

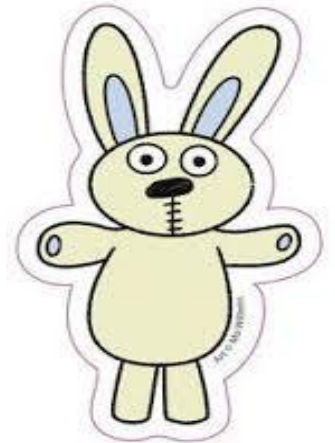
# WHAT ARE YOU TRYING TO TELL ME?

SUPPORTING CHILDREN WITH BEHAVIORAL NEEDS IN LESS RESTRICTIVE SETTINGS

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# GOALS FOR THIS SESSION

- Define challenging behavior and discuss its impact
- Identify reasons why young children engage in challenging behavior
- Discuss various strategies/methods that encourage long-term behavior change



# WHAT IS CHALLENGING BEHAVIOR

Challenging behavior is common in children with and without disabilities. Some examples might include:

- Refusals (saying “no”)
- Screaming/crying/whining
- Grabbing a toy from a peer
- Throwing
- Aggression (hitting, biting, pinching)
- Running away from an adult






# IMPACT OF CHALLENGING BEHAVIOR

- About 1/3 of preschool age children engage in persistent patterns of challenging behavior.
- Preschool teachers consistently report that one of their biggest concerns is dealing with challenging behavior.
- Rising rates of preschool expulsion (Expulsion is 3 times more likely in preschool than grades K - 12).
- Challenging behavior in early childhood years is predictive of future challenges.
  - School failure and lower school attendance
  - Peer rejection
  - Punitive interactions with authority figures
  - Involvement with criminal justice system

Technical Assistance Center on Social Emotional  
Intervention for Young Children (TACSEI)

# DESCRIBING BEHAVIOR

- Now, think of a behavior that your target child engages in that is problematic at school, home, or in the community.
- Use measurable and observable terms to describe what happens.

Poor Descriptors	Good Descriptors
Tantrum 	Loud vocalizations
Naughty 	Pulls back on parent's arm when being assisted into home
Non-compliant 	Does not stop crying when asked to "don't have a tantrum" by parent

# SETTING EVENTS

- Conditions that predispose the child to engage in challenging behavior..they increase the chance the problem behavior will occur
- Common examples include sensory challenges, changes in medication, schedule changes, hunger, and **skill deficits**

## Setting Event

Trixie has been diagnosed with an expressive speech delay.



# THE ABC'S OF BEHAVIOR

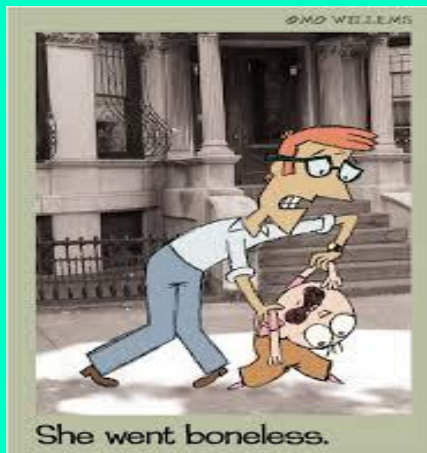
**Antecedent:** the events, action, or circumstances that happen before a behavior

