

linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webinar Series: Part One

Chris Filler,
Transition Coordinator

Wendy Szakacs,
Regional Coach ASD/LI

A division of the ESC of Central Ohio



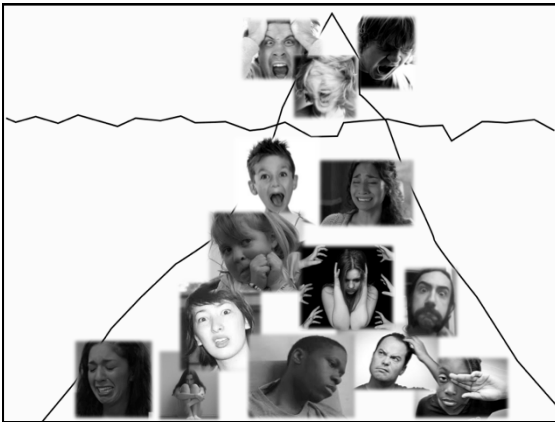
Definition of Behavior

- The way someone **acts** in **response** to a stimulus or a particular situation
- **Observable** activity in a humans
- Actions usually measured by **common accepted standards**

Determined by either organic or environmental factors

- Organic include genetics, physical attributes, biological factors or neurological factors.
- Environment includes previous experiences, history or reinforcement, and learned behaviors and skills.

Dr. Cathy Pratt, IRCA, 2011

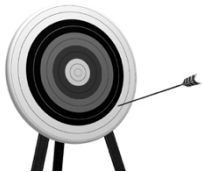


Sometimes we throw everything at the behavior hoping something will work...



.....but we miss the mark.

Sometimes we put all our effort into one intervention...

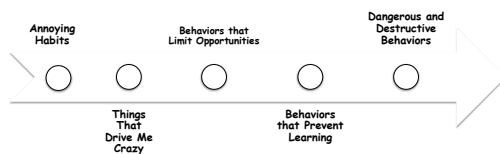


.....and still miss the mark.

Sometimes we can't even agree if the behavior is a problem!!!



What is a "Challenging Behavior"?
The Behavior Continuum



When is **BEHAVIOR** a problem?

- Is the behavior **dangerous** to the individual/others?
- Does the behavior **interfere** with **academic** learning?
- Does the behavior **interfere** with **socialization** and/or **acceptance from peers/community**?
- Is the behavior **disruptive** or **intense** on a frequent basis?
- Examine frequency, duration, intensity, overall impact using **gathered data**.

Why is team agreement important?

Dr. Cathy Pratt, IRCA, 2011



Team Approach



- Need input/perspectives of all staff who are involved in the education of the student
- Establish a behavior support team (not an expert model)
- Possible team members: student's teacher, related service personnel, paraprofessionals, parents, student, administrator, medical personnel, counselor, psychologist/psychiatrist, behavior specialist

Dr. Cathy Pratt, IRCA, 2011

Behavior and the IEP

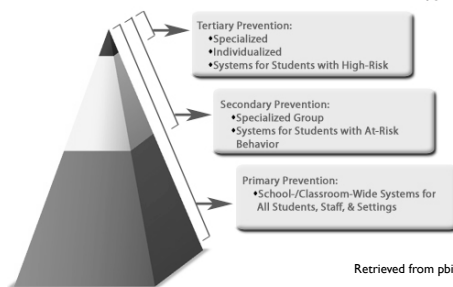
"The IEP team must: In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior."



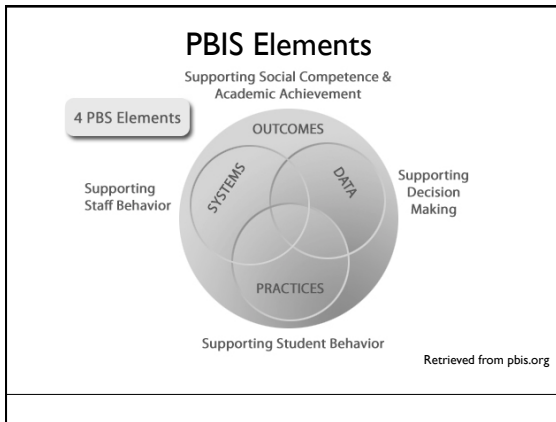
Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (3301-51-07 p.134)

Positive Behavioral Interventions and Supports (PBIS)

