

Assessing and Treating Challenging Behavior in Individuals with Autism Spectrum Disorder and other Developmental Disabilities

Lauren Moskowitz, PhD

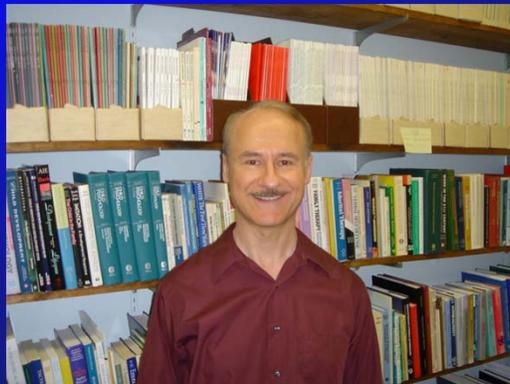
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This talk is dedicated to my mentor
Edward (Ted) Carr
1947-2009



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What Is “Challenging behavior”?

- Aggression
- Self-injury
- Property destruction
- Tantrum behavior
- Disruptive Behavior
- Noncompliance
- Repetitive behavior/stereotypy



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Why Is Challenging Behavior Important to address?

- Prevents full community integration (home/school/employment)
- Demoralizes family members (parents/siblings) and teachers
- Increases likelihood of institutionalization (loss of choice/dignity)
- Rejection by others (social isolation/no friends)
- Damages self-esteem (shame/regret)

Summary: Destroys quality of life

How Do We Understand Challenging Behavior?

1) Behavior is learned

2) Behavior is functional

- Behavior serves a purpose



3) Behavior depends on context... it doesn't occur in a vacuum!

Challenging Behavior serves a Function

- ❑ Children engage in challenging behavior because it **pays off** – it serves a FUNCTION or PURPOSE
- ❑ Challenging behavior persists because it meets an **immediate need**
- ❑ Behaviors persist because children want/need to...

<u>Get something</u>	<u>Escape/avoid something</u>
<ul style="list-style-type: none"> •Obtain parent/peer/staff attention •Obtain preferred items or activities <ul style="list-style-type: none"> •Obtain sensory stimulation 	<ul style="list-style-type: none"> •Escape or avoid demands •Escape/avoid social interaction <ul style="list-style-type: none"> •Escape/avoid anxiety •Escape/avoid sensory stimulation
(Positive Reinforcement)	(Negative Reinforcement)

Challenging behavior = Communication

▪ Functions of Communication

- **Request object, activity, person** (e.g., “I want the book”)
- **Request help or assistance** (e.g., “I need help”)
- **Obtain attention** (e.g., “Look at this!” or “Talk to me!”)
- **Request social interaction** (e.g., “Can I play with you?”)
- **Request information** (e.g., “How much longer do we have?”)
- **Request sensory stimulation** (e.g., “This motion makes me feel calm”)
- **Escape demands** (e.g., “I don’t want to do this work”)
- **Escape activity** (e.g., “I don’t like this; I need a break”)
- **Escape a person** (e.g., “I don’t want you to talk to me”)
- **Escape anxiety** (e.g., “This makes me anxious; I need to get out of here!”)
- **Escape sensory stimulation** (e.g., “This noise is too loud”)
- **Comment** (e.g., “I like you” or “Look at that airplane”)
- **Protest** (e.g., “No, I don’t want to do that”)
- **Reassurance/predictability** (e.g., “I’m afraid, I need consistency”)



