

Managing Difficult Behaviors at Home

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Adapted for: Behavioral Interventions And Solutions, LLC

What!

Behavior

What is *behavior*?

Behavior is everything and anything a person does.

- Behavior can be good, bad or neither.

Why is this important?

- To decrease one behavior, you must increase another.



ABC's of Behavior

This is the process of identifying what is causing or maintaining the behavior.



Antecedent

What happens just before a problem behavior occurs?



Behavior

What the child does? (should be observable)



Consequence

How do you respond to the behavior?

Functions of Behavior

What is a behavior *function*?

- *Function* describes why a behavior is occurring.

Why is knowing the function of a behavior important?

- To decide how to react
- To get the desired effect
- To avoid making problem behavior worse

Why?

It's all fun and games
until someone figures
out the function of
your behavior.



som^{ee}cards
user card

The 4 Functions of Behavior



Sensory



Escape



Attention



Tangible



SENSORY MAINTAINED BEHAVIORS



WHAT DO THEY DO?

These behaviors provide access to sensory stimulation. It "feels good" to engage in the behavior.

Examples include: twirling hair, flapping hands, and/or making repetitive noises.

WHEN DO THEY OCCUR?

These behaviors occur at any time; in the presence OR absence of another person.

The child will engage in the behavior when there are NO demands and regardless of who is around.

HOW TO RESPOND?

These behaviors serve as their own form of reinforcement. Which can make them difficult to decrease.

If possible, block the behavior from occurring and teach a functional replacement strategy. For example: teach child to play with fidget toy instead of flapping their hands.

ESCAPE MAINTAINED BEHAVIORS



WHAT DO THEY DO?

These behaviors remove an undesired situation, person or demand.

Examples include: running away, crying, whining, procrastinating, stalling, and/or turning something off.



WHEN DO THEY OCCUR?

These behaviors occur at a time in which something is viewed as being too hard, too boring, or too loud.

The child will engage in the behavior as a way to escape from a non-preferred activity or task demand.

HOW TO RESPOND?

These behaviors serve a way to remove an unpleasant stimuli. Ensure that it is not reinforced through its permanent removal.

If possible divide the task into smaller parts, or give within activity choices. Teach the child to request a break when needed.

ATTENTION MAINTAINED BEHAVIORS



WHAT DO THEY DO?

These behaviors provide a reaction from others. They are often described as "acting-out" behaviors.

Examples include: aggression, screaming, swearing, and/or other loud or unsafe actions.



WHEN DO THEY OCCUR?

These behaviors occur at a time in which the child wants to engage in a social interaction with another person.

The child will engage in the behavior as a way to elicit attention, even if that attention is delivered in the form of a reprimand.

HOW TO RESPOND?

These behaviors serve a way to engage with another individual. Ensure that the behavior is not reinforced through giving into the behavioral demand.

If possible ignore the behavior (not the child.) Teach the child to request attention in a constructive way. Give frequent positive attention, at times of appropriate behavior.

TANGIBLE MAINTAINED BEHAVIORS



WHAT DO THEY DO?

These behaviors provide a access to highly preferred items or activities.

Examples include: not taking "no" for an answer, crying, whining, screaming or demanding that something be given to them.



WHEN DO THEY OCCUR?

These behaviors occur at a time in which the child wants access to something or something has been taken away.

The child will engage in the behavior as an attempt to receive access to a specific item or activity.

HOW TO RESPOND?

These behaviors serve a way to gain access to a desired item or activity. Ensure that it is not reinforced through your reaction and/or response.

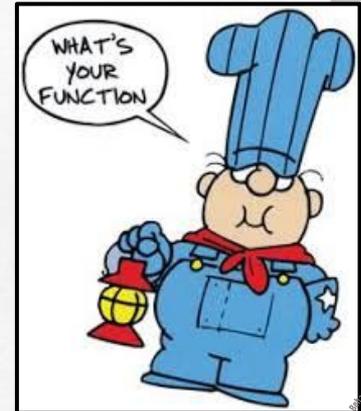
If possible do not give the child unlimited contact with the desired item. Instead teach them to ask appropriately, wait for a period of time, and/or exhibit a specific behavior, prior to granting access.

