**Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs**

Webcast Series Part Three:

**Underlying Issues**

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Regional Consultant

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**SINCE LAST WEBCAST YOU FILLED OUT Data on Your Individual**

<table>
<thead>
<tr>
<th>What are you going to measure? And when?</th>
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<tbody>
<tr>
<td>What would be the best way to measure?</td>
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<tr>
<td>Who is going to create the data sheet?</td>
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<tr>
<td>Who will be responsible to track the data? Graph the data?</td>
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<td>When will the team meet to review data?</td>
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SINCE LAST WEBCAST YOU FILLED OUT ANTECEDENTS & CONSEQUENCES

“It’s ok to hit the pause button…”
Antecedents
• Occurs BEFORE
• Influence on the behavior

Consequences
• Occurs following
• In response to behavior
• Natural or Imposed
• May ↑ or ↓ the behavior

• But this is not the whole picture is it?
• What about “below the surface”?
• How do these issues affect what we identify as antecedents and consequences?

Process of FBA for Individuals with Complex and Challenging Needs

• Take a close look at Challenges and Underlying Issues
• Keep the “Iceberg” in mind
Personal Challenges and Challenging Behaviors

Communicating and Understanding

Tolerating the Environment/Sensory issues

Being Social and Understanding the Social Climate

Medical and Health issues

Remain ing Interested, Engaged, and Motivated

Academics and Instructional Pace

BEHAVIORS

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
Learning Challenges and Uneven Skill Development

- Difficulties with organization, focus, attention (i.e. "executive functions").
- Frustration resulting from attempts to adapt to the instruction style.
- Mismatch between instructional style and person's learning style.
- Cognitive challenges.
- Gaps in skills. May have high skill levels in some areas yet few skills in other areas (such as social competencies and daily living skills).

What are the cognitive challenges?
Is the individual missing key skills that are needed to learn the material being presented?
How does the teacher's classroom approach/style match how this student learns?
Does the person have the supports needed to be organized with work materials and to approach assignments/homework?
What supports does the individual need to be at optimal learning level?

Environmental Mismatch and Change

- Needing, using and insisting on routines.
- Anxiety and stress escalates with unpredictable change, even small changes.
- Needs control. Escalates behavior to gain control.
- Mismatch between the environmental support, organization and design and sensory, communication, social and learning needs.
- Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment.

Do changes in classroom or daily routines impact this individual?
Is the person overwhelmed by the physical environment of the work area?
Is the individual affected by the noise level, teaching presentation, response modes, and social expectations?
What coping skills does this person have to deal with challenges in various environments?
Sensory/Biological Sensitivities and Preferences
Impact of Medical Concerns

- Is the person/team aware of his/her sensory needs/sensitivities?
- Does the person have sensory supports built into the day?
- What coping skills does the individual utilize when sensory challenges arise?

Social Challenges

- Does the person have the level of social competence needed to understand the various school settings?
- What social skills is the person missing in order to actively participate?
- Does the individual possess problem solving skills to meet the social situations in his/her life?
Emotional Challenges

Social, Emotional and Communication Challenges
• Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
• Difficulty accurately interpreting and understanding social and emotional messages from others.
• Wanting exclusive attention of others or avoiding attention from others
• Difficulty problem-solving what to do in social such situations.
• Lacks Coping Skills to tolerate the situations of challenge and confusion

• Can the individual identify his/her own emotions?
• Can the person identify/react appropriately to the emotions of others?
• Does the person apply problem solving skills to situations that raise anxiety, anger, happiness, and other emotional levels?
• What coping skills does the individual make use of in emotionally charged situations?

Communication Challenges

Social, Emotional and Communication Challenges
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• Does the individual have a functional communication system available at all times?
• Are differences in expressive/receptive language recognized?
• Are directions given in a way that are clear for all involved?
• Does the person understand the adult/peer communication expectations in each situation/setting?
**Difficult to Motivate**

**Narrow Areas of Interest**

- What reinforcement has meaning for this person?
- Does the individual receive consistent reinforcement?
- When does the person need additional reinforcement?
- Does the individual have special interests that could be used as reinforcement within work or as positive reinforcement following work?
- Does the person understand why the content being taught is important? Is there a connection to his/her knowledge?

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Formal Assessment Resources
Assessment movies and other information on OCALI web site

http://www.ocali.org/project/assessment_guide/page/assessment_measures

Evaluation
The items in this section are listed in alphabetical order; this listing does not reflect any endorsement or mandate. The instruments are examples of resources; while comprehensive, the listing is not exhaustive. Instruments may have multiple uses and functions. Some assessment personnel may use certain instruments to determine or support identification of a disability. Others may use them to help guide program development.

- Autism Screening and Assessment
- Academic Achievement Assessment
- Adaptive Behavior Assessment
- Cognitive Assessment
- Developmental Assessment
- Emotional and Behavioral Assessment
- Functional Behavioral Assessment
- Motor Assessment
- Other Assessments
- Sensory Assessment
- Social and Relationship Assessment
- Speech-Language Assessment
- Transition and Vocational Assessment

• http://www.txautism.net/manual.html
BEFORE NEXT WEBCAST: FILL OUT SECTION ONE

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Section: Individual Strengths Related to Behavior

- Learning and Development
- Environment
- Health and Safety

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