The Problem with Nonfunctional Interventions

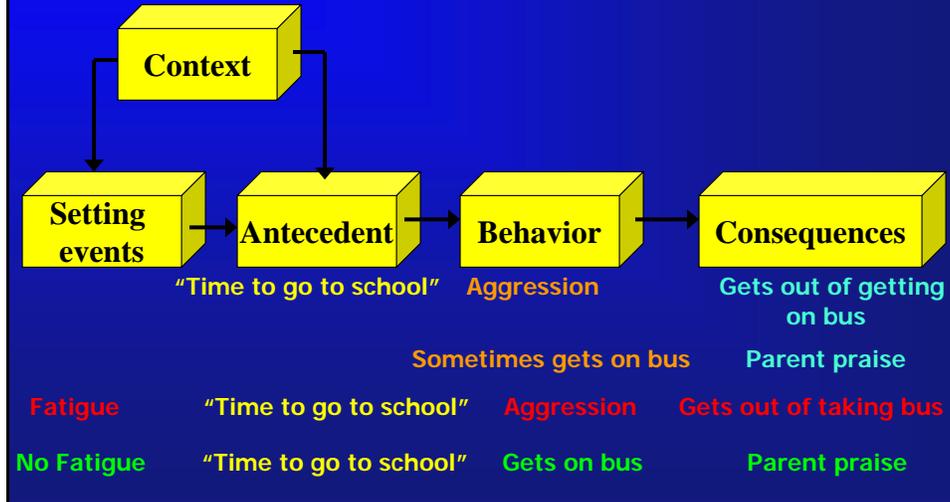
“If we select an intervention based on the child’s behavior only, and ignore the environmental reasons, we can - at best - stop the behavior temporarily

We cannot stop it for good because the reasons for it continue to exist”

- Ted Carr

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Challenging Behaviors Depend on Context



Functional Assessment of challenging behavior

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How do we conduct an FBA?

- **Interviews**
 - Multiple informants
 - e.g., Functional Assessment Interview (FAI) (O'Neill et al., 1997)
- **Direct observation**
 - Conduct across multiple settings, multiple observers
 - e.g., scatterplot, ABC chart
- **Checklists and Questionnaires**
 - Motivation Assessment Scale (MAS) (Durand & Crimmins, 1988)
 - Functional Assessment Checklist (FACTS) (March et al., 2000)
 - Setting Events Checklist (Gardner et al., 1986)
 - Contextual Assessment Inventory (CAI) (Carr et al., 2008)
- **Functional analysis**
 - Experiment to verify function of behavior (Iwata et al., 1994)

For more tools, see

<http://www.kipbs.org/kmhpbs/resources/functional-assessment.html>

Functional Assessment: Example of Some Interview Questions

- ✓ In clear, concrete, observable terms, what is the behavior?
- ✓ Where, when, & with whom does it occur most often?
- ✓ Is the behavior triggered by specific events or conditions?
- ✓ Are expectations for this person realistic?
- ✓ Does the environment provide opportunities for achievement, control, & mastery?
- ✓ Does the environment support self-efficacy & self-esteem?
- ✓ Does the person know a better way (sometimes behave & cope well)? Under what circumstances?
- ✓ Does the person need to develop new skills (a better way)? What skills are needed?
- ✓ How can we motivate this person?

See *Functional Assessment Interview (FAI)* by O'Neill et al. (1997); get free adapted versions of the FAI at:
<http://flpbs.fmhi.usf.edu/revision07/tertiary/FAIForm%206.5.06.pdf>
http://www.kipbs.org/new_kipbs/fsi/behavassess.html

FBA: Example Excerpt from Interview

After identifying the problematic context, identify the specific situations that set off challenging behavior

Example Problematic Context : *Having to wait*

- **What specific activity is most/least likely to cause CB?**
 - Example: Having to wait in line at the grocery store.
- **With whom is the CB most/least likely to occur?**
 - Example: Having to wait in line at the grocery store with father.
- **In what setting is the CB most/least likely to occur?**
 - Example: Having to wait in line at Trader Joes.
- **During what time of day is the CB most/least likely to occur?**
 - Example: Having to wait in line at the grocery store after school.
- **How do you respond to the CB?**
 - Example: Leave the grocery store.
- **What is your child's reaction to your response?**
 - Example: He calms down after leaving the store.

Hypothesis?

Example A (Excerpt from Interview)

When I'm doing individual work with Val, she does very well but when I move on to work with other children, she becomes disruptive and may strike another child. Also, I noticed that when the speech pathologist comes in to talk to me or to observe the class, Val puts on quite a show. She'll spit or swear or grab things off the table and throw them. When she's acting like this, we'll lay down the law and tell her that we won't allow this kind of thing in our classroom and that she'd better start to act more like a young lady.