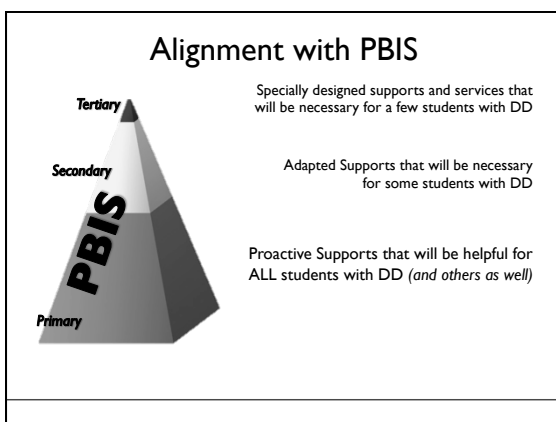
Continuum of School-Wide Instructional & Positive Behavior Support



Retrieved from pbis.org



- ### Six Principles of the Four Elements
- Develop a continuum of **scientifically based** behavior and academic **interventions and supports**
 - Use **data** to make decisions and solve problems
 - Arrange the **environment** to **prevent** the development and occurrence of problem behavior
 - Teach and encourage **prosocial skills** and behaviors
 - Implement evidence-based behavioral practices with **fidelity** and **accountability**
 - **Screen** universally and **monitor** student performance & progress **continuously**
- Retrieved from pbis.org



PBIS: What to do for ALL

- High teacher expectations
- Stimulating instruction with high levels of student engagement
- Clearly communicated rules and norms
- Established routines and procedures
- Positive teacher-student rapport
- Efficient use of classroom time
- Organized classroom
- Teacher modeling of positive behavior
- Frequent academic assessment and feedback

Teaching Exceptional Children, Sept./Oct. 2011

PBIS: What to do for SOME

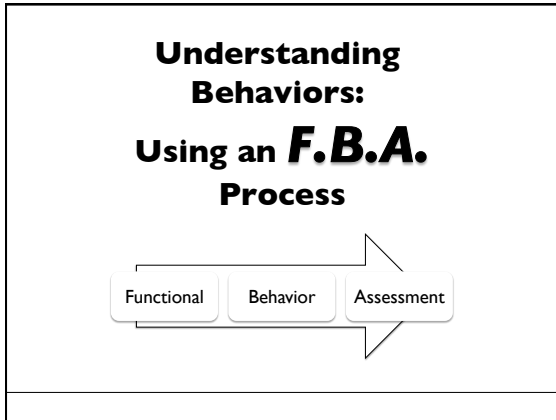
- Changes to academic instruction (e.g., tutoring program, literacy lab)
- Positive reinforcement system
- Token economy
- Behavior contracts
- Remedial intervention
- Contingency system
- Surface management techniques (e.g., planned ignoring, proximity, humor, direct appeal, rewards)
- Home-School note system

Teaching Exceptional Children, Sept./Oct. 2011

This Webinar Series is about What to do for the FEW

- Functional Behavior Assessment (FBA)/Behavior Intervention Plans (BIPs)
- Self-monitoring strategies
- Daily student evaluation
- Social competence instruction
- Support groups (e.g., anger management, grief, study skills, social)
- Goal setting/monitoring
- Crisis management or safety plan

Teaching Exceptional Children, Sept./Oct. 2011



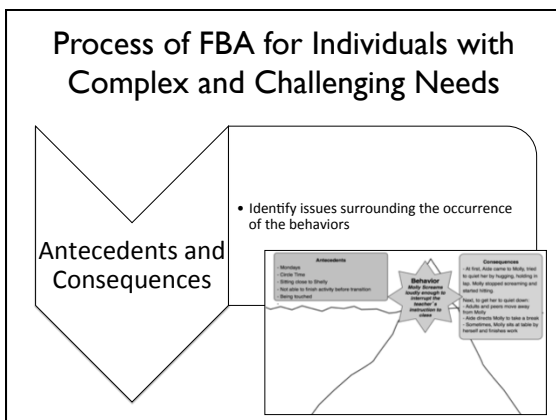
Functional Behavior Assessment

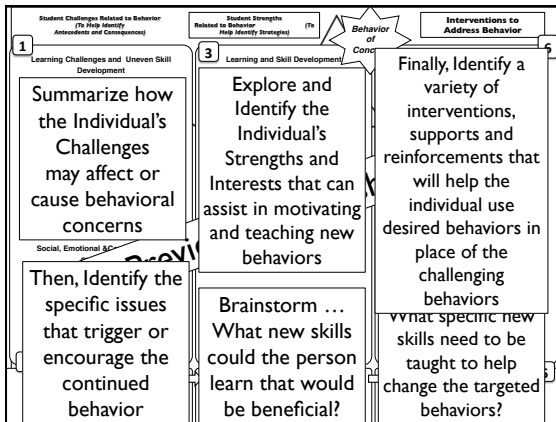
Proven method to obtain a thorough understanding of the behavior and the circumstances surrounding it:

