

linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webinar Series: Part Three

Chris Filler,
Transition Coordinator

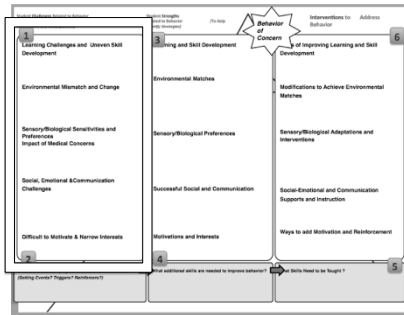
Wendy Szakacs,
Regional Coach ASD/LI

A division of the ESC of Central Ohio

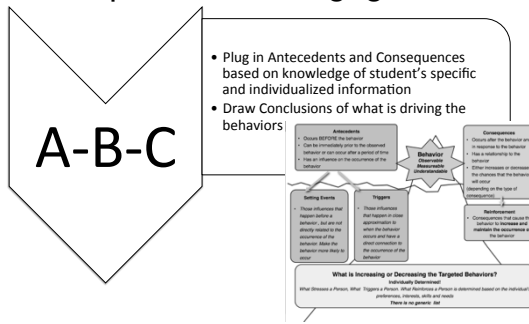
SINCE LAST WEBINAR: YOU FILLED OUT ANTECEDENTS AND CONSEQUENCES

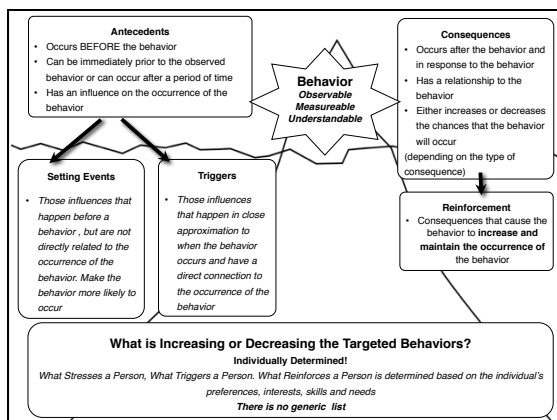
SINCE LAST WEBINAR: YOU FILLED OUT UNDERLYING ISSUES

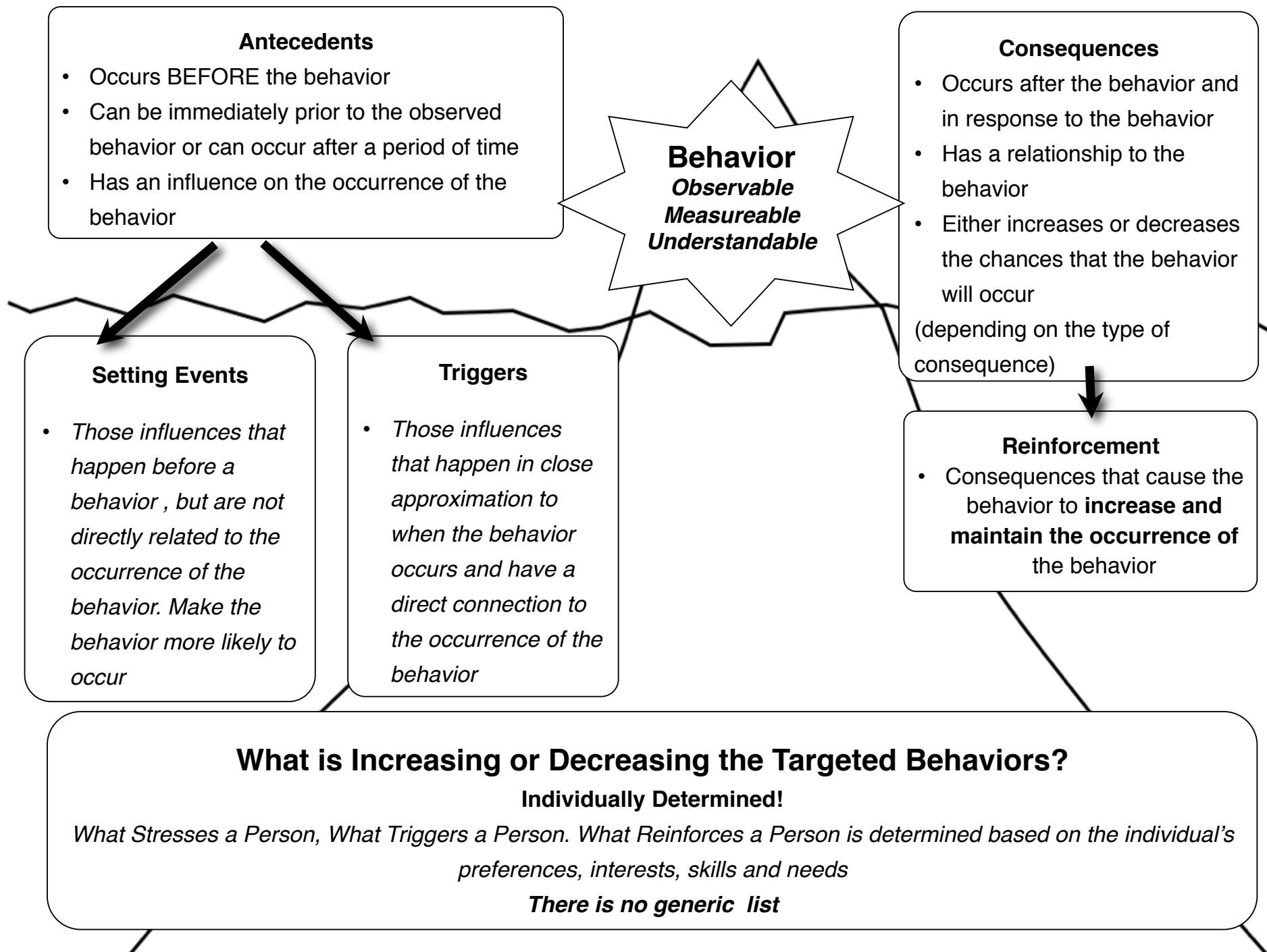
SINCE LAST WEBINAR: YOU FILLED OUT SECTION ONE



