



**Understanding and Addressing
Challenging Behaviors:
Expect Success**

**Webcast 5:
Antecedents and Consequences**



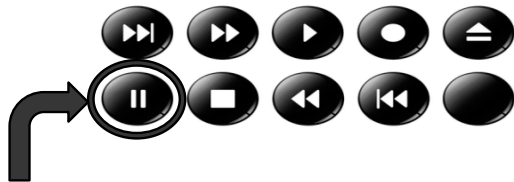
Data and Your Student



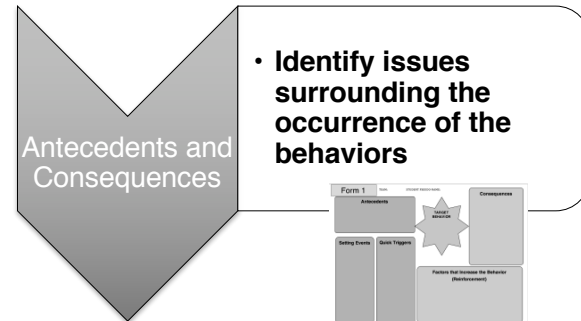
What are you going to measure?		<p>Target Behavior</p>
Which method would work best? (Frequency, duration, latency, rate, interval)		
Who is going to create the data sheet?		
Who will be responsible to track the data? Who will train those responsible and check for fidelity?		
Who will graph the data?		
When the team meet to review the data? How will changes be implemented based on the review?		

