the behavior _____ occur again in the future, under _____ circumstances.
3. Reinforcement _____ behaviors.
4. Reinforcement should be delivered as _____ to the behavior as possible.

Word Bank

will strengthens increases close similar consequence

Functions of Behavior (Types of reinforcement)

Function	What it does	When is Happens
Sensory	Provides stimulation	Anytime
Escape	Removes unwanted activities or uncomfortable situations	Nonpreferred activities or uncomfortable situations
Attention	Redirects others' attention to themselves	When others are present
Tangible	Gets items or activities	Preferred activities or items are not accessible

Notes:

WHY?

Possible SKILLS to teach based on FUNCTION

Sensory

Escape

Attention

Tangible

Case Study - Liam

Background

- Child: Liam, 2-years-old on the autism spectrum
- Family: Only child; lives with parents. Aunt, uncle, and 3-year-old cousin (Emma) recently moved in.

Liam can follow simple routines, explore toys independently, and shows emerging play skills. Caregivers noted that he enjoys predictable interactions and one-on-one adult attention.

Presenting Concerns

Liam recently began biting his cousin and occasionally other adults. Parents attribute it to Liam being overstimulated. Liam does not bite when he's home with just his parents.

Example Incident

Emma, a highly verbal and energetic cousin, began joining the EI sessions after moving into the home. During EI visits, Liam cries when Emma joins. EI will try and do turn taking activities or have them roll the ball to each other. Liam approaches Emma and bites her. Emma's mom takes her to another room to play.

Antecedent _____

Behavior _____

Consequence _____



FUNCTION

(check one)

Sensory

Escape

Attention

Tangible

When Liam wants _____

I will teach him to _____

When Liam does that with or without prompting, I will _____

Ultimate goal: _____

Case Study – Caroline

Background

- **Child:** Caroline, age 2
- **Development:** No diagnosis but has delays in expressive language and social-emotional skills
- **Family:** Lives with both parents and a 4-year-old sister

Presenting Concern

Caroline has recently begun biting her sibling at home and biting peers in the toddler classroom. The behavior is context-specific and typically occurs during moments of competition over highly preferred items like snacks, push toys, and musical instruments.

Example Incident

At school, Caroline sees another child playing with a toy truck she often uses. She runs over, tries to grab it, and when the peer doesn't let go, Caroline bites the child's arm. The peer drops the toy and runs to tell the teacher. Caroline continues playing.

Antecedent _____

Behavior _____

Consequence _____



FUNCTION

(check one)

Sensory

Escape

Attention

Tangible

When Caroline wants _____

I will teach her to _____

When Caroline does that with or without prompting, I will

Ultimate goal: _____

Case Study - Jasmine

Background

Jasmine (4 yr) is bright, imaginative, and eager to engage. She thrives on movement and exploration, showing particular interest in textures, and oral-motor tasks (e.g., blowing bubbles, using straws). Her language skills are age-appropriate, though she may appear distracted or dysregulated during busy transitions.

Presenting Concern

Over the past month, Jasmine has begun biting peers, herself, and occasionally adults. Notably:

- Biting occurs during unstructured play or when she's waiting for a turn
- She bites her wrists, sleeves, toys, and occasionally the arms or shoulders of others
- She does not appear angry or distressed prior to biting; sometimes she smiles or hums just before

Example Incident

During free play, Jasmine is building a tower when another child walks past. Without warning, she leans over and bites the child's sleeve and then returns to her blocks. Peer does not notice.

Antecedent _____		FUNCTION (check one)	
Behavior _____		Sensory	Escape
Consequence _____		Attention	Tangible
When Jasmine wants _____			
I will teach her to _____			
When Jasmine does that with or without prompting, I will _____			
Ultimate goal: _____			