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Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 8 Replacement Behavior

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Process of FBA for Individuals with Challenging Behavior:

Replacement Behavior

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Why Teach a Replacement Behavior?

When asking a person to “give up” a challenging behavior, we need to provide a replacement behavior that:

- Provides the same outcome
- Gives the same results
- Performs the same function

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You have a Droid smartphone and you lose it!!!



Possible Replacement!

Functions:
 Phone calls
 Internet
 Photos
 Texting
 Apps
 Email



Possible Replacements!

Functions:
 Phone calls
 Maybe texting



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Replacement Behavior Example


Target Behavior: When given materials for a task, student throws the objects

→

Function: To communicate that I do not want to do this task and to escape doing it

←


Replacement Behavior: Using a choice board to say "no" and getting to choose another task



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More Replacement Behavior Examples

Target Behavior	Function	Replacement Behavior
When given an academic task, student hits staff member	Escape from academic demands	Teach how to ask for a break
Makes inappropriate noises	Escape non-preferred tasks	Teach to request alternate choice
When transitioning from one activity to the next, student throws herself on the floor	Obtains time to adjust to the change in activity	Teach to request more time



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Something to Think About

The Replacement Behavior HAS to be EASIER than the Target Behavior or the Individual WON'T USE IT!!



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“You are what you repeatedly do.”

Shaquille O’Neal
(OK. He got it from Aristotle.)


So we want to give our individuals a replacement behavior “to do” instead of the challenging behavior and lots of opportunities to practice it.



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And More on Repetition


- For a child to learn something **new**, it needs to be repeated an average of **8** times. (Joyce & Showers, 2006)
- For a child to **unlearn** an old behavior and **replace** with a new behavior, the new behavior must be repeated an average of **28** times. (Wong, 2009)
- Establishing a **new neural pathway**, the behavior needs to be repeated an average of **66** times. (Lally, 2009)



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Replacement Behavior: Molly


11. Replacement Behavior	[Leave Blank]
Target Behavior (See #4 above)	Molly screams loudly enough to interrupt the teacher’s instruction to class.
Function of Behavior (See #10 Hypothesis/Because above)	Molly is screaming to escape participating in academic activities at circle time.
Replacement Behavior that Serves the Same Function	How to ask for a break to leave circle time.



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Replacement Behavior: Joe


11. Replacement Behavior	[Leave Blank]
Target Behavior (See #4 above)	When given a direction to sit and start an assignment, Joe pushes books off his desk, kicks at furniture, and bolts down the hall.
Function of Behavior (See #10 Hypothesis/Because above)	Escape from the environment because Joe doesn’t understand the directions and/or doesn’t understand the actual assignment and he doesn’t know how to ask for help or indicate it is too loud.
Replacement Behavior that Serves the Same Function	Joe will be able to show a pass that allows him to go to home base to calm down. He can then ask for clarification of directions on how to complete the assignment.



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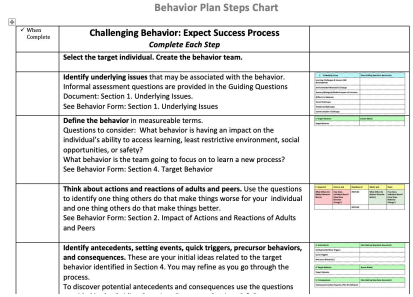
Replacement Behavior: Ruben


11. Replacement Behavior	[Leave Blank]
Target Behavior (See #4 above)	Puts his head down on his desk and does not complete his assignments or small group work.
Function of Behavior (See #10 Hypothesis/Because above)	Rubin is putting his head down to avoid doing work (completing assignments and/or participating in small group) because the work is difficult, the work is not meaningful to him, and he doesn't want to be embarrassed in front of his peers.
Replacement Behavior that Serves the Same Function	Rubin will go to the class help desk. Once at the help desk, he will get his choice work folder and participate in chosen assignments until staff can support him with difficult assignments, can help Rubin see the connection of the assignment to his future, and/or help him join and participate in a small group.



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Behavior Steps Plan Chart: Replacement Behavior






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Your Team's Turn: Replacement Behavior

FBA & BIP Form

11. Replacement Behavior	[Leave Blank]
Target Behavior (See #4 above)	
Function of Behavior (See #10 Hypothesis/Because above)	
Replacement Behavior that Serves the Same Function	

- **Complete Section 11 "Replacement Behavior" using #4 and #10 from the form**
- **Create a replacement behavior that serves the same function as your target behavior**



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