Who's Cheering You On?

Understanding Your Child's Behavior

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Today's Agenda:

Adaptive & Challenging Behavior

ABC's of Behavior

Functions of Behavior

Antecedent Strategies

ADAPTIVE BEHAVIOR

Collection of conceptual, social, and practical skills that all people learn in order to function in their daily lives.

ADAPTIVE BEHAVIOR

CHALLENGING BEHAVIOR

Behavior that interferes with a person's daily living activities or their ability to adapt to and participate in particular settings. Also sometimes referred to as "maladaptive behavior".

CHALLENGING BEHAVIOR

ADAPTIVE
CHALLENGING

All behavior is a form of communication

How can you better understand what your child is saying?

Remember the

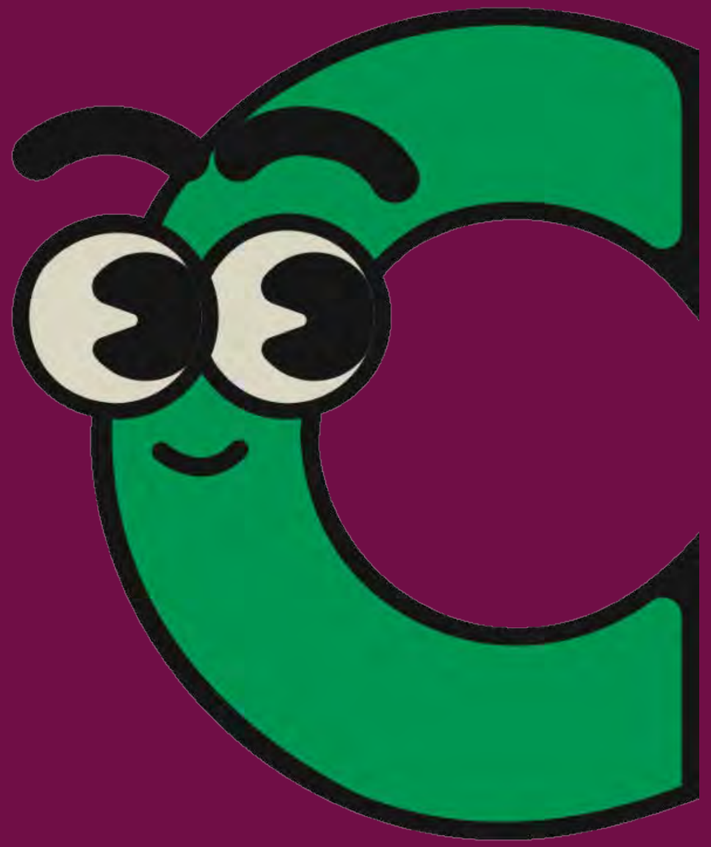
of behavior

A is for ANTECEDENT

The antecedent is what happens right BEFORE the behavior. It is also commonly called a "trigger".

is for BEHAVIOR

The behavior is any observable and measurable action. It is what a person says or does.



C is for CONSEQUENCE

The consequence is what happens right AFTER the behavior. It often determines the likelihood the behavior will occur again.

Let's Practice

Timmy is at the grocery store with his mother. He sees a bag of chips he wants and asks his mom to buy it for him. She remembers that Timmy didn't really eat dinner last night but knows that she has breakfast waiting for him at home. Therefore, she replies, "Sorry, honey, you haven't eaten breakfast yet, so you can't have the chips." Timmy immediately throws the bag on the ground and begins screaming and crying. His mom tries to calm him down, but eventually tells him, "okay, okay, fine! I'll buy you the chips!" Timmy then stops crying, wipes away his tears, and picks up the bag of chips.

Let's Practice

In this situation...

What is the setting event?

