STRATEGIES TO GET AHEAD OF CHALLENGING BEHAVIORS

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Recap

What Is Considered Challenging Behavior?

Challenging Behavior

- Any behavior that hinders his/her learning.
- Any behavior that is determined to be dangerous to self and/or others.
- Can be challenging in community settings.

Approaches To Challenging Behavior

TWO COMPONENTS

The function of the behavior is an important consideration.

Focus on skill building is equally as important as behavior reduction.

Three Term Contingency

Antecedent

A Stimulus or environmental event

Behaviour

A measurable, observable response

Consequence

A Stimulus or environmental event

Continued.......

- Behavior happens in relation to other events. The science of ABA seeks to discover the relationships among those events

- The history of relationships between these three events can determine when a specific behavior occurs and how often

Antecedent – Behavior - Consequence

ANTECEDENT

ANTECEDENT

What are they are why are they important?
- an event that occurs before a behavior that may result in the behavior starting, increasing, decreasing, or stopping
- Antecedents may be external or internal; loud noise vs. stomach ache
- An event is an antecedent **ONLY** if it is likely to result in the occurrence or non-occurrence of a response

Why are Antecedents important?

► They give us important information about what was happening before a behavior occurs

► This information can help us to plan and create strategies to either increase or decrease behavior

► Antecedents can tell us about how to modify schedules, the environment, our approach and materials for the students to be set up for success.

► The more detailed information we have the better decisions we can make which will directly improve the lives of our students!

ANTECEDENT

► **From collecting and analyzing ABC data, we may be able to see a pattern may emerge:**

Time of day

Specific direction or demand

Meal time

Special or activity

Why are Antecedents important for behaviors we want to increase?

► Antecedents are important when targeting behaviors for increase (skill academic skills, life skill etc.)

► The more information we have about what is occurring immediately before the desired behavior the better we are able to program and contrive the environment to support that increase continuing to happen in the future.

► Antecedents that contribute to behavior increase
  ► Prompting
  ► Reinforcement choices
  ► Materials
  ► Verbal reminders

" Examples of antecedents include:

environmental conditions, instructions, signs, objects, prompts, people/events, and internal states.

Behavior

Adaptive Behaviors

Adaptive behavior refers to the age-appropriate behaviors that people with and without learning disabilities need to live independently and to function well in daily life

- Hand raising
- Waiting for turn
- Staying on task
- Work completion
- Many others

- Grooming
- Avoiding Danger
- Following Rules
- Managing Money
- Making Friends

Maladaptive Behavior

Maladaptive behavior is **defined** as **behavior** that interferes with an individual's activities of daily living or ability to adjust to and participate in particular settings

- Calling out
- Cursing
- Pushing/shoving
- Work refusal
- Many others

- Tantrums
- Stereotypical behavior
- Ritualistic behavior
- Self Injurious behavior

CONSEQUENCE

CONSEQUENCE

■ What is done **AFTER** the behavior

■ Interventions

Should match the function of the behavior

Reinforcement increases a behavior

Punishment decreases a behavior

Consequence

- Reinforcement
  - Positive Reinforcement
  - Negative Reinforcement

- Punishment
  - Type I (Positive)
  - Type II (Negative)

Why Does He/She Do That?
Functions of Behaviors

- Attention - gaining a reaction (positive or   negative)

- Escape - avoid or get out of an activity

- Sensory - obtain internal stimulation

- Tangible - obtain access to an object and/or activity

Behavior vs. Skill

- Sometimes it is difficult to access if it is a behavior or if the behavior is occurring due to a skill deficit

- Examples
  - Will exhibit a behavior to get out of an activity but really the activity is too difficult for them to complete
  - Will exhibit perservative speech because they are lacking conservation skills

📌 Identify the Problem

◼ Trouble with transitions

Leaving the house
Entering the building
Exiting the car

◼ Trouble during outings

At restaurants

In stores

Specialty places (doctor, barber, dentist, etc)

◼ Trouble with transportation

Walking

Riding in car

COMMON INEFFECTIVE STRATEGIES

- Yelling at a child to stop it

- Telling a child "NO"

- Grabbing objects out of their hands

- Asking them why they did that

- Bargaining with the child

- Explaining to them why it was

Effective Strategies

Replacement Skills

Example: If a person's behavior is maintained by access to attention, a skill to teach would be:

Encouraging functional communication

- Calling a person's name
- Tapping on his/her shoulder
- Saying "I need a break," I want …" " I need help."
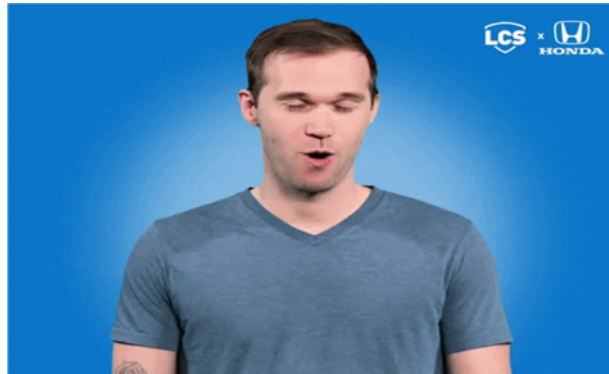- Reinforcing behaviors we want to see increase

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YOU CAN TRY THIS

Learn the "why" of behavior to help intervene.