Communication-Based Treatment of Severe Behavior Problems (1993)
By Edward G. Carr, Gene McConnachie, Len Levin, & Duane Kemp

Example of Scatter Plot

Functional Assessment Scatterplot

Student: Myree Grade: 6th School: John B. Lynn
 Date(s): 10/4/97 to 10/8/97 Observer(s): Dennis
 Behavior(s) of concern: disrupts class w/inappropriate comments and verbal threats directed at peers.
 Setting: _____

ACTIVITY	TIME	DAY OF THE WEEK					TOTAL
		Monday	Tuesday	Wednesday	Thursday	Friday	
Math	9:20 – 10:10	II	I THL THL	THL III	III	THL	29
Science	10:10 – 11:00	II		I	I		4
Social Studies	11:00 – 11:50		I				1
English	11:50 – 12:30	I	I THL	I THL		II	15
Lunch	12:30 – 1:00						0
Health/P.E.	1:00 – 1:50						0
Art	1:50 – 2:40						0
Total		5	18	15	4	7	49

<http://cecp.air.org/fba/problembehavior2/Appendix%20A.PDI>

FBA: Example of ABC Chart

Antecedent	Behavior	Consequence	Most likely function?
Mother is on the phone (not talking to Eddie)	Eddie yells	Mother says, "Eddie, I'm on the phone."	
Mother asks Eddie to do math homework.	Eddie yells	Mother stops interacting with Eddie and leaves him alone.	
Five minutes before dinner time, Tom's mother walks into kitchen	Tom walks into the kitchen and starts crying & screaming	Tom's mother immediately gives him one of his favorite foods	
Going to library. Mother says, "Let's go inside."	Jen screams, kicks, and drops to the floor	Mother picks Jen up and carries her into library	

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Functional Assessment: Example of Questionnaire (MAS)

2. Does the behavior occur following a request to perform a difficult task? 6-Always
3. Does the behavior seem to occur in response to your talking to other persons in the room? 2-Seldom
4. Would the behavior ever occur to get a toy, food or activity that this person has been told he/she can't have? 2-Seldom

MAS (Durand & Crimmins, 1988)

SCORING				
	Sensory	Escape	Attention	Tangible
	1. <u>0</u>	2. <u>6</u>	3. <u>2</u>	4. <u>2</u>
	5. <u>0</u>	6. <u>4</u>	7. <u>3</u>	8. <u>4</u>
	9. <u>0</u>	10. <u>5</u>	11. <u>5</u>	12. <u>1</u>
	13. <u>0</u>	14. <u>5</u>	15. <u>6</u>	16. <u>3</u>
Total Score =	<u>0</u>	<u>20</u>	<u>16</u>	<u>10</u>
Mean Score =	<u>0</u>	<u>5</u>	<u>4</u>	<u>2.5</u>
Relative Ranking =	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>

From Crimmins, Farrell, & Smith (2007) Tutorial presented at the 4th International Conference on Positive Behavior Support

Examples of Antecedents Typically Observed in Schools

- Given specific assignment or type of work to do
- Being teased, called names, verbally abused, or berated
- Victim of physical aggression, threat, or provocation
- Told no after asking for something
- Frustration or failure on a task
- Task demands exceeded perceived or actual capacity or endurance
- Interruptions, especially during preferred activity
- Waiting
- Performing boring or tedious tasks
- Transitions between activities
- Interaction with a specific person (teacher, principal, peer)
- Crowded conditions, loud noise, or other (over)stimulation
- Reprimanded or redirected

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Example of Setting Events

**Positive Strategic
Setting Events Checklist**

Student: _____ Date: _____
 Behavior: _____ Location: _____ Time: _____

Instructions: Check the appropriate column for events according to their time frame. For longstanding influences, note only those that contribute to the current incident or behavior.