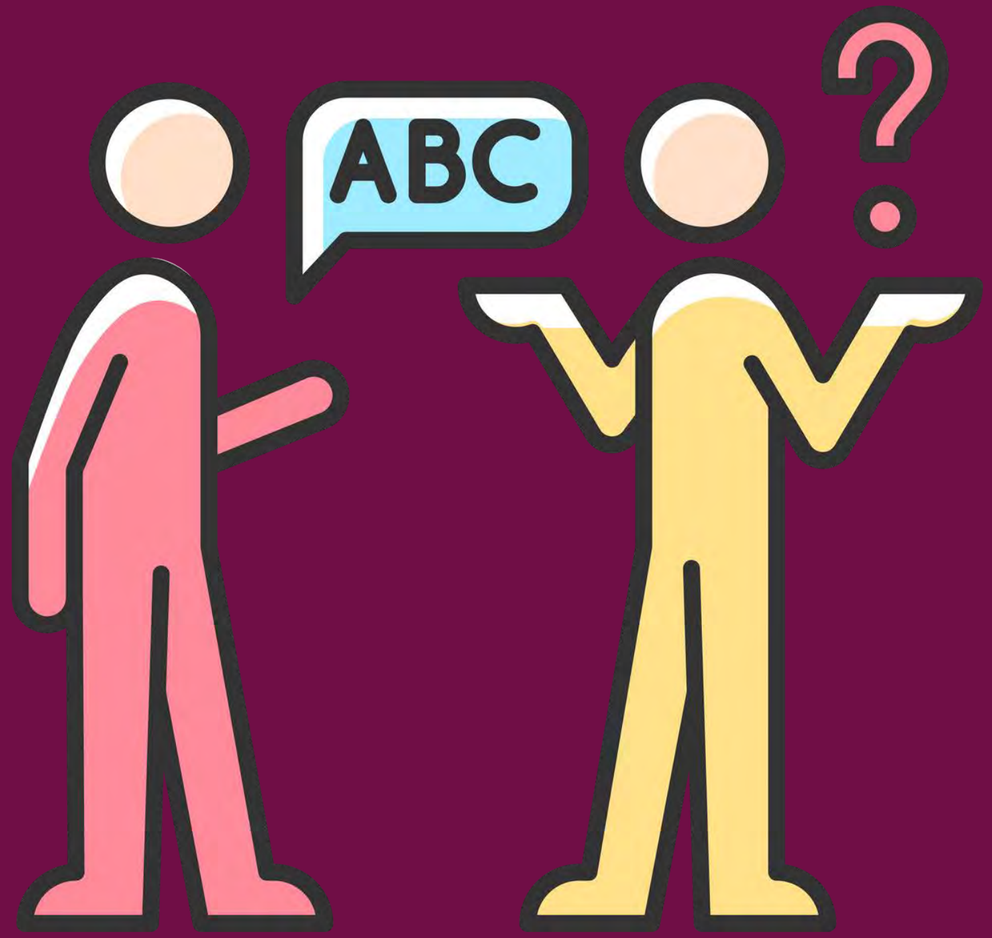
What is the fast trigger?

What is the challenging behavior?

What is the consequence?

Do you think the challenging behavior will occur again in the future?

Why is this important?



ABC

WTF

What's The Function

of the Behavior?

Looking at ABC data in order to identify the function of challenging behavior helps to understand WHY your child is engaging in the challenging behavior and better select appropriate interventions and supports to prevent or decrease the challenging behavior.

Functions of Behavior

S ENSORY

E SCAPE/AVOIDANCE

A TTENTION

T ANGIBLE

SENSORY

WHAT?

Behaviors that are reinforced by either increasing or decreasing internal sensory stimulation

WHEN?

Anytime, especially when anxious, excited, or overwhelmed

WHY?

It feels good or removes an unwanted internal feeling

SENSORY

Children who are hypersensitive, or overly sensitive to stimuli, may engage in sensory maintained behaviors because they want to reduce their current level of stimulation. They may perceive the surrounding environment as too overstimulating, such as too loud, bright or crowded. These behaviors often provide a calming or soothing effect.

SENSORY

Children who are hyposensitive, or under-responsive to stimuli, may engage in sensory maintained behaviors because they want to increase their current level of stimulation. The surrounding environment may not be engaging or highly preferred, which may lead the child to engage in self-stimulating behaviors because it feels good.