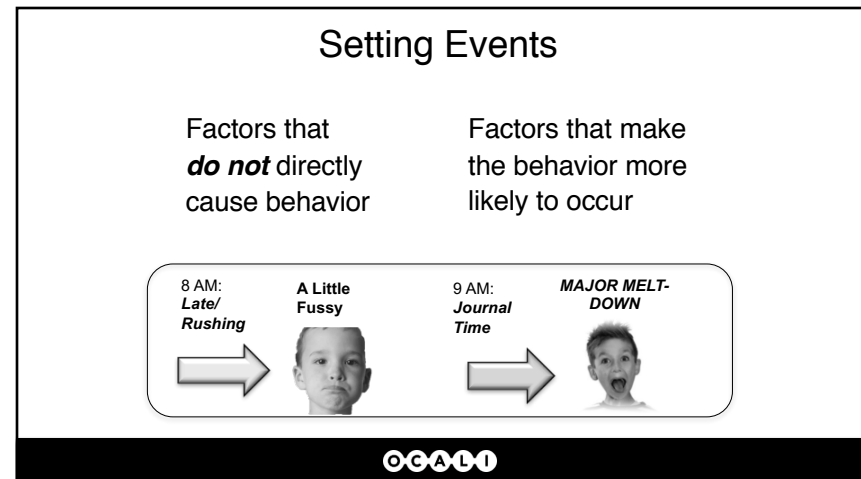
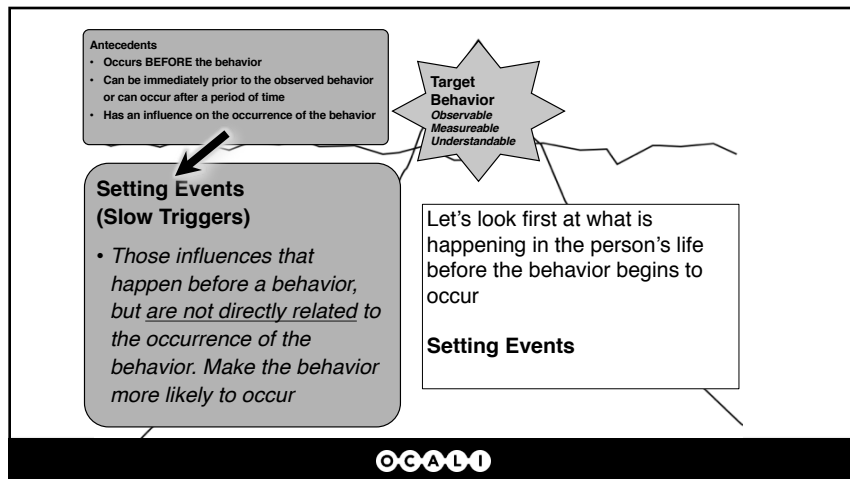
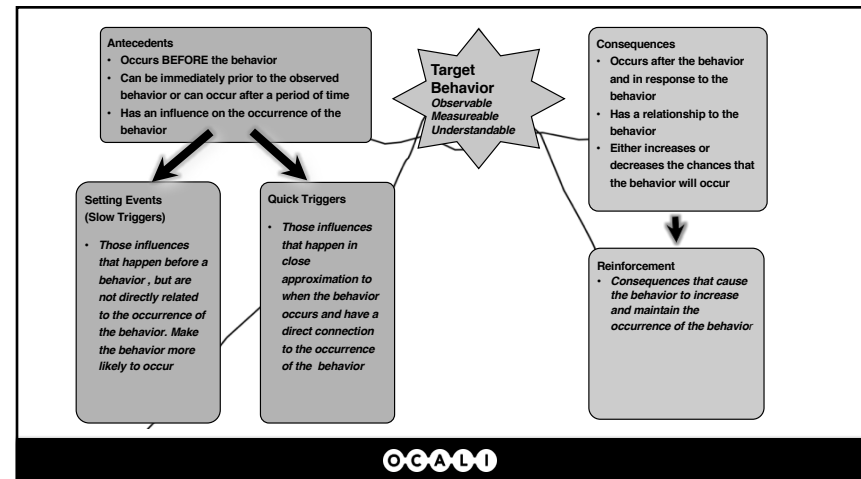
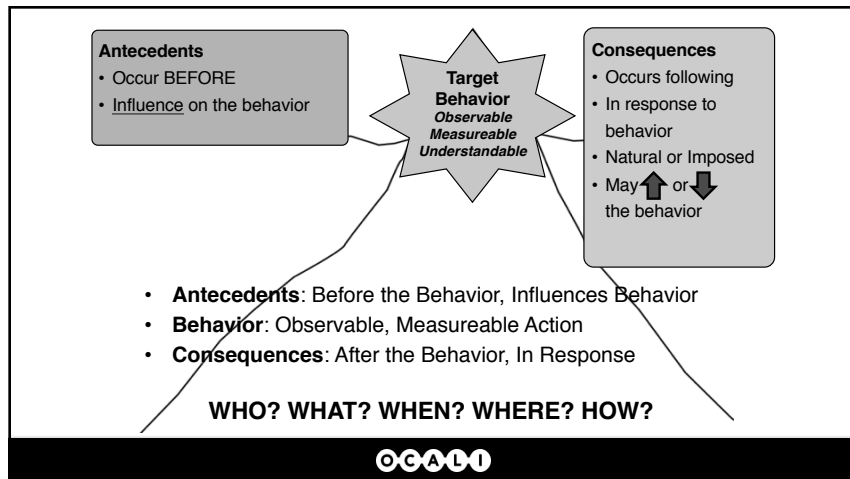


“It’s ok to hit the pause button...”



Process of FBA for Students with Complex and Challenging Needs





Setting Event Considerations

Sensory Processing and Regulation

- Environmental Overload
- One or More Senses
- One Major "Insult" (big event)
- Combination of smaller sensory issues that pile up

Predictability and Structure

- Too many or unpredictable transitions
- Confusion
- Unable to retain information



Setting Event Considerations

General Control or Ability to Direct Life

- Amount of choice or direction
- Little participation in group/community/peers – leads to poor motivation
- Little variety in life - leads to boredom