Functions of Behavior

Once I know the function of the behavior *what should I do?*

In order to decrease interfering behaviors you need to:

- Choose a response to the behavior
- Make the response immediately and consistently
- Teach a NEW behavior that gets them the same thing as the interfering behavior
- Reinforce every chance you get



Reinforcement



Positive reinforcement

- The presentation of something preferred immediately after a behavior.
- It makes it more likely that the behavior will occur again in the future.

Everyone likes to receive positive reinforcement

- Your paycheck
- A compliment
- A thank you

Reinforcement

Reinforcement should be

- Earned
- Immediate
- Descriptive
- Personalized
- Frequent



Behavior Change

Consistency:

- Once you have a plan, everyone involved in that child's life should help carry it out.
- Inconsistent use of strategies will make behaviors resistant to change.

Example: If mom follows through but dad gives in, the child will learn that sometimes the behavior gets him what he wants.

CONSISTENCY
IS 

Behavior Change

Clear Expectations



- Deliver instructions phrased as statements not questions
 - For example: “It's time to put your shoes on.” Rather than, “Can you put your shoes on?”
- Gain your child’s attention
 - Gently prompt them to stop what they are doing.
- Give instructions only one time.
 - Repeated instructions teach the child that they don’t have to listen the first time.
- Use clear, short phrases.
 - Provide additional prompts non-verbally - i.e. pointing at the thing you want your child to do next.

Behavior Change

Realistic Expectations

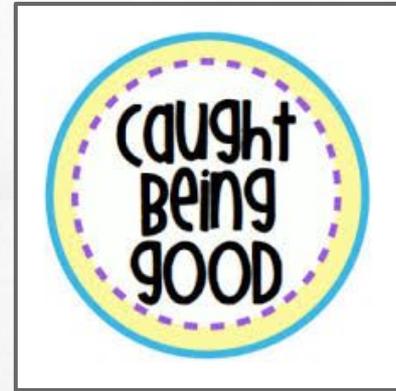
- Pick your Battles
- Avoid empty threats
- Pick one behavior at a time to change
- Look at small changes as success



Behavior Change

Catch them being good

- Find things to praise throughout the day.
- When positive behaviors are reinforced they are more likely to be repeated in the future.



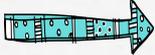
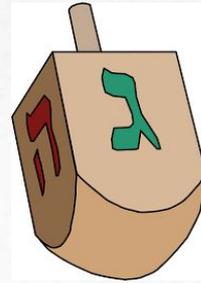
Behavior Change

Use a Schedule

- Often children do best when they have a highly-structured schedule or routine.
- Use a weekly schedule strip or calendar to display upcoming events.
- Ensure that children are given preparation before a big change.



Holiday Related Tips



Make time for fun

Holidays can be stressful for everyone.

Ensure that your not only meeting your child's needs, but also giving them some extra attention in a positive way.



Anticipate triggers

Holidays are a time of disrupted routines.

Anticipation of things to come can be “anxiety” producing.

Ensure that changes (decorations, new toys etc.) are made gradually

React to behaviors in a calm, neutral and specific manner.

Holiday Related Tips



Make a schedule

Ensure that your child is prepared for the plans at the beginning of each day.

Maintain some typical routines and normalcy wherever possible.



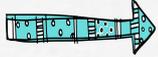
Be flexible

Sometimes even the best planned situations go awry.

Practice “being flexible” in times of calm rather than during a difficult situation.



Holiday Related Tips



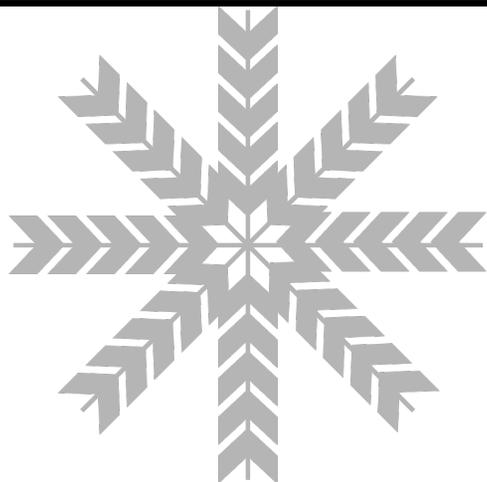
Prepare for transitions
Give extra time for transitions
Give transitional warnings



