

linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webinar Series: Part Three

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A division of the ESC of Central Ohio

SINCE LAST WEBINAR: YOU FILLED OUT ANTECEDENTS AND CONSEQUENCES

Antecedents Behavior Consequences

Setting Events Triggers Factors that Increase the Behavior Reinforcement

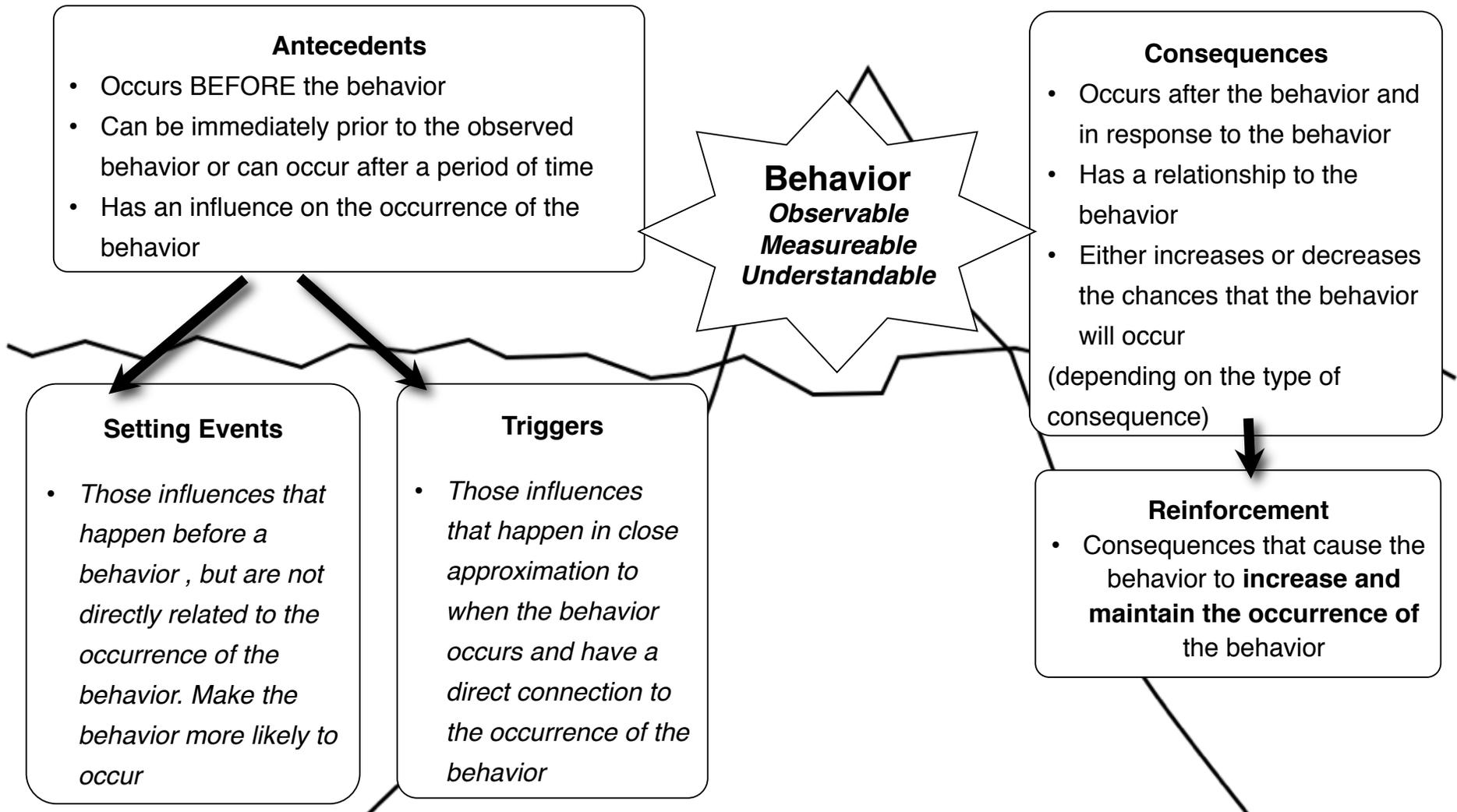
What is Increasing or Decreasing the Targeted Behavior?

SINCE LAST WEBINAR: YOU FILLED OUT UNDERLYING ISSUES

Behavior

Learning Challenges and Uneven Skill Development Environmental Mismatch and Change Sensory/Biological Sensitivities and Preferences/Impact of Medical Concerns

Social, Emotional and Communication Challenges Difficult to Motivate/Narrow Areas of Interest



What is Increasing or Decreasing the Targeted Behaviors?