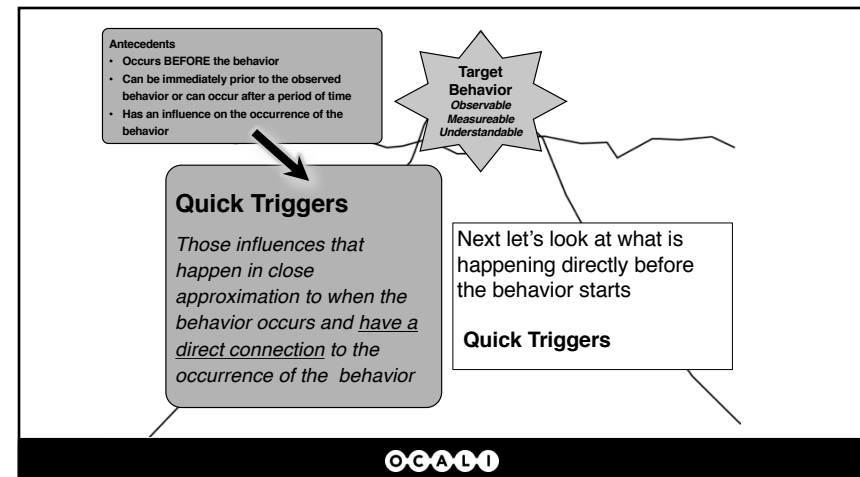
Health and Wellness

- Specific pain or general discomfort
- Poor diet and fitness routines
- Ongoing and unidentified issues
- Sleep Issues



Examples of Setting Events

- | | |
|--------------------------------------|------------------------|
| • Hunger/Thirst | • Being Late |
| • Allergies – Food and Environmental | • Different Caretakers |
| • Tired | • Medications |
| • Illness | • Emotional Situation |
| • Being Hurried | • Time of Year |
| • Routine Changed | • GI Disturbances |
| | • Crowds/Noise |



Quick Triggers: *Examples of Categories*

Example of Types

Person

- A person that triggers a behavior due to the way they act, react, request, look or other aspect
- May have no intention to upset or "trigger" an incident

Activity or Demand

- What individual is being asked to do
- When and how being asked
- Activity or task itself is difficult, confusing, etc.
- Transitions

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Quick Triggers: *Examples of Categories*

Example of Types

Environment or Sensory

- Intense sensitivity
- Associated with "pain"
- Causes fear, anxiety, panic

Emotional

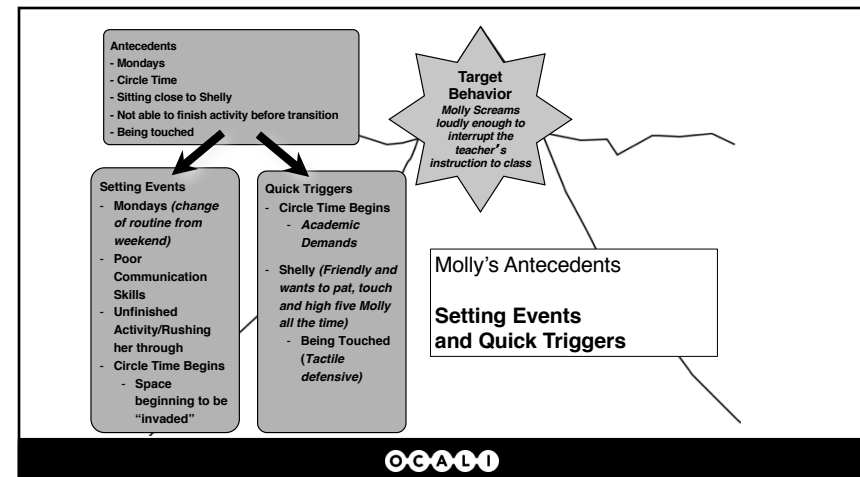
- Situations that elicit fearful, intense, or negative emotions
- May be difficult to understand from another's viewpoint
- Gradually developed "Trauma"

