

Understand behaviour

Before the behaviour
Setting conditions (most likely):

2

Triggers:

Challenging Behaviour
Description:

1

Intensity:
Duration:
Frequency:

Response to the behaviour
How do others typically react? How does the person respond?

3

Identify the function

The person is trying to...

GET

GET AWAY

SENSORY

ATTENTION

TANGIBLE
Object &/or activity

4

Possible purpose of the challenging behaviour

What do you think they are trying to say?

How do you think the person is feeling?

Why are they using this behaviour instead of something more helpful?

Proactive plan for intervention

Prevention & stress reduction
Matched Setting Condition Strategies

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Matched Trigger Strategies

Teach quick replacement behaviour

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Teach longer term new skill

Plan to Reinforce replacement behaviour / new skill

What?
When?
How often?

7

Reactive Strategies (see Response Plan)
Review date:

Understand behaviour

Before the behaviour

Setting conditions (most likely):

Write all of the stressors in the day that make the behaviour more likely to happen (but don't cause or trigger it) such as particular people, places, activities or health issues. For example; a change of routine, a busy social environment, uncomfortable sensory stimuli, feeling unwell etc.

Triggers:

Write the things that happen just before the behaviour that seemed to set it off. For example; a difficult request, stopping a preferred activity, saying 'no' or upsetting thought.

Challenging Behaviour

Description:

Describe one behaviour you want to work on. Try not to use vague words like 'naughty' and stick to clear descriptive words, eg. Screaming loudly, hitting, biting. Give as much detail as you can. Ideally someone will have a good idea of what the behaviour looks like from your description. A clear description will allow someone who has never seen the behaviour to act it out accurately.

Intensity: rate how severe or what impact

Duration: how long does the episode last

Frequency: how many times does the behaviour happen in an hour, or a day or a week

Response to the behaviour

How do others typically react?

Describe the things that others who support the person typically do in response.

For example; tell them off, distract or ignore them, take something away, other kids laugh, and...

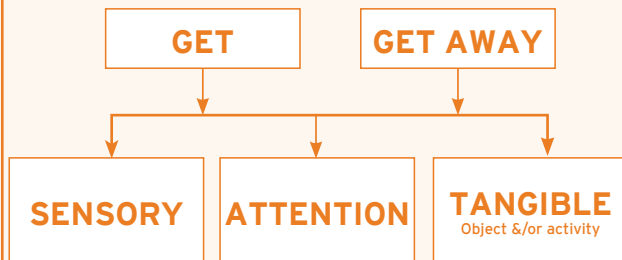
How does the person respond?

Describe how the person responds to what others do.

For example: get angry, calm down, run away etc This gives clues as to why the behaviour continues to occur.

Identify the function

The person is trying to...



Possible purpose of the challenging behaviour

Why are they using this behaviour instead of something more helpful?

For example: Because they haven't yet learned the skills to communicate another way when they are upset

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For example: Because they haven't yet learned the skills to communicate another way when they are upset

What do you think they are trying to say?

How do you think the person is feeling?

Proactive plan for intervention

Prevention & stress reduction

Matched Setting Condition Strategies

Try to develop an environment & interactions that prevent challenging behaviour and reduces stress. This might include:

- General strategies such as giving more predictability, choice, managing the sensory environment, lowering demands for a while, giving breaks or increased access to preferred activities.
- Strategies that are matched or linked to the settings and triggers found in your assessment (box 2). The aim is to adapt or avoid these known stressors

Matched Trigger Strategies

Teach quick replacement behaviour

Write down what positive behaviour you would like the person to do instead of the challenging behaviour (that gets their needs met).

This might be something they can already do (a quick replacement behaviour). This new positive behaviour should be as easy to do, get the same or better outcomes and work to achieve the same outcome (based on the function) every time!

Teach longer term new skill

If the individual is not able to perform a new behaviour then this skill will need to be taught over time. Use a structured skills teaching approach to plan who / how / when the skill will be taught.

Plan to Reinforce replacement behaviour / new skill

What? What will you use as a reinforcer e.g. praise, quality time, phone credit, tokens.

When? Think about the timing of the reinforcement. Does it need to be immediate or can the person tolerate a delay.

How often? Start with giving the reinforcement every time and then slowly fade to less often.

Reactive Strategies (see Response Plan)

Review date: