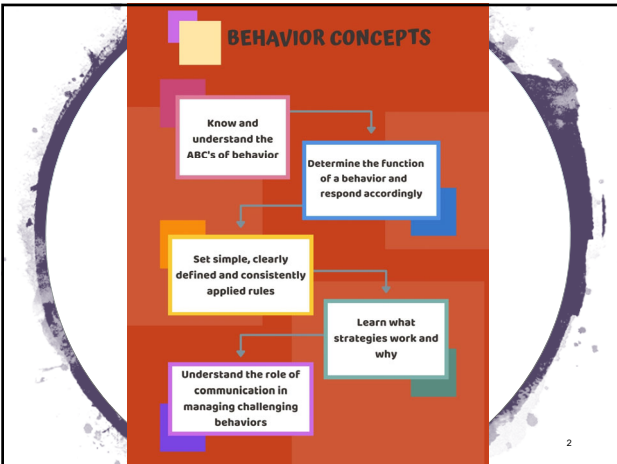**Misbehavior or Missed Communication:**
Handling Behavior Challenges

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BEHAVIOR CONCEPTS

Know and understand the ABC's of behavior

Determine the function of a behavior and respond accordingly

Set simple, clearly defined and consistently applied rules

Learn what strategies work and why

Understand the role of communication in managing challenging behaviors

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Behavior Defined

What is Behavior?

1.Behavior serves two purposes: (1) to get something or (2) to avoid something.

2.All behavior is learned.

3.Behavior is an action that is observable and measurable.

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Observable

- Behavior is observable. It is what we see or hear, such as a student sitting down, standing up, speaking, whispering, yelling, or writing.
- Behavior is not what a student is feeling, but rather how the student expresses the feeling. For example, a student may show anger by making a face, yelling, crossing his arms, and turning away from the teacher.
- These observable actions are more descriptive than just stating that the student looks anxious.

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Measurable

1. This means that the teacher can define and describe the behavior.

2. The teacher can easily spot the behavior when it occurs, including when the behavior begins, ends, and how often it occurs.

3. For example, "interrupting the teacher all the time" is not measurable because it is not specific. However, "yelling 'Hey, teacher!' 23 times each math period" is specific and measurable.

4. Given the definition, even an outside observer would know exactly which behavior the teacher wants to change.

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3 Important Components

1. A (Antecedents)
2. B (Behaviors)
3. C (Consequences).
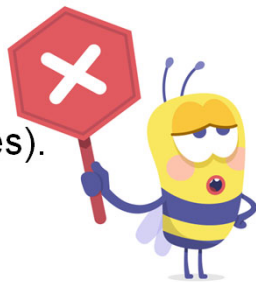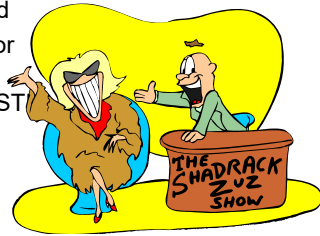
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Communication or behavior

- What if there is no such thing as misbehavior …..
- What might happen if you start to look at misbehavior as misdirected attempts to communicate.
- Think in terms of the message and the delivery of that message!

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Nothing is free!

- Children must ask or communicate what they want and need
- You are not now nor will you ever be a GAME SHOW HOST

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REPEAT AFTER ME!

The best form of discipline is **ALWAYS** Preventative!
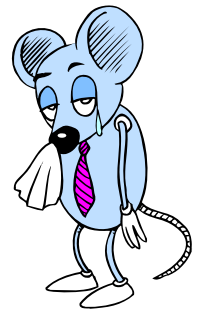
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What Is Meant by Challenging Behaviors?

"Challenging behaviors (or problem behaviors) result in self-injury, injury to others, cause damage to the physical environment and/or interfere with the acquisition of new skills, and/or socially isolate the learner"
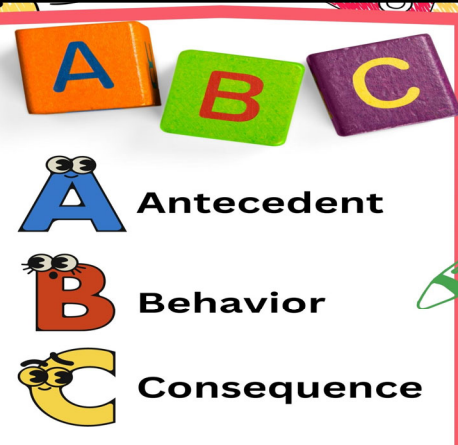
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What Kinds of Behaviors Are Considered a Problem?

- Destructive or disruptive behavior
  - Tearing up
  - Demanding
  - General attention getting
- Non-Compliant Behavior
  - "I'm not gonna do it and you can't make me!"
- Aggressive Behavior
  - "I will hurt, maim and/or kill you!"
  - "I tough, I'm mean. I will hurt you because I can!"
- BUTA-
  Bizarre behavior unexplained and unrelated to anything in particular!
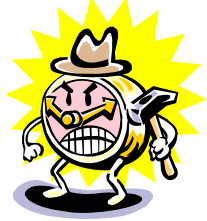
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A Antecedent
B Behavior
C Consequence

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Traditional Strategies:
"You Act Therefore I React!"