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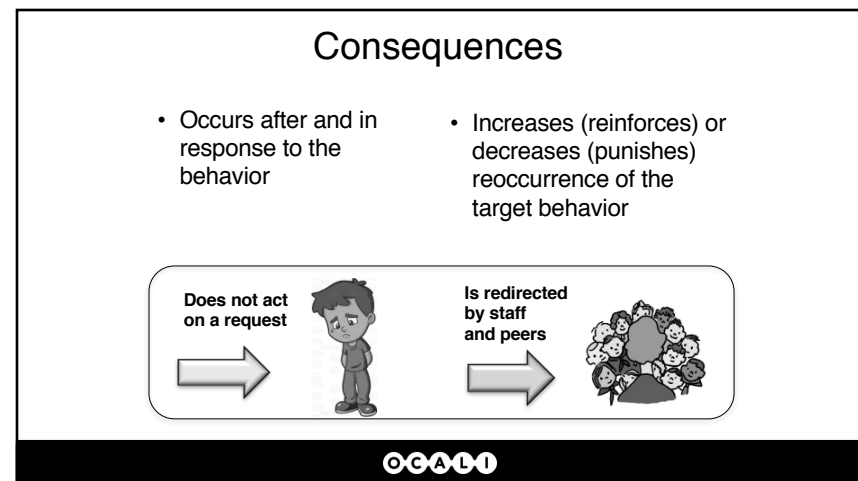
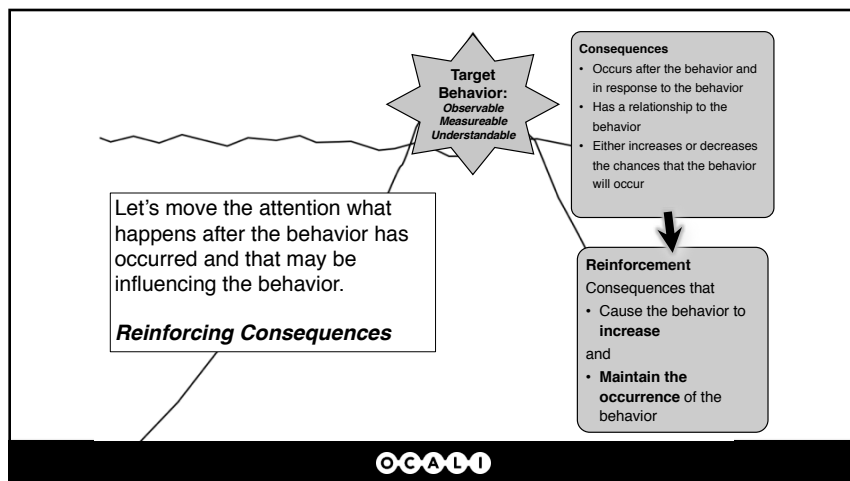
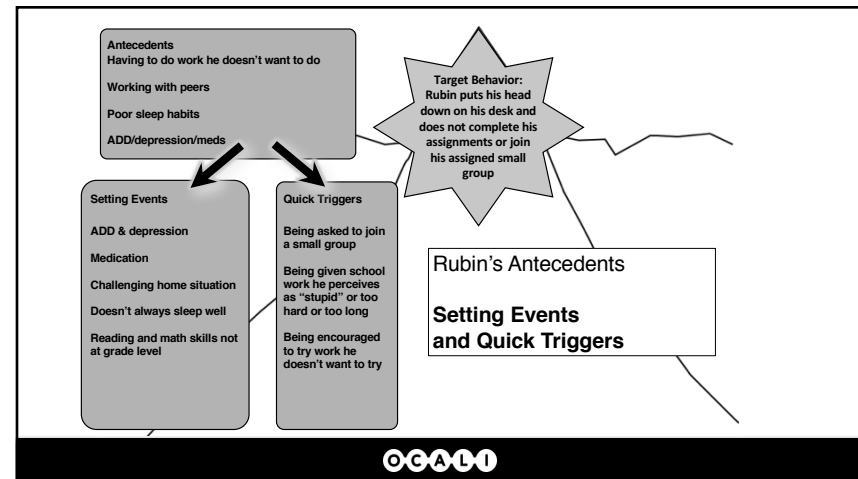
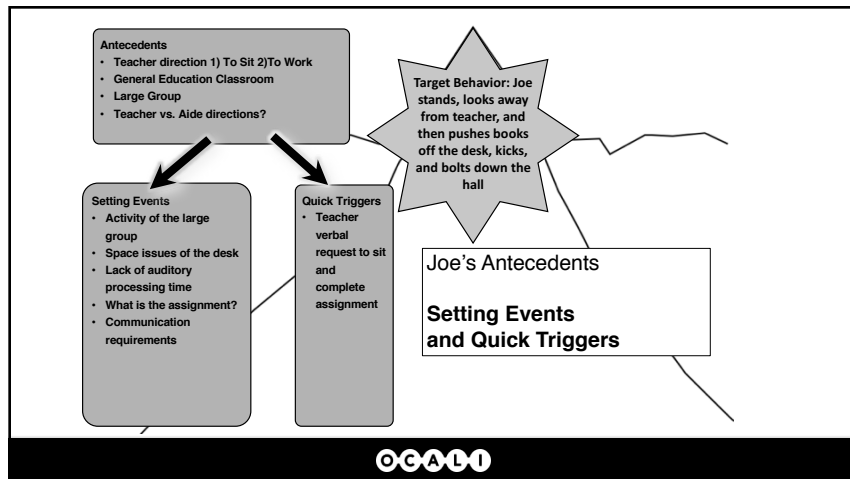
Examples of Quick Triggers

