



## Understanding and Addressing Challenging Behaviors: Expect Success

### Webcast 8: Missing Skills



Form 3		WHY? WORKSHEET TEAM:	STUDENT PSEUDO-NAME:
Obtains a Desired Object, Person, Activity or Experience	What is Obtained?	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <b>YOUR TURN</b>             Complete the "Why Worksheet" for <b>YOUR</b> Student         </div>	
	Why Does s/he want this?		
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit?		
Escapes an undesirable Task, Activity, Person or experience	What is escaped?		
	Why does s/he wish to escape this?		
Provides Communication	What is he/she communicating with it?		
Other			
<b>THE TEAM'S HYPOTHESIS FOR THE FUNCTION OF THE TARGET BEHAVIOR IS:</b>  BECAUSE(Why is it the function?)			



## Process of FBA for Students with Complex and Challenging Needs

MISSING  
SKILLS

### • Identify Missing Skills

Form 5 Missing Skills		STUDENT PSEUDO-NAME:
Skills needed in <u>academic</u> environment?		
Skills needed in <u>social</u> situations?		
Skills needed when the student is <u>overwhelmed</u> (e.g., transitions, anxiety, or sensory overload)?		
Skills needed when the student attempts to <u>control</u> (e.g., dominance, manipulation, or control)?		
Skills needed when others attempt to <u>direct, transition, or engage</u> the student?		
Skills needed when the student is asked to <u>follow directions</u> or is <u>confronted</u> with a <u>problem</u> (e.g., conflict, or a problem)?		
Skills needed when others attempt to <u>engage</u> the student?		



## ENGAGEMENT VS. COMPLIANCE



"Living a satisfying life requires more than simply meeting the demands of those in control."

Drive: The Surprising Truth about What Motivates Us by Daniel Pink, p. 110



Possible Missing Skill Areas

**COMMUNICATION**                      **SOCIAL**

**SELF-REGULATION**

**SELF-HELP SKILLS**

**COPING SKILLS**

**EMOTIONS**                              **ACADEMICS**

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## Using What You Have Figured Out So Far

- Identified areas where a lack of skill resulted in the student engaging in a challenging behavior
  - *Day one form Student's Underlying Issues and Challenges*
- Possibly identified missing skills within setting events, quick triggers, and consequences
  - *Form 1 ABC Chart*

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## Using What You Have Figured Out So Far (Continued)

- Determined hypothesis leading to possible functions and causes due to lack of skills
  - *Form 3 WHY Worksheet*
- Determined what the student does well which gives a starting point for teaching missing skills
  - *Form 4 Student Strengths, Interests, and Preferences*

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### Form 5 Missing Skills

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STUDENT PSEUDO-NAME: Molly

**MOLLY**

Skills needed in <b>academic</b> environments?	<b>Circle time academic activities; beginning reading skills; ability to self calm when she needs help with academics</b>
Skills needed in <b>social</b> situations?	<b>Being able to communicate with peers</b>
Skills needed when the student is <b>overwhelmed</b> with emotions, anxiety, or sensory overload?	<b>How to safely escape overwhelming situations in a socially appropriate way; ask for a break</b>
Skills needed when the student attempts to express ideas or <b>communicate</b> needs/wants/preferences?	<b>Functional communication system</b>
Skills needed when others attempt to <b>direct, transition, or engage</b> the student?	<b>Ability to better understand verbal directions and information; being able to follow TOBII directions/work systems</b>
Skills needed when the student is <b>asked to follow directions</b> or to function within a predetermined routine?	<b>Ability to communicate she doesn't know how to do a task and/or to ask for help</b>
Skills needed when others attempt to <b>assist</b> the student?	<b>Ability to self calm while receiving assistance</b>

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**Form 5 Missing Skills**  
TEAM: OCALI STUDENT PSEUDO-NAME: Joe

**JOE**

Skills needed in <b>academic</b> environments?	Ability to work in larger groups More reading comprehension skills
Skills needed in <b>social</b> situations?	Ability to be in progressively larger groups Theory of mind to see how his target behavior is seen by his peers that he wants to be friends with
Skills needed when the student is <b>overwhelmed</b> with emotions, anxiety, or sensory overload?	Ability to stop, examine the assignment, and ask any questions for help Calming skills for frustration and anxiety
Skills needed when the student attempts to express ideas or <b>communicate</b> needs/wants/preferences?	Needs to be able to ask for help
Skills needed when others attempt to <b>direct, transition, or engage</b> the student?	Needs to be able to generalize his ability to take directions from the aide to other school staff
Skills needed when the student is <b>asked to follow directions</b> or to function within a predetermined routine?	Needs to be able to generalize his ability to take directions from the aide to other school staff Needs to be able to clarify what he doesn't understand
Skills needed when others attempt to <b>assist</b> the student?	Be able to identify staff/peers in the environment that can answer his questions and offer help

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**Form 5 Missing Skills**  
TEAM: Jiminy Cricket STUDENT PSEUDO-NAME: Rubin

Identify the skills, knowledge, and abilities that the student lacks. Include skills that will expand opportunities and improve his/her quality of life now and in the future. See Form 5 Guidance.

