Behavior Plan Development

The last Tool Box presented information about how to conduct a functional assessment (FBA). This is the first step in developing a behavior plan for a child who has challenging behavior. After you analyze the FBA, you can identify the triggers to the child's behaviors. This is the environmental situations which cause the child to demonstrate a challenging behavior. Most of the time behavior is used to communicate. The consequence of the behavior is also an important step to analyze. It will either encourage the child to continue to use the challenging behavior again because he gets what he wants, or discourage it because he doesn't get what he wants. Once these two pieces of the puzzle are identified, you can begin to develop plans with the strategies needed to prevent challenging behavior, and substitute new and appropriate behaviors the child can use to communicate his wants and needs.

FEATURED ARTICLE

Blair, K., Lee, I., Cho, S., & Dunlap, G. (2010). Positive behavior support through family-school collaboration for young children with autism. Topics in Early Childhood Special Education, 31,22-36.
http://journals.sagepub.com/doi/pdf/10.1177/0271121410377510

Duda, M. A., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. Topics in Early Childhood Special Education, 24, 143-155.
http://journals.sagepub.com/doi/pdf/10.1177/02711214040240030201

In regard to triggers or antecedents, there are a number of ways to prevent them from causing a child to use his challenging behavior. These include making changes to the environment, schedule, or activities of the classroom. These changes can help a child decrease his need to use an inappropriate or challenging behavior to get what he wants. For example, if you find that a child is using his behavior to communicate his desires for certain activities, you could schedule in more frequent opportunities for that activity throughout the day.
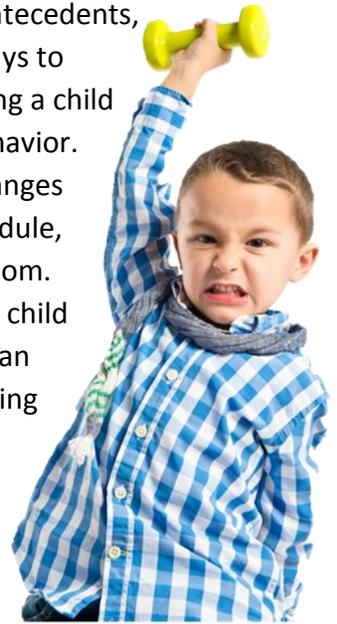
As these environmental antecedents are put in place, teaching strategies should also be used to help the child learn new and desired behavior. Such behaviors should be appropriate replacements for the behavior you are preventing. For example, a child could be taught to use a communication symbol, such as pictures or sign language, to make requests. In order to learn such a skill, the child will need frequent opportunities to practice the new skill in lots of settings and with all who teach and play with him. Reinforcement must also be available to him after the new and positive skill is used by him. Reinforcement increases the likelihood that a behavior is used again, so it is important to reinforce the new behavior immediately and consistently.
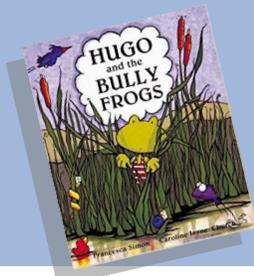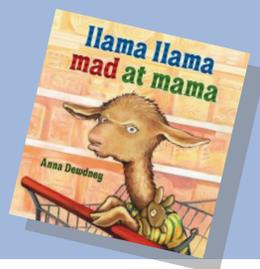
CHILDREN'S BOOKS

When I'm Angry
By Jane Aaron
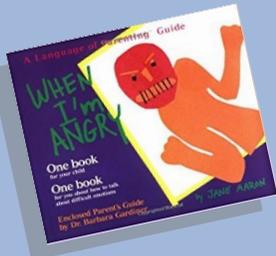
No Hitting
By Karen Katz

Hugo and the Bully Frogs
By Francesca Simon

Llama Llama Mad at Mama
By Anna Dewdney

EFFECTIVE TEACHING

PTR YC Goal Sheet

Teaching Plan Blank

Teaching Plan with Examples

TRICKS OF IMPLEMENTATION

- Providing Individualized Intervention https://youtu.be/sKuhBDOyRfI
- Positive Behavioral Support for Young Children https://youtu.be/lVpm2HLQMBk

PARENT RESOURCES

- How to Help Your Child Recognize & Understand Frustration http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_frustration.pdf
- Using Choice and Preference to Promote Improved Behavior http://csefel.vanderbilt.edu/briefs/wwb15.pdf