Prepare for travel
Practice and role-play social scenarios
Arrive to destinations early
Bring preferred items with you (i.e. ipad, tablet, headphones)



Behavior Management Challenge



1 Talk to a family member about what you learned in the “Managing Difficult Behaviors” slides.

2 Take ABC data on one of your child’s behaviors and try to determine the function of the behavior.

3 Use the replacement behavior sheet to come up with a functional replacement for the challenging behavior from the previous day.

4 Discover a new reinforcer that your child might like, using the preference assessment inventory sheet.

5 Practice giving positive praise to your child every half hour throughout the course of the day today.

6 Decide on a new visual strategy to implement at home. Use the sheet to find ideas and resources.

Instructions: To participate in this 6-day Behavior Management Challenge:

- **Attend “Managing Difficult Behaviors at Home” workshop or review PDF copy of the slides.**
- **Print a copy of the calendar and 6 accompanying worksheets.**
- **Participate in daily challenge activities.**
- **Watch positive behavior change occur!**



Behavior Management Challenge

Day 1

Talk to a family member about what you learned in the “Managing Difficult Behaviors” slides.

Review the ABC's of Behavior

What does antecedent,
behavior and
consequence stand for?

Discuss the Functions of Behavior

What are the 4 main
functions, and why are
they important to
understand?

Explain Positive Reinforcement

What effect does
positive reinforcement
have on behavior?

Behavior Management Challenge

Day 2

Take ABC data on one of your child's behaviors and try to determine the function of the behavior.



ABC Data Sheet

Setting	Antecedent	Behavior	Consequence	Possible Function
Where did the behavior occur?	What happened immediately before the behavior?	Describe what the behavior "looks" like?	What happened immediately after the behavior?	Circle one of the four functions below.
Date: Time: Location: Activity:	<input type="checkbox"/> Given a demand or direction <input type="checkbox"/> Change in routine occurred <input type="checkbox"/> Denied access to preferred item/activity <input type="checkbox"/> Other: <input type="checkbox"/> Transitioned to new activity <input type="checkbox"/> Preferred activity ended <input type="checkbox"/> Child was alone/No interaction	<input type="checkbox"/> Yelling <input type="checkbox"/> Screaming <input type="checkbox"/> Whining <input type="checkbox"/> Aggression (hit, kick, bite, etc.) <input type="checkbox"/> Property Destruction (throwing items, ripping materials, swiping a surface, etc.) <input type="checkbox"/> Other: <input type="checkbox"/> Running away <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Flopping to the floor <input type="checkbox"/> Crying	<input type="checkbox"/> Ignored <input type="checkbox"/> Reprimanded <input type="checkbox"/> Given choice <input type="checkbox"/> Escaped from requested demand <input type="checkbox"/> Allowed access to desired item or activity <input type="checkbox"/> Removed item <input type="checkbox"/> Other: <input type="checkbox"/> Timeout <input type="checkbox"/> Attention given <input type="checkbox"/> Redirected <input type="checkbox"/> Prompted to take break	Gain attention Gain access to a tangible item or activity Escape from a demand Gain sensory input
Date: Time: Location: Activity:	<input type="checkbox"/> Given a demand or direction <input type="checkbox"/> Change in routine occurred <input type="checkbox"/> Denied access to preferred item/activity <input type="checkbox"/> Other: <input type="checkbox"/> Transitioned to new activity <input type="checkbox"/> Preferred activity ended <input type="checkbox"/> Child was alone/No interaction	<input type="checkbox"/> Yelling <input type="checkbox"/> Screaming <input type="checkbox"/> Whining <input type="checkbox"/> Aggression (hit, kick, bite, etc.) <input type="checkbox"/> Property Destruction (throwing items, ripping materials, swiping a surface, etc.) <input type="checkbox"/> Other: <input type="checkbox"/> Running away <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Flopping to the floor <input type="checkbox"/> Crying	<input type="checkbox"/> Ignored <input type="checkbox"/> Reprimanded <input type="checkbox"/> Given choice <input type="checkbox"/> Escaped from requested demand <input type="checkbox"/> Allowed access to desired item or activity <input type="checkbox"/> Removed item <input type="checkbox"/> Other: <input type="checkbox"/> Timeout <input type="checkbox"/> Attention given <input type="checkbox"/> Redirected <input type="checkbox"/> Prompted to take break	Gain attention Gain access to a tangible item or activity Escape from a demand Gain sensory input
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Behavior Management Challenge

Day 3

Use this replacement behavior sheet to come up with a functional replacement for the challenging behavior from the previous day.