- **Reinforcing alternative behaviors**
- **Extinction**
- **Time out**
- **Over-correction**
- **Satiation**
- **Punishment**

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Antecedent Strategies
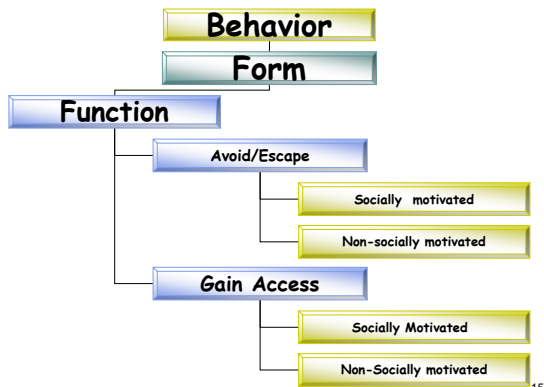
- Teacher controls the opportunity not the child or his behavior
- Less overall disruption and chaos
- Education: New skills are acquired in the absence of the frazzle that surrounds challenging behaviors.

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| Behavior |
| Form |
| Function |

- Avoid/Escape
  - Socially motivated
  - Non-socially motivated
- Gain Access
  - Socially Motivated
  - Non-Socially motivated

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Two Types of Intervention Procedures....

– **Those designed to honor the function of the challenging behavior by teaching a communicative replacement.**
– **Those that are designed to enhance self-regulatory skills and DO NOT HONOR the function of a challenging behavior.**

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What is a functional assessment?

- The process of determining the relationship between events in a person's environment and the occurrence of challenging behaviors

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Setting Events

- Staff changes
- Medication change
- Slept more/fewer hours than usual
- Showed symptoms of illness
- Demand situations increased
- Chaotic environment
- Surprise visits
- Was agressed upon by a peer
- Temperature of environment too hot/cold
- Had to wait a long time for something desired

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Creating a Proactive Environment

- Placement
- Curriculum
- Materials
- Keep rules few and simple
- Make consequences natural
- BE FLEXIBLE!

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Keys to Success

- Create a physical environment that promotes interaction
- Establish rules that guide behavior
- Provide materials that encourage persistence and attention
- Develop a routine that establishes transitions and routines.

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Intervention Procedures

- Those designed to honor the function of the challenging behavior by teaching a communicative replacement
- Those designed to enhance self-regulatory skills and DO NOT HONOR the function of a challenging behavior.

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Deciding When to Use a Communicative Replacement

- **When a teacher chooses to replace the challenging behavior with a communicative alternative, there must be general agreement that the *function of the* behavior was acceptable but the form used to achieve the outcome is unacceptable.**
- **For example, …..**

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Rejecting

A communication that produced to escape or avoid

Happens once child is engaged and wants to get out of what he is doing

Once a history of escape has become associated with an event a child may begin to anticipate

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Strategy: Request a Work Break

- **A request for a break is a communicative intervention in which the child completes a portion of an activity and then requests a break. Following the break, the child returns to the activity.**
- **A request for a break may be accomplished by using spoken, gestural, and/or graphic symbols.**

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Strategy: Choice making

- **Choice-making occurs when a child selects an item or activity from among two or more options.**
- **Choice-making occurs in all facets of our lives. We make choices between preferred alternatives (chocolate or strawberry ice cream) as well as less preferred alternatives (mow the lawn or paint the garage door).**
- **Choice-making offers control and empowerment to all individuals but may be particularly important for some individuals while engaged in socially-motivated challenging behavior.**
- **Choices can be positive reinforcers or actual tasks to be performed.**

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Ways to offer choice making….

- **Limiting the number of choices available may help children who have a difficult time choosing from a large array of options or children who are withdrawn.**
- **Offering choices throughout the day honors children's individual differences.**

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Collaboration

- The purpose of a collaboration is to increase the probability that a task will be completed.

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What the teacher can to help herself/himself

1. Find out as much as possible about the child
2. Work with the child's parents
3. Don't diagnose
4. Be consistent
5. Don't encourage learned helplessness
6. Don't discount the child's feelings or minimize his fears.
7. Make the enviroment as relaxing as possible.

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Social Emotional

1. Confidence
2. Curiosity
3. Intentionality
4. Self-control
5. Relatedness
6. Capacity to communicate
7. Cooperativeness

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Three Factors

1 **Attachment**

2 **Affiliation**

3 **Resillence**

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FLIP IT!
Transforming
Challenging Behavior

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FEELINGS
- Gently talk about feelings.
- Describe what you see
- Help him identify root feelings

LIMITS
- Remind the child about positive limits.
- Limits help children with a sense of consistency, safety & trust.

INQUIRIES
- Ask questions that promote solving problems.
- Inquiries help children think, learn and gain self-control

PROMPTS
- Positive ideas
- The goal is to teach skills that will help a child solve their own problems.

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What to Do When You
WORRY TOO MUCH

A Kid's Guide to Overcoming Anxiety

by Dawn Huebner, Ph.D.   illustrated by Bonnie Matthews

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Paul Foxman, Ph.D.
author of DANCING WITH FEAR

Using this guide, parents and other adults can show children how to handle their worries and fears. Parents also learn how to change their own reactions to help their children, and a unique chapter shows children how to help themselves.

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