- Introduction of an assignment/task
- Specific request or wording of a request (no, stop, wrong, sit down)
- Certain noises
- Specific people enter environment
- Transitions
- Interruptions during preferred activity

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Increases: Reinforcement

• Reinforcement may be discussed in two ways:

- As a **factor** that increases a
- challenging behavior



As a **tool** teams can use to teach new behaviors

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Decreases: Punishment

Punishment

- Follows the Behavior

Punishment

- Designed to stop or decrease occurrence of a behavior

Examples:

1. Writing spelling words 10 times when you disrupt class
2. Lose privilege when you act out
3. Detention, suspension, expulsion

Punishment:

- Does **NOT** teach new skills
- **No** long term change
- **NOT** recommended

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Let's review Molly's Reinforcing Consequences...

Target Behavior

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

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

Factors that Increase the Behavior (Reinforcement)

- Adults and peers move away from Molly (PERSONAL SPACE)
- Aide directs Molly to take a break (AVOIDS CIRCLE ACTIVITIES)
- Sometimes at table by herself and finishes work (DESIRED ACTIVITY, BRINGS CLOSURE)

(These factors 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.)

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Let's review Joe's Reinforcing Consequences...

Target Behavior:
Joe stands, looks away from teacher, and then pushes books off the desk, kicks, and bolts down the hall