SENSORY

EXAMPLES OF SENSORY MAINTAINED BEHAVIOR

Visual: Staring at lights; repetitive blinking; moving fingers in front of the eyes; hand-flapping; peering out of the corners of eyes; repeatedly lining up objects.

Vestibular: Rocking front to back; rocking side-to-side; spinning; jumping; pacing.

SENSORY

EXAMPLES OF SENSORY MAINTAINED BEHAVIOR

Auditory: Vocalizations such as humming, grunting, or high-pitched shrieking; tapping ears or objects; covering and uncovering ears; snapping fingers; clapping hands; repeating lines from videos, books or songs.

Smell: Sniffing or smelling people or objects.

SENSORY

EXAMPLES OF SENSORY MAINTAINED BEHAVIOR

Tactile: Scratching or rubbing the skin with one's hands or with another object; opening and closing fists; tapping surfaces with fingers.

Taste: Placing body parts or objects in one's mouth; licking objects.

ESCAPE/AVOIDANCE

WHAT?

Behaviors that are reinforced by escaping or avoiding unwanted interactions, activities, or situations

WHEN?

When an interaction, activity, or situation is too hard, non-preferred, or aversive

WHY?

It removes unwanted interactions, activities, or situations

ESCAPE/AVOIDANCE

EXAMPLES OF ESCAPE/AVOIDANCE MAINTAINED BEHAVIOR

ATTENTION

WHAT?

Behaviors that are reinforced by receiving attention from others

WHEN?

When a child wants a reaction or response from another person

WHY?

It provides desired attention from others, either good or bad

ATTENTION

EXAMPLES OF ATTENTION MAINTAINED BEHAVIOR

TANGIBLES

WHAT?

Behaviors that are reinforced by receiving access to desired items or actions

WHEN?

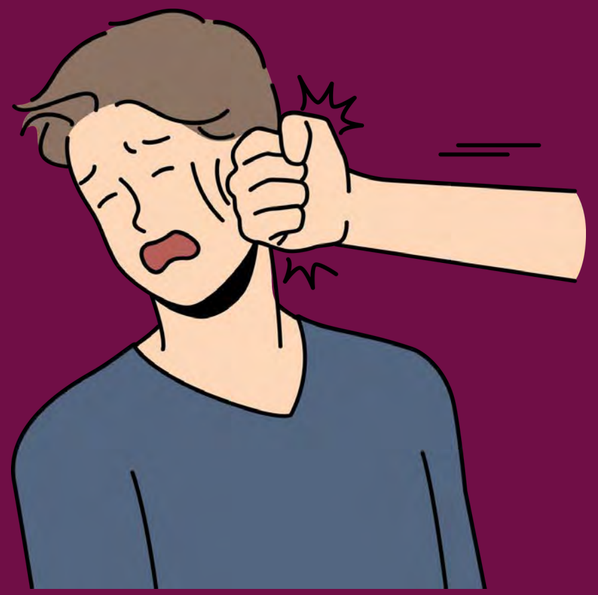
When a child wants something

WHY?

It provides access to items or actions the child wants

TANGIBLES

EXAMPLES OF TANGIBLE MAINTAINED BEHAVIOR



SEAT

FUNCTION BASED INTERVENTIONS

FUNCTION-BASED INTERVENTIONS

Once you have an idea of what the function of the challenging behavior is, you will want to utilize function-based interventions to address the challenging behavior. This includes teaching and reinforcing a replacement behavior that serves the same function as the challenging behavior in order to decrease the challenging behavior and increase the appropriate replacement behavior.

FUNCTION-BASED INTERVENTIONS

Ask yourself two questions:

Can your child perform the replacement behavior?

- It is important to determine whether your child can't engage in the replacement behavior or won't engage in the behavior.

Is there anything that you can change in the surrounding environment (i.e., antecedent conditions) to set the stage for the replacement behavior to occur?

- These include factors that might act as a trigger for the problem behavior or that might promote the replacement behavior.