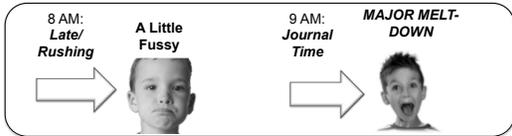
Individually Determined!

What Stresses a Person, What Triggers a Person. What Reinforces a Person is determined based on the individual's preferences, interests, skills and needs

There is no generic list

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

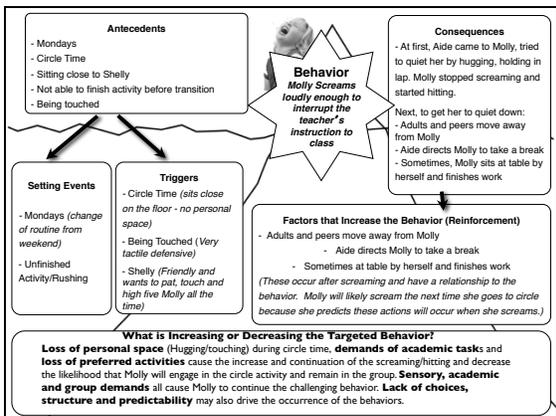
Example: Writing spelling words 10 times when you disrupt class

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







Antecedents

- Mondays
- Circle Time
- Sitting close to Shelly
- Not able to finish activity before transition
- Being touched

Consequences

- At first, Aide came to Molly, tried to quiet her by hugging, holding in lap. Molly stopped screaming and started hitting.

Next, to get her to quiet down:

- Adults and peers move away from Molly
- Aide directs Molly to take a break
- Sometimes, Molly sits at table by herself and finishes work

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

Setting Events

- Mondays (*change of routine from weekend*)
- Unfinished Activity/Rushing

Triggers

- Circle Time (*sits close on the floor - no personal space*)
- Being Touched (*Very tactile defensive*)
- Shelly (*Friendly and wants to pat, touch and high five Molly all the time*)

Factors that Increase the Behavior (Reinforcement)

- Adults and peers move away from Molly
 - Aide directs Molly to take a break
 - Sometimes at table by herself and finishes work
- (*These occur after screaming and have a relationship to the behavior. Molly will likely scream the next time she goes to circle because she predicts these actions will occur when she screams.*)

What is Increasing or Decreasing the Targeted Behavior?

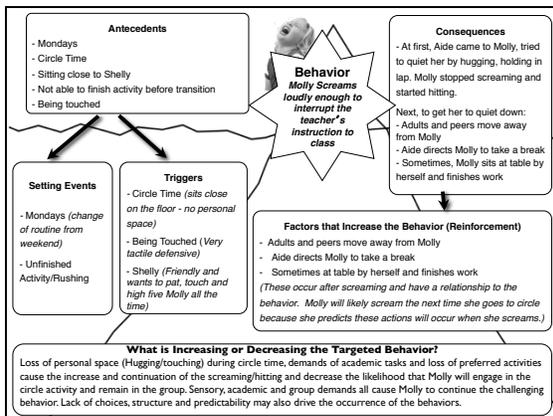
Loss of personal space (Hugging/touching) during circle time, demands of academic tasks and loss of preferred activities cause the increase and continuation of the screaming/hitting and decrease the likelihood that Molly will engage in the circle activity and remain in the group. Sensory, academic and group demands all cause Molly to continue the challenging behavior. Lack of choices, structure and predictability may also drive the occurrence of the behaviors.

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)**

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

MOLLY



**Interventions to
Address Behavior**

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

...s of Improving Learning and Skill

- 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

- 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?

- 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 ?

6

**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



Interventions to Address Behavior

6

of Improving Learning and Skill Development

Modifications to Achieve Environmental Matches

• **Summarize** the important challenges related to the behaviors of concern

• What could be contributing to the settings events, triggers or reinforcement?

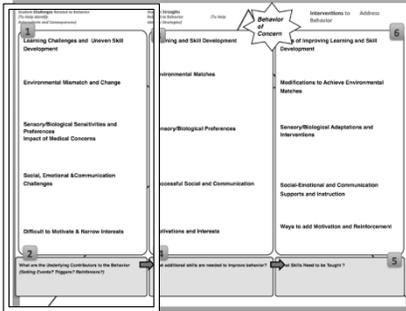
Additional skills are needed to improve behavior?



What Skills Need to be Taught ?

5

BEFORE NEXT WEBINAR: UPDATE SECTION ONE & COMPLETE SECTION 2



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