**RUBIN**

Skills needed in <b>academic</b> environments?	Comprehension skills when reading, math skills
Skills needed in <b>social</b> situations?	How to talk/work with people who are not already his friends
Skills needed when the student is <b>overwhelmed</b> with emotions, anxiety, or sensory overload?	Coping skills for when he thinks he can't do school work and for when he feels the need to punch things
Skills needed when the student attempts to express ideas or <b>communicate</b> needs/wants/preferences?	How to communicate instead of withdrawing or eventually punching things
Skills needed when others attempt to <b>direct, transition, or engage</b> the student?	How to communicate what is happening and how to get help while not losing cred
Skills needed when the student is <b>asked to follow directions</b> or to function within a predetermined routine?	How to ask for help and how to come out of his withdrawing behavior
Skills needed when others attempt to <b>assist</b> the student?	Coping skills for accepting help without feeling "less"

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**Behavior Plan Steps Chart**

Step	Creating an Individualized Behavior Support Plan Complete Each Step	
1	<b>Select the target individual.</b> Select the <b>target behavior</b> that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, life, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
2	<b>Identify underlying challenges</b> that may be associated with the behavior. Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
3	<b>Define the behavior</b> in measurable terms. See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
4	<b>Consider data</b> questions for identified behavior: What will you measure? Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
5	<b>Identify antecedents, setting events, triggers, consequences, reinforcement.</b> These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 3	

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**So, What's Missing?**

**Let's look at the target behavior of your student as an indication of missing or needed skills.**

The team will want to look for missing skills on:

- Day One Underlying Issues Form
- Form 1 ABC Chart
- Form 3 WHY Worksheet

And be sure to identify missing skills that were NOT identified as skills on Form 4 Student Strengths, Interests, Preferences. These can offer a starting point for emerging skills.

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## Guiding Questions to Help Identify Missing Skills



Form 5 Guidance	
Question	"DOES THE STUDENT NEED TO LEARN..."
Does the behavior occur most frequently in the <b>academic</b> environment?	1. Academic skills? 2. To ask for assistance? 3. To express frustration around the academic tasks?
Does the behavior occur when the student is primarily in <b>social</b> situations?	1. How to interact with peers in a way that does not disrupt the social interaction? 2. A way to gain attention from peers (or adults) that is acceptable? 3. To "read" the social situation or Hidden Curriculum? 4. Activity skills to be able to participate (such as games in gym, playground or free time activities)?
Does the behavior occur frequently when the student is <b>overwhelmed</b> ?	1. To identify when he/she is beginning to feel overwhelmed or is escalating? 2. How to regulate his/her emotions as they begin to escalate? 3. Sensory strategies to regulate his/her sensory system? 4. How to acceptably communicate the need to escape or take a break from the situation?
Does the behavior occur as the student attempts to express ideas or <b>communicate</b> needs?	1. To use a communication system or support? 2. To express emotions or feelings in a way that is acceptable? 3. To make choices? 4. To express needs in a way that is understood by peers and adults?
Does the behavior occur when others attempt to <b>direct, transition or engage</b> the student?	1. To use and follow organizational supports? 2. To express "yes," "not now," "need more time", "I need a break", "I don't understand" or some other message in relation to transition times? 3. To improve engagement the scheduled activities of the day by identifying an interest or motivation within the routines of the class/group?
Does the behavior occur more often when the student is asked to <b>follow directions</b> or required to function within a <b>predetermined routine</b> (example class schedule)?	1. To follow adult requests even when he / she would rather do something else? 2. To follow a group schedule or agenda even when he/she would rather follow his own routines? 3. Wait without disrupting others? 4. Coping strategies to manage the feelings of frustration or anxiety when having to follow another's request/schedule? 5. Why it is sometimes important to be part of the group or follow directions of others?
Does the behavior occur frequently when others attempt to <b>assist</b> the student?	1. Independence in specific activities to decrease the need for frequent assistance? 2. How to help others know the best way to assist him/her? 3. How to cope with others that are offering assistance?

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### Form 5

### Missing Skills

TEAM:

STUDENT PSEUDO-NAME:



Skills needed in <b>academic</b> environments?	
Skills needed in <b>social</b> situations?	<b>YOUR TURN</b>
Skills needed when the student is <b>overwhelmed</b> with emotions, anxiety, or sensory overload?	
Skills needed when the student attempts to express ideas or <b>communicate</b> needs/wants/preferences?	
Skills needed when others attempt to <b>direct, transition, or engage</b> the student?	
Skills needed when the student is <b>asked to follow directions</b> or to function within a predetermined routine?	
Skills needed when others attempt to <b>assist</b> the student?	

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