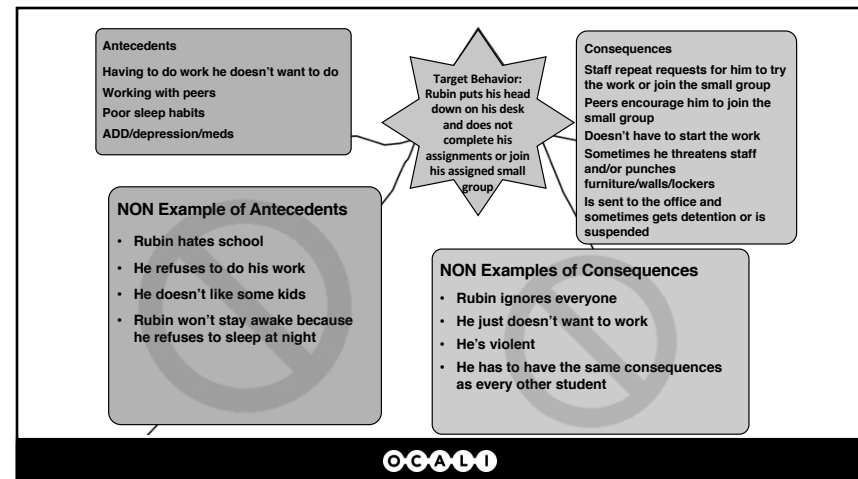
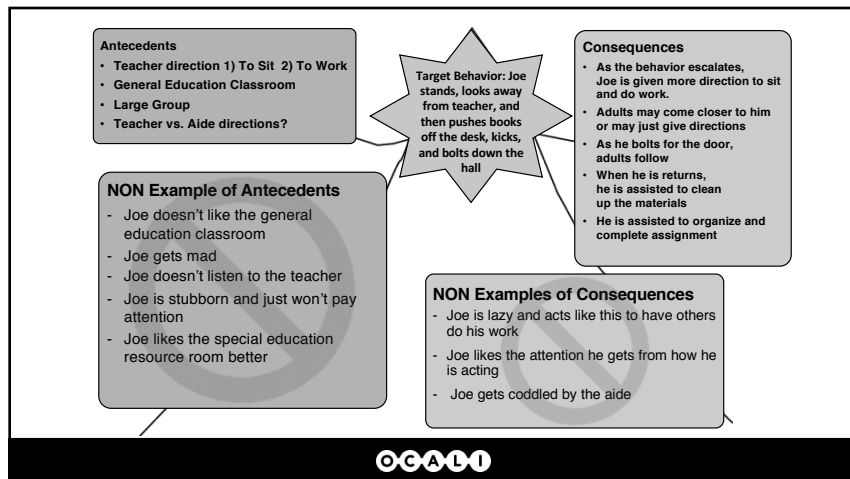
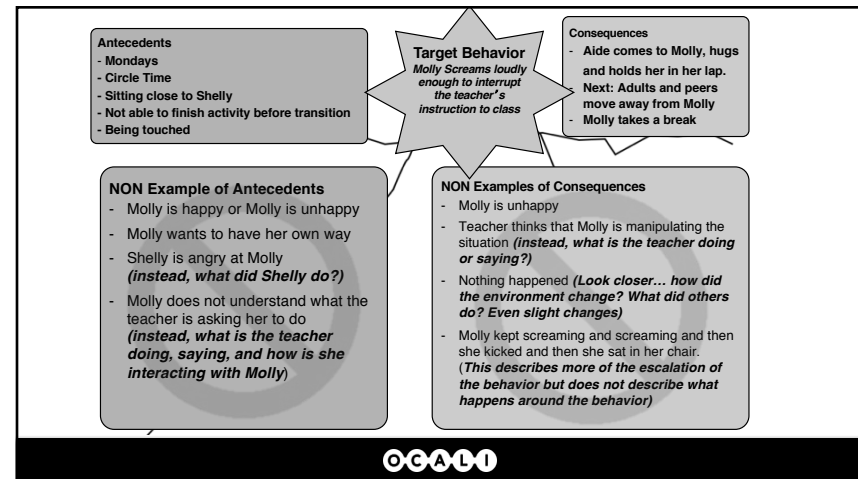
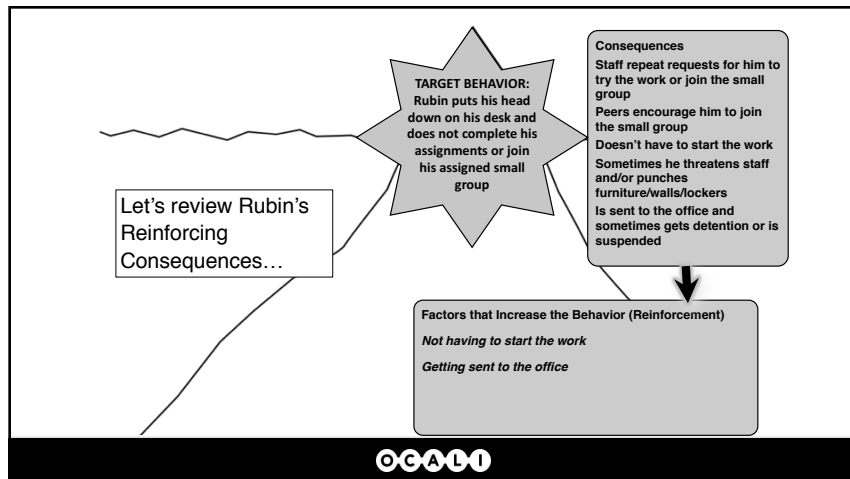
Consequences

