

Understanding and Addressing Challenging Behaviors:

Expect Success

Webinar 14
Antecedent-Behavior-Consequence and the Effect of Adult/Peer Behavior

Challenging Behavior Expect Success

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Antecedents & Consequences: Effect of Adult/Peer Behavior on Individuals with Challenging Behaviors

What others do before a behavior occurs or in response to a behavior can have an impact on the occurrence of the behavior

Challenging Behavior

So, How Do Actions of Adults/Peers Impact the Behavior of Other Students?

- Antecedent: Adult/Peer actions can be setting events and quick triggers in the A-B-C chain for an individual with challenging behaviors
- Consequences: Adult/Peer reactions can be reinforcing consequences in the A-B-C chain for an individual with challenging behaviors that may increase or decrease the target behavior

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Things to Remember as Adults

Individuals with special needs:

- Do not do what they do to make you crazy
- Need to be supported educationally not based on diagnosis but on strengths and needs
- Often don't read the room or understand the consequences of their behaviors or how their behaviors affect others
- Can be 'consistently inconsistent' they will know something one day and not the next

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More Things to Remember: Bigger, Badder, Stronger is **Not** Better

- No individual (adult or child) should be physically handling another individual
- · Aggressive behaviors need to be reduced by 100%
- Individualized programming can be the key to successful reduction of aggression

Challenging Behavior Control Expect Success

Impact of Actions and Reactions Tool: Consider What Adults/Peers Do Right Column: Record an action/reaction that adults/peers Identify a corresponding action/reaction that adults/peers do may do that makes behavior worse that improves behavior 2. Impact of Actions and Reactions of Adults and **Peers** INSTEAD What Others **How Does** What Other Do How Does Do (Makes Individual (Makes Individual React? (How Behavior React? (How Behavior Worse) **Does Behavior** Better) **Does Behavior** Change?) Change?) INSTEAD Challenging Behavior

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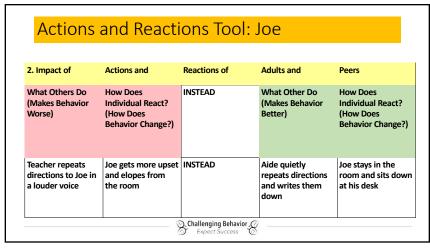
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Actions and Reactions Tool: Molly 2. Impact of Actions and Reactions of Adults and Peers What Others Do **How Does** INSTEAD What Other Do **How Does** (Makes Behavior Individual React? (Makes Behavior Individual React? Worse) (How Does Better) (How Does Behavior Change?) Behavior Change?) Aide holds Molly Molly hits and kicks INSTEAD Teacher helps other | Molly starts to when she is while continuing to students move calm down screaming at circle back from Molly to give her personal space Challenging Behavior

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Actions and Reactions Tool: Rubin 2. Impact of Reactions of Adults and Actions and Peers INSTEAD What Others Do **How Does** What Other Do How Does (Makes Behavior **Individual React?** (Makes Behavior **Individual React?** Worse) (How Does Better) (How Does **Behavior Change?)** Behavior Change?) Rubin continues to INSTEAD Teacher Rubin stays at his Peers try to get Rubin to join their sit at his desk with approaches Rubin desk, but stops and talks quietly squeezing his small group by his head down and asking him and the teacher notices about joining the hands into fists telling him, "Get he is squeezing his small group hands into fists over here dude!" activity Challenging Behavior

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Your Team's Turn: Actions & Reactions Tool Complete section 2. Impact of Actions and Reactions of Adults and Peers" for situations you have observed with vour student 2. Impact of Adults and Actions and Reactions of **Peers** What Others Do How Does INSTEAD What Other Do **How Does** (Makes Behavior Individual (Makes Behavior Individual Worse) React? (How Better) React? (How **Does Behavior Does Behavior** Change?) Change?) INSTEAD Challenging Behavior

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