FUNCTION-BASED INTERVENTIONS

IF:		THEN USE A(N):
Your child is unable to perform replacement behavior...	→	Skill-based intervention to teach the replacement behavior
Antecedent conditions trigger the problem behavior...	→	Antecedent-based intervention to adjust the antecedent
Consequences reinforce the problem behavior...	→	Consequence-based intervention to modify the consequences

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

Antecedent interventions reduce the probability that challenging behavior will occur by:

- Eliminating the triggers for the challenging behavior
- Modifying the antecedent event
- Changing how antecedent events are presented
- Teaching and reinforcing the appropriate replacement behavior

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

Functional Communication Training

- Teaches and establishes a functionally-equivalent replacement behavior for the challenging behavior so that your child can appropriately communicate their wants and needs.
- Contrive opportunities to practice appropriate requesting behaviors and be sure to reinforce frequently
- Communication can be vocal or non-vocal

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

Functional Communication Training Examples

FUNCTION of CHALLENGING BX	FUNCTIONALLY-EQUIVALENT REPLACEMENT BX
Sensory	Ask for sensory input
Escape/Avoidance	Ask for help or a break
Attention	Ask for interaction
Tangibles	Ask for item

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

VISUAL SUPPORTS

- Makes auditory information visual (abstract-concrete)
- Supplements verbal instruction to increase comprehension
- Promotes independence
- Presents a clear representation of expectations
- Can include pictures, drawings, written lists, calendars, etc.

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

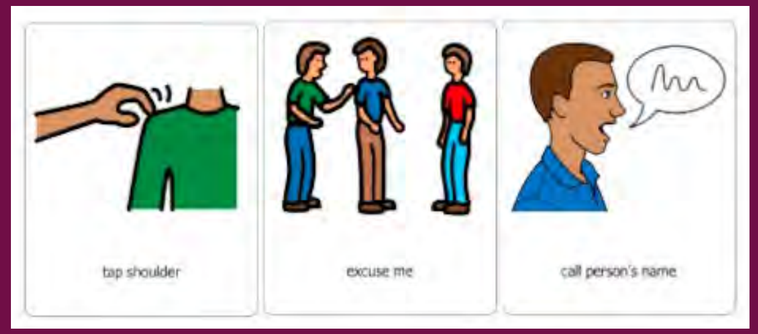
VISUAL SUPPORTS

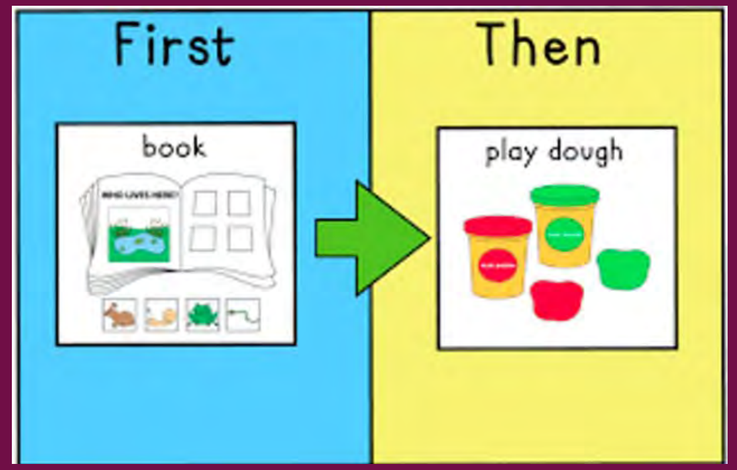
- Can be used to:
  - Visually organize a sequence of events to assist in understanding and anticipating the order and/or details
  - Cue a response
  - Facilitate communication

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

Visual Supports Examples





FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

SOCIAL STORIES

- Provides information in a concrete and literal manner to increase understanding of an abstract or difficult concept
- Answers the "who, what, when, where, and why"
- Personalize the story to your child

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

SOCIAL STORIES

- Can be used to:
  - Help someone understand how others might behave or respond in a particular situation
  - Teach a new skill
  - Help someone cope with changes to routine and unexpected or distressing events
  - Teach socially appropriate behaviors

