

Staff Guide on Dealing with Children who exhibit Challenging Behavior

- Step 1:

- Have you?

- Formed a relationship with the child and family?
 - Provided a consistent schedule and routine?
 - Made sure the child is engaged throughout the day?
 - Used visual aids in the classroom?
 - Evaluated your environment?
 - Reflected on your temperament and that of the child? Is it a good fit? If not, what can you do to make it so?
 - Thought about the child in terms of not being able to do something vs won't do it.
 - Determined if the behavior is a challenge for the child or a challenge for you?

- Step 2:

- Behaviors that require intervention are those that are: frequent, intense and have a long duration.

- Have you?

- Gathered Data, it is the foundation of intervention and strategies!
 - Time logs for duration of behavior
 - Check marks for frequency of behavior
 - Rating scale to assess intensity

*Parents need to be made aware that the child is presenting with challenging behavior.

*Data is the foundation of intervention and strategies

- Step 3
- Figure out the function of the behavior.
 - ABC
 - A – antecedents (triggers)
 - B – Behavior Difficulties
 - C – Consequences
 - This is a functional behavior assessment.

*Discovering the reason for the behavior is the key to replacing the behavior or reducing the behavior.

- Step 4
- Work on short term goals that will lead to long term goals.
 - SMART Goal Setting
 - S – specific
 - M – measurable
 - A – achievable
 - R – relevant
 - T – time limited

- Step 5
- Prepare to create a behavior plan
 - Involve the family
 - Approach from a strength base
 - Complete a functional behavior assessment

- Step 6
- Create a behavior plan
 - 6 steps to a behavior plan
 - Agree on targeted behavior
 - Gather information – data
 - Develop a theory on cause, purpose of the behavior
 - Create a response strategy
 - Create implementing strategy
 - Revisit the plan
- Extinction Burst: new strategies are used with a child, the child's behavior worsens before it improves