Process of FBA for Individuals with Complex and Challenging Needs







Setting Events

- Factors that do not directly cause behavior, but make the situation worse
- Make it more likely the behavior will occur
- Examples:
 - Hunger
 - Illness
 - Tired
 - Emotional Experiences



Frequently Encountered Setting Events

- Hunger/Thirst
- Allergies: Environmental; Food
- Sleep Issues
- Illness
- Being Hurried
- Being Late
- Different Caretakers
- Medication Effects
- Emotional Situation
- Time of Year
- Gastro-intestinal Disturbances
- Reaction to Crowds/ Noise

Triggers: Immediate Antecedent

- Teasing/Bullied
- Assignment too Difficult/Boring/Easy Task
- Specific Type of Task/Activity
- Specific Request or Wording of a Request
- Certain Noise/People
- Unstructured Time
- Behavior of Others
- Interrupted during Preferred Activity
- Transitions

Dr. Cathy Pratt, IRCA, 2011

Reinforcement and Punishment

"Reinforcement"

what one does *purposefully* to encourage a person to **continue or repeat** a behavior

Example: Token, praise, stars, money

OR

What someone does *unconsciously* that causes a behavior to continue

Example: Gaining attention, being left alone, getting a choice



Reinforcement and Punishment

"Punishment"

what one does *purposefully* to **stop the reoccurrence** of a behavior

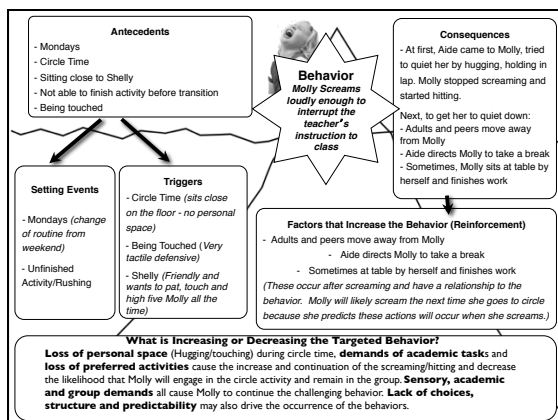
Example: Writing spelling words 10 times when you disrupt class

