**Challenging Behavior - Definition:** (Chandler & Dahlquist, 2010)

Behavior that:

|  |
| --- |
|  |
|  |
|  |

**Common Behavior Problems:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

* Behavior is NOT random – there is always a reason
	+ What’s motivating Sam to push?
	+ What’s motivating the children who aren’t lining up?
* Once we know the reason, we can control it
	+ How can we get the class to co-operate better?
	+ How can we reduce the frequency of pushing?

**Possible Reasons Why Individuals Engage in These Behaviors:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

**Why are Some Individuals More at Risk?**

|  |  |
| --- | --- |
|  |  |
|  |  |

*\*\*Since we know why children are at risk, our goal is to be proactive and create environments to decrease the likelihood of its occurrence\*\**

Therefore: These skill deficits need to be determined

Then these skills need to be taught!!!

**Some Differences Between Then and Now (Current ABA vs Past ABA):**

|  |  |
| --- | --- |
| **Current ABA Practice** | **Past ABA Practice** |
|  |  |
|  |  |

**Beginning the Assessment:**

The primary functions of behavior are to either access or escape/avoid a particular environmental stimulus.

|  |  |
| --- | --- |
| **Access** | **Escape/Avoid** |
|  |  |
|  |  |

**Classifying the Main Functions of Behavior – Why Does Behavior Occur?**

|  |  |  |  |
| --- | --- | --- | --- |
| S |  |  |   |
| E |  |  |  |
| A |  |  |   |
| T |  |  |   |

NOTE: A behavior can serve multiple functions

**Why Spend So Much Time Discussing the Function of Behavior?**

|  |
| --- |
|  |
|  |

**Why is it Important to Assess the Underlying Function?**

|  |
| --- |
|  |
|  |
|  |

**Remember:**

|  |
| --- |
|  |
|  |
|  |
|  |

**Communication as a Function:**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Examples:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Determining Function:**

**Before Proceeding, Consider the Following:**

|  |
| --- |
|  |
|  |
|  |
|  |

**Developing a Behavioral Intervention Plan:**

|  |
| --- |
|  |
|  |
|  |
|  |

**ABC Charts:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

**ABC Recording – Example:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time** | **Antecedent** | **Behavior** | **Consequence** |
|  |  |  |  |  |

|  |
| --- |
|  |
|  |
|  |
|  |

**References**

* Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education.
* Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C., & Smith, C. E. (1994). *Communication-based intervention for problem behavior: A user's guide for producing positive change.* Paul H Brookes Publishing.
* Chandler, L. K., Dahlquist, C. M. (2015). *Functional assessment: strategies to prevent and remediate challenging behavior in school settings* (4th Edition). Pearson Education.