



WHAT WE KNOW WORKS: CHALLENGING BEHAVIOR

WEBINAR WORKSHEET

About this webinar:

Challenging behavior comes in many forms, and can often interfere with day-to-day life for the child and family. Participants in this one-hour webinar will learn the primary reasons children engage in challenging behavior, strategies to address the challenging behavior at home and in the community, and tools to help the child learn new skills.

Purpose of this worksheet:

This worksheet is a tool you can use during the webinar to take notes about how you can apply the information you learn.

The content included is general information and is not specific medical or behavioral advice. The information provided may not work for every child with autism or their family. We recommend working closely with your child's doctor(s), therapist(s), and/or educator to discuss how the ideas shared may be individualized to meet your child's needs. If you have an urgent concern or emergency, call 911 or go to the nearest emergency room right away.

Challenging Behavior

INFORMATION REVIEW

Below are key things to remember that we discussed during this webinar. This information will serve as a reference for you as well as help you think about how you can use this information to guide your interactions with your loved ones.

Socially significant behaviors:

“Improve the day to day life experience of the participants and/or affect their significant others (parents, teacher, employers peers) in a way that they behave more positively with and toward the participant.” Cooper, Heron, & Heward (2007)

Behavioral framework: A-B-C’s of behavior:

Setting Events	Antecedent	Behavior	Consequence
An internal or external factor that makes it more or less likely that a behavior will occur.	An environmental condition or stimulus change existing or occurring prior to a behavior of interest	Activity of living organisms, everything that people do. (Defined in objective terms)	A stimulus change that follows a behavior of interest.
John got up two hours early this morning John is playing with his favorite toy	John is playing with his favorite cars and has them set up the way he likes them. His brother comes over to join him and moves several of his cars.	John screams 'No! My cars!' and hits his brother then grabs the cars.	John’s brother yells for his Mom, gets up and walks away. Leaving John to put his cars back the way he likes them.

Key Point – Challenging behavior is often the child’s best effort to get needs met. It is our responsibility as adults to help support the child to learn more appropriate skills, and to adjust the environment and our responses.

Challenging Behavior

ASK YOURSELF

Below are the steps to addressing challenging behavior and some questions that you can answer as we go through this webinar. This will help you apply the information you have learned with your own child.

Step 1: What is the target behavior I would like to see change?

Step 2: How can I define the behavior in observable and measurable terms? (eg: John screams, hits, and grabs toys every time his brother joins him when he is playing with his favorite toys.)

Does my child demonstrate a precursor behavior (early warning sign) before the problem behavior? If yes, describe:

Step 3: What is the primary reason my child engages in this behavior? Circle the most likely reason.

To obtain (get):

An item or activity

Attention

Access to sensory input/activity

To escape (get out of):

A demand/request

Attention

Sensory input

- **What are common antecedents? Things that happen just before my child demonstrates the target behavior?** (Common antecedents are 1) demand or expectation that exceeds my child's current skill or is unclear, 2) expectation to wait for desired item/activity, 3) internal/biological triggers, 4) lack of structure or predictability, 5) unmet need, and 6) desire for attention



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- **What are common consequences to my child’s behavior?** How do I respond? How do others respond? How do these consequences contribute to my child continuing to demonstrate this behavior?

Step 4: Develop a plan for addressing the challenging behavior.

Define the behavior: _____

Hypothesized function of behavior: _____