- As the behavior escalates, Joe is given more direction to sit and do work.
- Adults may come closer to him or may just give directions
- As he bolts for the door, adults follow
- When he is returns, he is assisted to clean up the materials
- He is assisted to organize and complete assignment

Factors that Increase the Behavior (Reinforcement)

- Behavior escalates as the teacher increase the requests
- Joe temporarily leaves the situations
- Joe is provided assistance to comply with the academic demands when he returns

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Behavior Plan Steps Chart

Step	Creating an Individualized Behavior Support Plan	Complete Each Step
1	Select the target behavior. Select the target behavior 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, LRE, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
2	Identify underlying challenges that may be associated with the behavior. Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
3	Define the behavior in measurable terms. See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
4	Consider data 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	Identify antecedents, setting events, triggers, consequences, reinforcement. 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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Guidance for Identifying Antecedents and Consequences

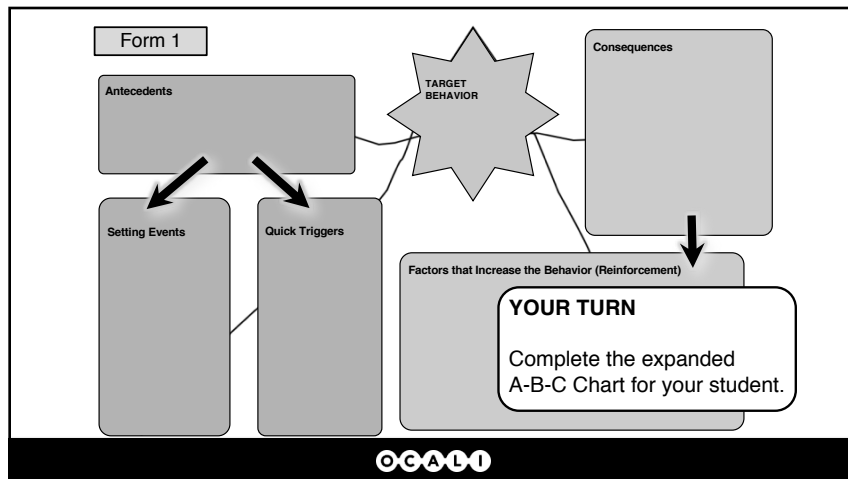
Potential Antecedents

- What is occurring **BEFORE** the behavior begins?
- Close to the time the behavior occurs or even earlier.
 - Where** did it occur?
 - What** doing, asked to do, or to stop doing?
 - How** are others communicating?
 - Who** is there and what doing?
 - What are the **activities** occurring?
 - What are the **sensory** aspects of the environment?
 - When** is this behavior occurring?

Potential Consequences

- What happens **AFTER** the behavior begins?
- Events that occur naturally as well as those imposed by someone else.
 - What** do adults do when the behavior starts?
 - Who** enters or leaves?
 - What** do peers do?
 - What changes** for student. Does student activity change? Does he get something? Are demands changed?
 - Does student **obtain or avoid sensory** input?
 - Does the **environment** change?
 - Does student **lose privilege**?

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