Setting Events (by type)	Timeframe in relation to problem behavior			
	Same day	Day before	Within week	Long-Standing
Physical				
Meal time changed or meal missed				
Sleep pattern (including duration) atypical or insufficient				
Medications changed or missed				
Medication side effects				
Appeared or complained of illness				
Appeared or complained of pain or discomfort				
Allergy symptoms				
Seizure				
Chronic health condition				
Other (specify):				
Learning and self-regulation				
Specific disability (specify):				
Learning difficulties (specify):				
Low frustration tolerance/impulsive				
Short attention span				
Poor organizational or planning skills				
Anger management problems				
Atypical sensory needs				
Other (specify):				
Social-emotional				
Anxious				
Irritable or agitated				
Depressed, sad or blue				
Experienced disappointment (specify):				
Refused a desired object or activity				
Disciplined or reprimanded, especially if atypical				
Fought, argued, or had other negative interaction(s)				
Difficulty with peers(s) (specify):				
Chronic/local stress at home or community (specify):				
Other (specify):				
Environment and routines				
Routine was altered, change in activity, order, pacing				
Routine was disrupted				
Change in caregiver or teacher				
Absence of preferred caregiver or teacher				
Was "made" to do something				
Change in school placement (specify):				
Changes in living environment (specify):				
Other (specify):				

Wechsler Institute for Human Development/UCIE, revised 2004
Adapted from Gardner, Cook, Davidson & Kern (1998)

Example Hypothesis: Sam

Sam engages in **disruptive behavior** when asked to **complete independent seatwork** because, when he does, he **avoids (escapes)** having to complete the work. This is more likely to happen **during afternoon classes**, particularly when he **hasn't slept well the previous night**.

Intervention for challenging behavior (based on functional assessment)

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How Do We Treat Challenging Behavior?

- Key idea: assessment is linked to treatment
- **Prevention Strategies**
 - Antecedent Strategies
 - Setting Event Strategies
- **Replacement Strategies**
 - Communication Skills (i.e., FCT), Coping Skills, Academic Skills, Daily Living skills, Problem-Solving, etc.
- **Response Strategies**
 - Consequence-based strategies
 - Positive Reinforcement
 - Extinction
 - Differential Reinforcement (DRA, DRI, DRO, DRL)
- Typically, these are combined to increase effectiveness

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Prevention Strategies: Increase Predictability - Visual Schedules

- Helps make the environment, activities & tasks more predictable, less overwhelming
- Enhances sense of control over environment; promotes independence
- Reduces stress, uncertainty, anxiety
- Helps child prepare for transitions, preview what is coming next
- Builds on child's strengths



McClannahan & Krantz (1999); Mesibov, Browder, & Kirkland (2002)

Prevention Strategies: Increase Predictability – Timers/Countdowns

- Advanced warnings: Used to alert child of end of activity
 - Provides child with time to prepare
 - Prevents/reduces anxiety, frustration associated with transitions
 - Makes transition a gradual process, instead of abrupt ending
 - Increases predictability, provides greater sense of control



Dettmer, Simpson, Myles, & Ganz (2000); Mace, Shapiro, & Mace (1998)

Prevention Strategies: Increase Predictability - Priming

- ❑ **Previewing** future events, materials, or learning activities on a 1:1 basis, under relaxed conditions, so they become more predictable
- ❑ **Effective** for children for whom group instruction may be overwhelming
 - ❑ e.g., parents read story at home the night before
 - ❑ E.g., **Video priming**
 - ❑ e.g., Carried camera through transition setting to show the environment as the child would see it when progressing through the transition

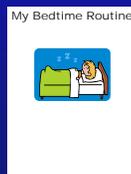
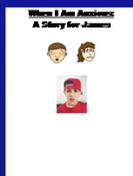


Priming: Wilde, Koegel, & Koegel (1992)
Video priming: Schreibman, Whalen, & Stahmer (2000)



Prevention Strategies: Social Stories

- **Written stories, sometimes illustrated, that give the child information on social topics**
- **Used to develop better understanding of social expectations, provides coping techniques for difficult social situations**
- **Written from the child's perspective, describes situation/skill/concept, gives child relevant cues, perspectives of others, and common responses**
- **Read on multiple occasions prior to the situation.**



Kuttler, Smith Myles, & Carlson (1999); Ozdemir (2008)

Prevention Strategies: Provide Choices



- Provide frequent opportunities to make choices

- