



CREATING PLANS TO PREVENT CHALLENGING BEHAVIOR AND TEACH APPROPRIATE SOCIAL BEHAVIOR

The last Tool Box presented information about the purpose of a functional assessment (FBA), which is necessary to develop a behavior plan for a child who has challenging behavior. To create a plan the FBA can be analyzed to identify the antecedents (triggers), and the consequences of the behavior. The antecedents are the environmental situations which cause the child to demonstrate a challenging behavior. The consequence of the behavior will either encourage the child to continue to use the challenging behavior again because he gets what he wants, or discourage the child's use of the behavior because he doesn't get what he wants. Once these two pieces of the puzzle are identified, you can create a plan with the strategies needed to prevent the challenging behavior, teach a new behavior, and ensure there is a new consequence to reinforce what you want to see the child do.

Antecedent-Remove the triggers: Common ways to remove triggers that lead to challenging behavior

are to make changes to the environment, schedule, activities of the classroom.

These changes can help a child decrease his need to use a challenging behavior to get what he wants. For example, if you find that a child is using his behavior whenever preferred activities end (trigger), you can schedule in more frequent opportunities for that activity throughout the day. **Behavior-**

Teach what you want to see: As these environmental antecedents are put in place, teaching strategies help the child learn a new and desired behavior which is an appropriate replacement 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. To learn the new communication skill, the child will need frequent opportunities to practice the skill in lots of settings, and with everyone who teaches and plays with him.



Consequences-Make sure you get what you want: Reinforcement must also be available to a child who is learning a new skill. The new reinforcement must replace and be stronger than the previous consequence. A child should be reinforced immediately, and consistently every time the new skill is used, as reinforcement increases the likelihood that a behavior is used again. For example, the child who uses a challenging behavior when a preferred activity ends is taught how to ask for those activities using a communication symbol (*new behavior*). The child is given lots of opportunities to make that request throughout the day so he can practice (*remove trigger*). The child's use of the new behavior is reinforced because he is getting the desired activity (*new consequence*).

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>

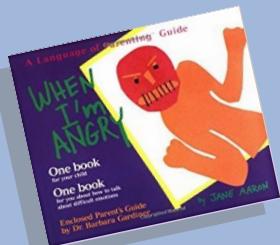
Duda, M. A., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education*, 24, 143-155.

<http://journals.sagepub.com/doi/pdf/10.1177/02711214040240030201>

CHILDREN'S BOOKS

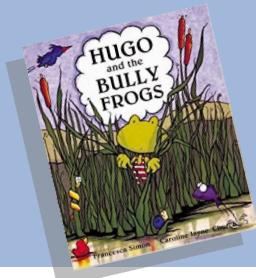
When I'm Angry

By Jane Aaron



Hugo and the Bully Frogs

By Francesca Simon



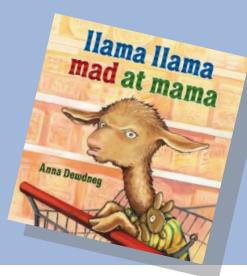
No Hitting

By Karen Katz



Llama Llama Mad at Mama

By Anna Dewdney



EFFECTIVE TEACHING

Teaching Plan with Examples

Antecedent (Trigger)	Old Behavior	Maintaining Consequence: New response strategies to ensure that behavior is not maintained
Circle time activities The end of music time and the start of calendar, usually 5 minutes into circle time.	Sam throws himself on the floor, crying, and kicking children around him. Behavior Function Statement: Sam needs a break from sitting and can't participate in the calendar activity because of his developmental needs.	In the past, the teacher would stop the calendar activity and remove Sam from the circle time area to the book area. If the behavior occurs the teacher will continue with the activity while the classroom aide will move children away and sit near Sam to help him once he is calm.
Prevention Strategies	New Behavior	New Maintaining Consequence
The classroom assistant will take Sam from circle just before the end of the last song, usually at about the 4 and half minute mark in circle.	Sam will ask for a 'break' by handing the classroom assistant a break card. Sam will initially be taught to do this using a most to least prompting hierarchy (i.e. an adult will physically prompt Sam to pick up the card and hand it to the teacher, and then prompts will be faded over time as Sam learns the new skill).	Sam will get a break from the activity.

TRICKS OF IMPLEMENTATION

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

Positive Behavioral Support for Young Children



PARENT RESOURCES

- How to Help Your Child Recognize & Understand Frustration http://challengingbehavior.fmbi.usf.edu/do/resources/documents/bkpk_frustration.pdf
- Using Choice and Preference to Promote Improved Behavior <http://cesef.vanderbilt.edu/briefs/wwwb15.pdf>



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