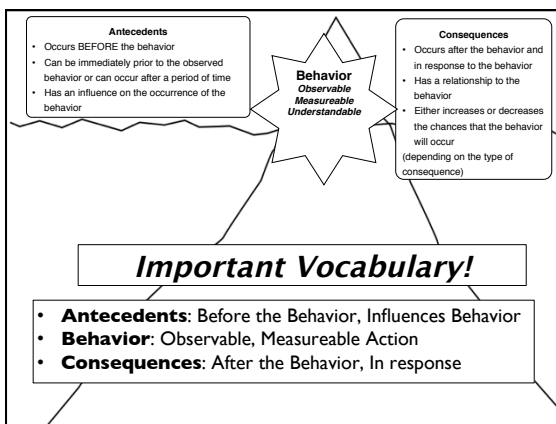
A-B-C=Antecedent + Behavior + Consequence

Subsequently, a Behavior Intervention Plan (BIP) is developed, implemented and assessed for its effectiveness.

OSEP Center for Effective Collaboration and Practice/FBA







How to Define the Behavior

- Must be observable
- Describe in measurable terms
- Describe body language/movements
- Describe in terms of the situation/environment

Ask yourself:
“If anyone read this description, and then observed the individual, would they recognize the behavior?”

Defining the Behavior: Poor Examples

- Tantrum
- Hyperactive
- Angry
- Non-compliant
- Poor impulse control
- Being aggressive
- Frustrated
- Distractible



"Ryan Runs and Screams"

Dr. Cathy Pratt, IRCA, 2011

How to Define the Behavior: Good Examples

- Bounces in his chair
- Makes noises that can be heard across the room
- Pushes papers, pencils and books off the desk
- Rolls on the floor and kicks furniture
- Hits the computer screen
- Urinates on the wall and floor



"When around a group of kids in an unstructured activity, Ryan will start to run around and his voice gets loud enough that others may stare or move away from him."

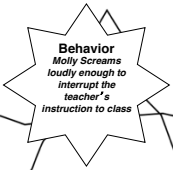
Meet Molly

Molly is a young child that is attending her first year of "organized" education. She has been described as being very cute and engaging, until things don't go her way! She likes many aspects of the kindergarten class, but certain activities seem to be a problem. Circle time is just not her favorite time and that seems to be the time when she becomes the most unhappy. Activities at the table, hands on activities, music and the playground are all happy times for Molly. She likes a schedule and generally wants the schedule to be on her time. Although Molly is verbal, she seems to have trouble finding words to tell the teachers "what's wrong" when she is upset. Instead she screams and kicks and hits.

Meet Molly

Molly is a young child that is attending her first year of “organized” education. She has been described as being very cute and engaging, until things don’t go her way! She likes many aspects of the kindergarten class, but certain activities seem to be a problem. Circle time is just not her favorite time and that seems to be the time when she becomes the most unhappy. Activities at the table, hands on activities, music and the playground are all happy times for Molly. She likes a schedule and generally wants the schedule to be on her time. Although Molly is verbal, she seems to have trouble finding words to tell the teachers “what’s wrong” when she is upset. Instead she screams and kicks and hits.

--

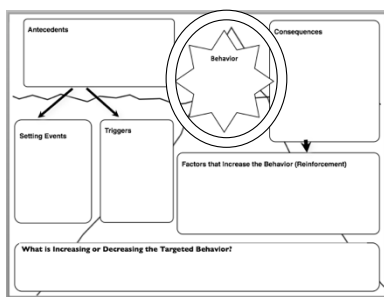


Behavior
Molly Screams loudly enough to interrupt the teacher's instruction to class

Behavior

- Is this clear?
- Could you measure it?
- Can you count it?
- Or
- Measure the Intensity?
- Would most people identify the same behavior when observing? (Reliability between raters)

**BEFORE NEXT WEBINAR:
DEFINE BEHAVIOR**



linking research
to real life.

A division of the ESC of Central Ohio