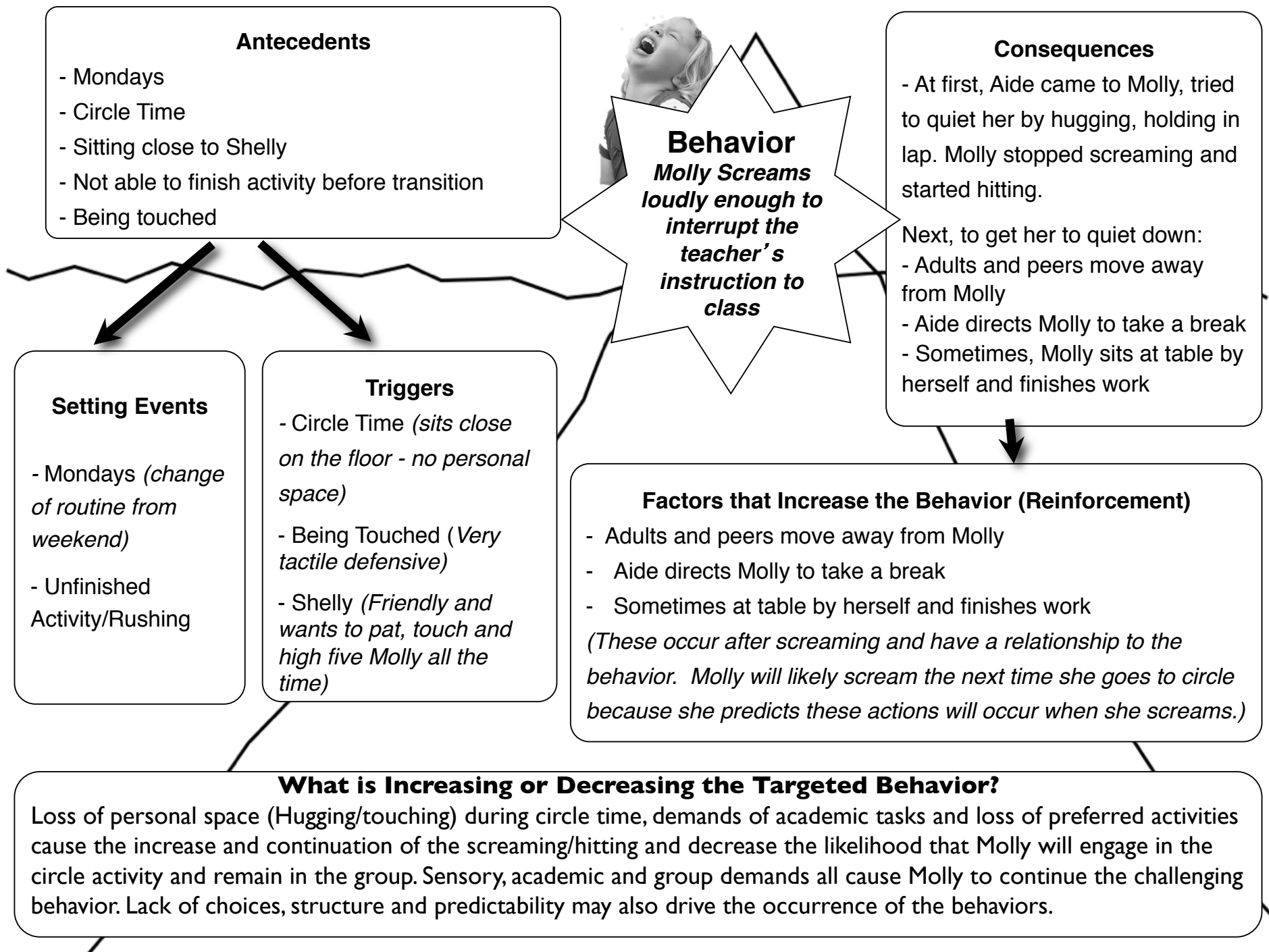
OR

What someone does *inadvertently* that may decrease the likelihood of reoccurrence

Example: When a child with intense tactile sensitivity flaps hands, adult holds the child's hands to prevent the flapping, which unknowingly causes pain





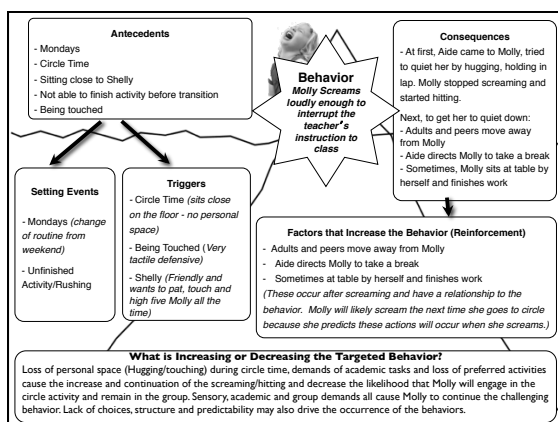


Checkpoint! *Review of the Process*

- Define behavior in a way that is Measureable.
- Identify Antecedents, including Setting Events and Triggers.
- Identify Consequences to the Behavior.
 - Look for those responses, occurrences, actions, etc. that reinforce the challenging behavior...that continue to make it occur time after time.
- Develop a hypothesis statement that explains in general why the behavior is occurring.
- What is increasing the likelihood it will occur and what is maintaining or causing the person to continue to use this challenging behavior again and again?