If your child is engaging in a sensory behavior; don't restrict movement, instead...

Sensory



Fill the environment with stimulating objects and activities. Offer items that match the type of sensory input your child is seeking.

If your child is engaging in an escape behavior; don't remove the demand completely, instead...

Escape



Offer an easier task, shorten the activity or give controlled choices. You can also provide frequent breaks throughout the activity.

If your child is engaging in attention seeking behavior; don't address them directly, instead...

Attention



Give the child attention any time they engage in positive behavior or after the problem behavior has not occurred for a period of time.

If your child is engaging in a behavior to gain access to an item; don't give it to them, instead...

Tangible



Provide the desired item or activity following an appropriate request or after the problem behavior has not occurred for a period of time.

Behavior Management Challenge

Day 4

Discover a new reinforcer that your child might like, using the preference assessment inventory sheet.



Preference Assessment Interview

Instructions: Please put a check in the column that matches your child's specific likes and dislikes for each item. List specific brands or details about each item in the last column if applicable. There is space at the end of this form to add any other items that were not on this list.

Food Preferences					Activity Preferences				
Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)	Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)
Candy/Gum					Reading Books				
Crackers					Puzzles				
Cookies					Playing Games				
Chips					Drawing				
Fruit					Craft Activities				
Veggies					Cooking				
Ice Cream					Taking Walks				
Chicken					Listening to Music				
Hamburgers					Playing with Balls				
Hotdogs					iPad/Computer/TV				
Pizza					Legos				
French Fries					Blocks				
Fruit Snacks					Water Play				
Yogurt					Play-Dough				
Cheese					Playing with Cars				
Pretzels					Bubbles				
Drink Preferences					Scent Preferences				
Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)	Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)
Soda					Foods				
Milk					Soap				
Juice					Flowers				
Coffee					Grass				
Hot Chocolate					Candles				
Movement Preferences					Visual Preferences				
Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)	Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)
Running					Mirrors				
Jumping					Bright Lights				
Spinning					Shiny Objects				
Dancing					Spinning Objects				
Swinging					Long Objects				
Auditory Preferences					Social Preferences				
Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)	Item:	Loves Item	Likes Item	Does NOT Like Item	Notes: (Types, brands, etc.)
Music					Clapping				
Whistles					High-Fives				
Sirens/Alarms					Tickles				
Clicking Noises					Praise				
Funny Voices					Singing				

Created By: Dana Howell, MEd, BCBA, LABA

Practice giving positive praise to your child every half hour throughout the course of the day today.

Positive Praise MADE EASY

**START
WITH
CHILD'S
NAME**

**MENTION A
SPECIFIC
BEHAVIOR**

**CONCLUDE
WITH A
POSITIVE
LABEL**

For Example: KATE, I like the way you PUT YOUR SHOES ON. That was very INDEPENDENT of you.

Positive Label Word Bank

hardworking

responsible

friendly

careful

polite

thoughtful

brave

honest

helpful

kind

cooperative

patient

flexible

Behavior Management Challenge

Day 6

Decide on a new visual strategy to implement at home.
Use the sheet to find ideas and resources.

There are many types of
visuals that can support
language and learning

These include:

- choice boards
- timers
- schedules
- task sequences
- first/then boards
- communication books
or devices

Try these two great apps:



Time Timer -
Visual Timer App

Choiceworks-
Visual Schedule
App



Visual Resources



Smarty Symbols - <https://smartysymbols.com/>



Teachers Pay Teachers
<https://www.teacherspayteachers.com/>



BIAS - <https://biasbehavioral.com/>