When in doubt, don't over react.

(calm demeanor diffuses behavior quicker than anger)

BEFORE STRATEGIES

STRATEGIES

- Try to avoid a lot of language

- Be calm

- Provide choices

- Watch the environment (where you stand, sit, how close you are to the

- Use gestures and written clues

- Watch humor…..

- Rules…..Schedule….First/Then

Entering and Exiting

- Have a predetermined "Pot of Gold"

- They must enter or exit to gain access to that "gold"

Provide minimal response as possible

- Do not engage with child when he/she is engaging in the inappropriate behavior

- Redirect once

- Provide attention when he/she is acting appropriately, "CATCH HIM/HER BEING GOOD"

- When providing praise make it as natural as possible

Strategies For Behaviors Exhibited in Order to Gain Access to a Tangible

Before a preferred activity ends, tell them what's next....or when next preferred activity is happening
Make sure the students know what they need to do in order to get what
If the students can not have something when they request it, give them a different choice
Utilize schedules and/or first then boards

Strategies for Behaviors that are Automatically Reinforced (Sensory)

- Block instances
- Try to determine what it is about the behavior that is reinforcing (is it the noise, feeling, etc.)
- Replace with a more appropriate behavior (i.e. string in pocket & spinning in chair)

Strategies for Behaviors that are Exhibited in Order to Escape

- Provide clear expectations prior to giving a directive
- Once you place a demand, you have to follow through with the demand. Modifications to demands (tasks) can be made but ONLY BEFORE you give the demand
- For challenging tasks or non preferred tasks, additional reinforcement (motivation) may need to be introduced into order to get him/her to complete the demand without exhibiting behaviors. The additional reinforcement should be introduced prior to giving the demand, present it to him/her when giving him/her the clear expectation of the demand. This can be done in the form of a contract.

Leaving the House

- Start with going to preferred places

- Make a quick trip to get a desired item

- Reinforce every step of the way

- Gradually increase
  - Go first to a preferred place then a second location
  - Increase the time spent in one location
  - Make access to preferred item contingent on good behavior

During the Visit

- **Restaurants and laundromats**
  - ➢ Waiting is involved – have activities
  - ➢ Scheduled eating
    - ■ activity/app/activity/meal/activity/dessert/activity

- **Stores and malls**
  - ➢ Waiting in lines – have activities or involve them in process
  - ➢ Wanting to buy or take items
    - ■ Have rules in place (you can get 1 doll)
    - ■ Start small and quick then gradually increase

- **Doctor's offices and such**
  - ➢ Visit a few times without actual visit
  - ➢ Special training may be needed
    - ■ Ask school to work on skills (tolerating different experiences)

Transitions

- **Walking**
  - ➤ Practice around the house and close to home
  - ➤ Reinforce staying with you and not dropping
  - ➤ Gradually increase time and places

- **Riding**
  - ➤ Take lots of short rides and reinforce good behavior
  - ➤ Increase amount of time in car
  - ➤ Use distracting activities (videos, music, singing)

Tolerating Change

- Change routine to something extremely preferred
  - "Ok we are going to stop on our way home for some ice cream"

- Reinforce accepting the change

- Change to a preferred and then a non preferred

  To avoid stopping for ice cream everyday on the next trip have a desired item in the car so a stop isn't needed

In Case of Meltdown

- Remain calm

- Try not to focus on being watched

- Physically intervene by blocking or escorting your child to a safer area if possible
  - ➢ Do not worry about cleaning up

- Call for help if safety cannot be maintained

Tricks and Tips

- Reinforce good behavior

- Have a plan

- Start SMALL

- Gradually increase…baby steps

- Pair yourself with someone who has reliable success

- Reinforce good behavior

Survival Bag

EACH CHILD IS DIFFERENT SO THINK ABOUT WHAT THEY WILL NEED IN COMMUNITY?

REMEMBER

- REINFORCEMENT!!!!

- Does not just mean being "nice" or giving rewards.

- Catch them being good.

- Praise something that is hard.

- ADD something to environment that makes student want to do that behavior again….

Resources

Citation: **Cooper**, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education.

https://www.verywellfamily.com/what-is-adaptive-behavior-2162501

https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1698-3_239#:~:text=Maladaptive%20behavior%20is%20defined%20as,and%20participate%20in%20particular%20settings.

" Call Your Local Behavior Specialist