

Preventing Challenging Behaviors at Home

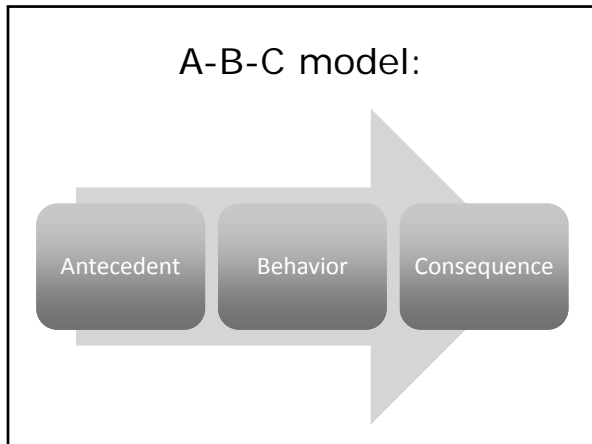
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At the end of our time...

- Better understanding:
 - Why behaviors start and continue
 - The Pause
 - Proactive interventions
 - Social Stories

The ABC's of Behavior

Why do behaviors start?
AND
What keeps them going?

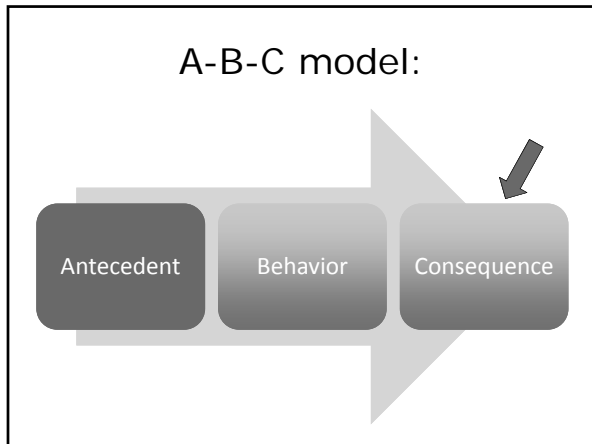


A-B-C

- **Antecedent:** Situation or event that cues the behavior
- **Behavior:** The response
- **Consequence:** What happens after the behavior (The consequence will determine the likelihood of the behavior occurring again)

Why?

| | |
|--------------------------------|---------------------------------|
| Obtain something/get something | Escape/ Get away from something |
|--------------------------------|---------------------------------|



What to do?

1. Determine the function of the behavior
2. Proactive/ preventive changes or "interventions"
3. Is the behavior actually changing? If not, pause and ask why.

So they WANT something...

- Pre- specified reinforcement (attention or object)
- Preferred item as distractor (object)
- Schedules (attention or object)
- Contingent Attention (attention)

Sensory needs*

Pre- Specified Reinforcement

- Evidenced based practice
- First/ Then
- Start slow and build
- Start this in when it doesn't really matter... remember you are laying new tracks

Pre- Specified Reinforcement

- Reinforcing compliance as a whole
- Setting stage for delayed reinforcement
- Visuals help (and not just for younger children)



Preferred item as distractor

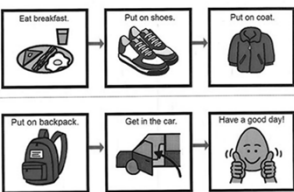
- Evidence based
- Make it as natural as possible
- Keeps hands busy
- Helps with children who prefer "objects"
- All ages!




Schedules

- Evidence based practice
- Routine- based
- Addressing the function of “obtaining”- this is a great way to “add in” what is trying to be obtained!
- Obtaining attention*
- Obtaining object
- Obtaining sensory

Morning Schedule



*Add predictability
*Visual support



Contingent Attention

- For the child who is communicating that the function of their behavior is attention
- Re- wire/ re- track how that is going to happen
- What does attention “look” like?
- Teaching involved here...
- Catch them being good or at least not engaging in challenging behavior!

Addressing the Function: Escape

- Choice
- Collaboration
- Schedules
- Functional Communication



Choice as an intervention:

- Evidence based practice that provides the function of the behavior: escape
- Not much opportunity for choice during the day
- Look for opportunities to provide choices during times that do not matter!



or



Choice...

- Must be offered BEFORE the challenging behavior
- Must be limited and in your control- only 2 options!
- Starting out, practice with 2 preferred items and reinforce the choice making behavior
- Slowly change the criteria towards what you need...

Collaboration

- Can be combined with other interventions
- Allows for escape
- Task: clean up “you pick up the trucks and I’ll pick up the blocks”
- Task: reading for 10 minutes “You read the odd pages, I’ll read the even?”



Social Stories

According to Gray (2010) 'a **Social Story** describes a situation, skill, or concept in terms of relevant **social** cues, perspectives, and common responses in a specifically defined style and format.



Parent goals...