**Behavior:** the behavior, stated in measurable and observable terms

**Consequences:** the action or response that follows the behavior

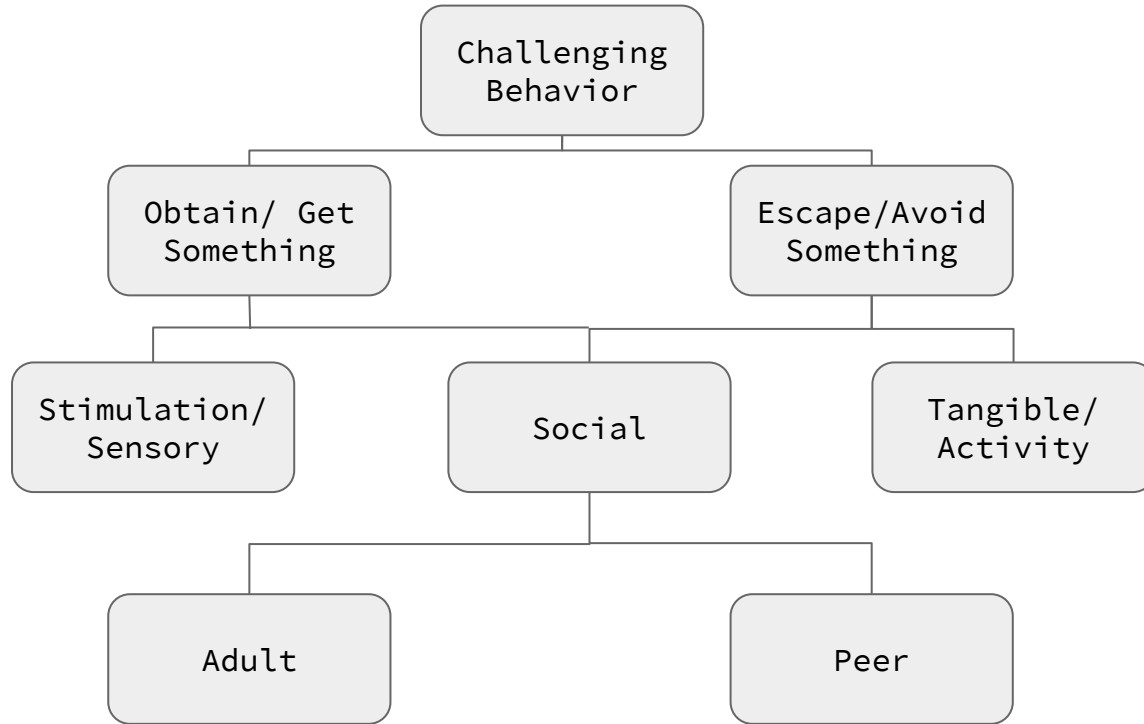
# THE ABC'S OF BEHAVIOR

Antecedent	Behavior	Consequences
Trixie realizes that Knuffle Bunny is missing on the walk home from the Laundromat	Trixie yells loudly, pulls back, physically refuses to walk and begins crying	Trixie's father picks her up and ignores the crying.





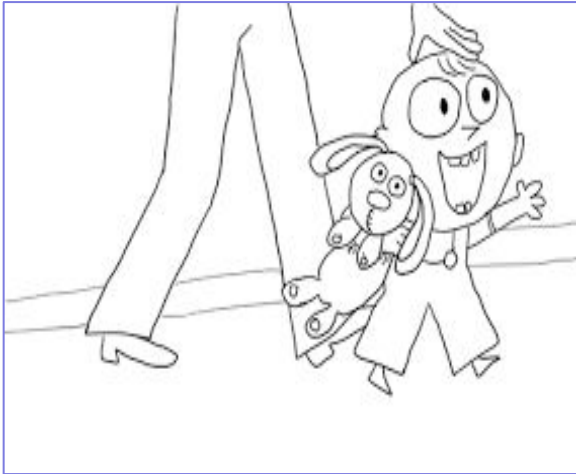
# DETERMINING FUNCTION: THE "WHY" OF BEHAVIOR



# PREVENT, TEACH, REINFORCE

- Also called “*antecedent strategies*” these strategies address Setting Events and Antecedents
- Ways to change the environment or your own actions to prevent challenging behavior from ever occurring in the first place.

# PREVENT STRATEGIES:



- Set limits (if/then statements)
- Talk about what is about to happen
- Alternate easy and hard activities
- Use visual supports and schedules
- Change the environment
- Remove the triggers for challenging behavior
- Provide choices

# PREVENT, TEACH, REINFORCE

- Teach skills that will replace the challenging behavior but serve the same function.
- This skill should be appropriate for the child's level of development, and should not be more effortful than the challenging behavior.
- Unless you systematically teach the appropriate replacement skill across the day, it is unlikely that she will use the replacement skill instead of challenging behavior!

# TEACH STRATEGIES:



- Teach child to use schedule independently
- Use role-play, read books, or talk about the situation ahead of time
- Teach communication skills (e.g. how to request access to a reinforcers like a toy, food, etc.)
- Give many opportunities for practice

# PREVENT, TEACH, REINFORCE

- *Reinforcement* is anything that immediately follows a behavior that causes that behavior to increase in the future.
- To reduce challenging behavior, begin reinforcing the appropriate replacement skill and cease to reinforce the challenging behavior.

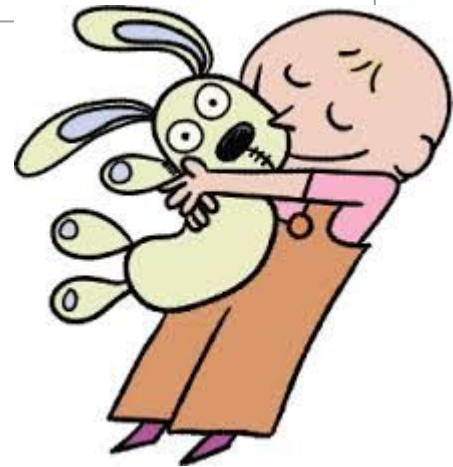
# REINFORCE STRATEGIES:



- Positive reinforcement
  - Activity reinforcers
  - Social reinforcers
  - Tangible reinforcers
  - Sensory reinforcers
  - Natural reinforcers
- Planned ignoring and the “extinction burst”
- Punishment?

# YOUR TURN...

<b>Function</b>	<b>Prevent</b>	<b>Teach</b>	<b>Reinforce</b>
Trixie engages in challenging behavior to obtain a tangible (Knuffle Bunny)	Dad doesn't take Trixie to the laundromat.	Teach Trixie to sign "help" when she needs something.	Ignore meltdown and provide Knuffle Bunny only when Trixie signs for it.





# THANK YOU!

FOR QUESTIONS REGARDING THIS PRESENTATION PLEASE  
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