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

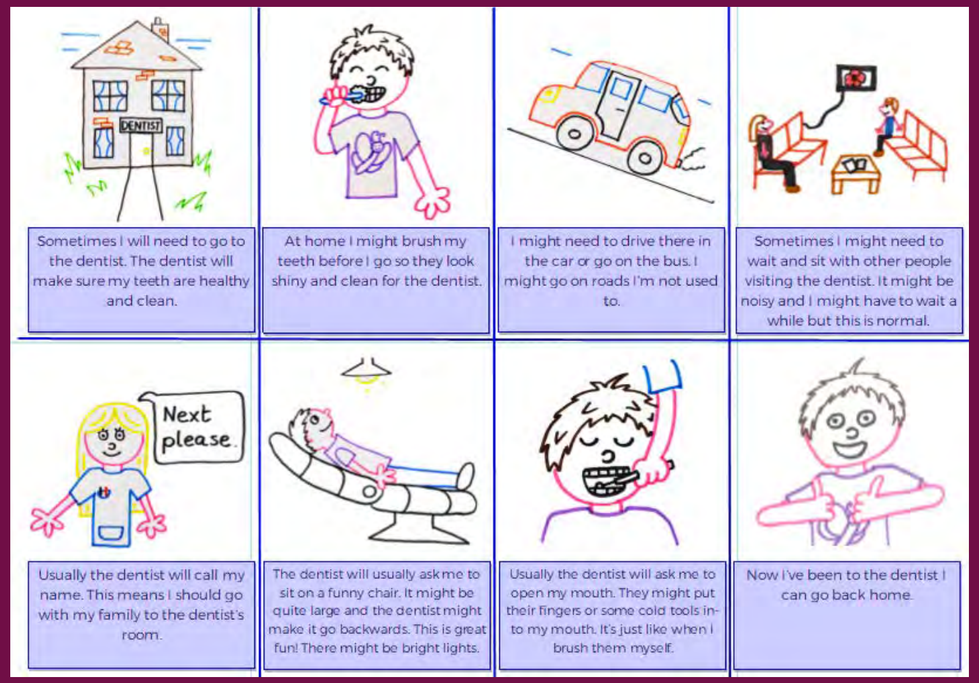
SOCIAL STORIES

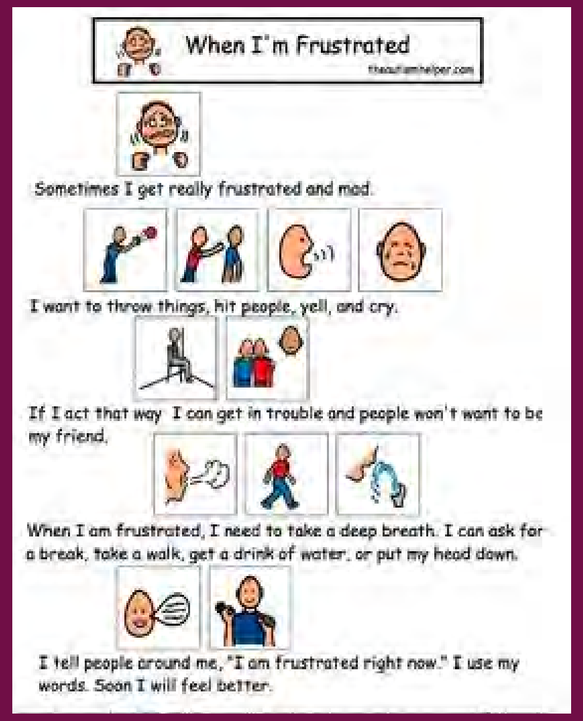
- Made up of:
  - Descriptive Sentences: Answers the "Wh" questions of the situation
  - Perspective Sentences: Includes feelings or opinions related to the situation
  - Directive Sentences: States what the desired behavior is and what should be done
  - Control Sentences: Identifies how to remember the strategies in the story

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

Social Stories Examples





FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

BEHAVIORAL MOMENTUM

- Present several easy tasks in quick succession before presenting a difficult task
- The small reinforcement provided for the engaging in the easy, high-probability behavior increases the likelihood your child will engage in the difficult, low-probability behavior

