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

Behavior that:

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**Common Behavior Problems:**

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* 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:**

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

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*\*\*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):**

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| --- | --- |
| **Current ABA Practice** | **Past ABA Practice** |
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**Beginning the Assessment:**

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

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| **Access** | **Escape/Avoid** |
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**Classifying the Main Functions of Behavior – Why Does Behavior Occur?**

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

NOTE: A behavior can serve multiple functions

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

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

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**Remember:**

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**Communication as a Function:**

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**Examples:**

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**Determining Function:**

**Before Proceeding, Consider the Following:**

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**Developing a Behavioral Intervention Plan:**

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**ABC Charts:**

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**ABC Recording – Example:**

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

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