Review and Revise Challenges Area

- After the extensive FBA is completed, review and revise the “areas of challenge” as necessary
- Be certain you have captured any additional underlying issues that lie beneath the surface



Challenges Related to Behavior
(To Help Identify
Antecedents and Consequences)

1

Learning Challenges and Uneven Skill Development

- ❑ Academics are hard for Molly
 - ❑ *Communication skills*
- ❑ Environmental Mismatch and Change
 - ❑ *Very Little personal Space/Others* may touch Molly during circle time
- ❑ Has a need to complete her work or play
- ❑ *Less Structured/Predictable Activities*
 - Sensory/Biological Sensitivities and Preferences
 - Impact of Medical Concerns
 - ❑ *Touch ...even typical touching of peers... is very difficult to tolerate.*
- ❑ Social, Emotional and Communication Challenges
 - ❑ *Emotionally escalates quickly*
 - ❑ *Cannot express Calmly and Verbally her displeasure*
 - ❑ *Unable to Cope*
- ❑ Difficult to Motivate and Narrow Areas of Interest
- ❑ Academics do not motivate low on list of preferences

Strengths Related to Behavior
(To Help Identify Strategies)

3

Learning and Skill Development

- At this point, review the *Student Challenges* area.
- Are there other factors that need to be added?
 - New information discovered as the expanded A-B-C form was completed?
 - New triggers, setting events or consequences identified?

MOLLY

Molly Screams loudly enough to interrupt the teacher's instruction to class



Interventions to Address Behavior

6

Steps of Improving Learning and Skill Development

2

What are the Underlying Contributors to the Behavior
(Setting Events? Triggers? Reinforcers?)

4

What additional skills are needed to improve behavior?

5

What Skills Need to be Taught ?

**Challenges Related to Behavior
(To Help Identify
Antecedents and Consequences)**

1

Learning Challenges and Uneven Skill Development

- ☐ Academics are hard for Molly
- ☐ **Communication skills**

Environmental Mismatch and Change

- ☐ Very Little personal Space/Others may touch Molly during circle time
- ☐ Has a need to complete her work or play

☐ **Less Structured/Predictable Activities**

Sensory/Biological Sensitivities and Preferences

Impact of Medical Concerns

- ☐ Touch ...even typical touching of peers... is very difficult to tolerate.

Social, Emotional and Communication Challenges

- ☐ Emotionally escalates quickly
- ☐ Cannot express Calmly and Verbally her displeasure
- ☐ Unable to Cope

Difficult to Motivate and Narrow Areas of Interest

- ☐ Academics do not motivate low on list of preferences

2

**What are the Underlying Contributors to the Behavior
(Setting Events? Triggers? Reinforcers?)**

Schedule Changes from Weekend, Circle Time (Means Sitting close to Shelly and being touched AND Academic activities), Not able to finish activity before transition, The need to communicate (but difficult), Screams are her way to allow assistance or temporary escape all these issues.

3

**Strengths Related to Behavior
(To Help Identify Strategies)**

Learning and Skill Development

Environmental Matches

MOLLY

Molly Screams loudly enough to interrupt the teacher's instruction to class

Modifications to Achieve Environmental Matches

Interventions to Address Behavior

6

of Improving Learning and Skill Development

- **Summarize** the important challenges related to the behaviors of concern
- What could be contributing to the settings events, triggers or reinforcement?

Additional skills are needed to improve behavior?



What Skills Need to be Taught ?

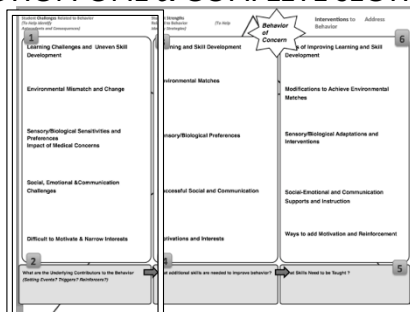
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Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		Strengths Related to Behavior (To Help Identify Strengths)		Interventions to Address Behavior	
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2	What are the Underlying Contributors to the Behavior? (Setting Events? Triggers? Reinforcers?) <i>Schedule Changes from shadow, Circle Time Change Sitting close to teacher and being touched and Academic activities. Not able to finish activity before transition. The need to communicate (but difficult). Screams are her way to allow assistance or temporary escape all these issues.</i>	5	At this point, review the <i>Student Challenges</i> area. Are there other factors that need to be added? • New information discovered as the expanded A-B-C form was completed? • New triggers, setting events or consequences identified?	6	What Skills Need to be Taught?

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BEFORE NEXT WEBINAR: FILL OUT REMAINING SECTIONS	
Antecedents Behavior Consequences	Setting Events Triggers Factors that Increase the Behavior (Reinforcement) What is Increasing or Decreasing the Targeted Behavior?

BEFORE NEXT WEBINAR: UPDATE
SECTION ONE & COMPLETE SECTION 2



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to real life.