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

BEHAVIORAL MOMENTUM

- Most effective when a demand is placed and the challenging behavior is escape/avoidance maintained, such as when:
  - a transition is presented
  - a change in routine or expectation occurs
  - a non-preferred or difficult task is given

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

OTHER TIPS & REMINDERS

- Break down larger tasks into smaller, more manageable tasks
- Intersperse preferred and non-preferred activities throughout the day
- Tell your child what to do instead of what NOT to do
- Use minimal words when giving directions or placing demands

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

OTHER TIPS & REMINDERS

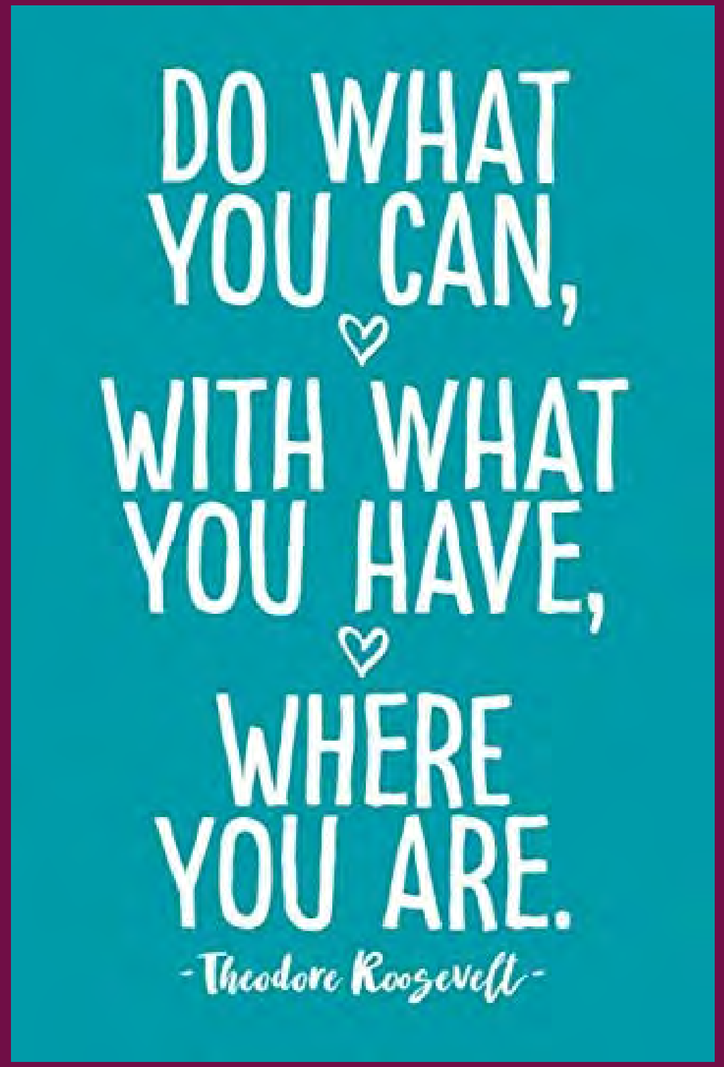
- Be sure you gain your child's attention before placing a demand
- Modify the environment based on your child's needs
- Place demands as statements, not questions
- Model appropriate behavior throughout the day
- Provide behavior specific praise

FUNCTION-BASED INTERVENTIONS

ANTECEDENT-BASED INTERVENTIONS

OTHER TIPS & REMINDERS

- Provide choices
- Make sure the replacement behavior you are teaching is functionally equivalent to the challenging behavior
- Contrive opportunities to practice engaging in replacement behaviors frequently thoughout the day
- All behavior is a form of communication!


DO WHAT
YOU CAN,
WITH WHAT
YOU HAVE,
WHERE
YOU ARE.
-Theodore Roosevelt-

Don't Stress.
Do your best.
Forget the rest.

THANKS!
ALOHA!
MAHALO!

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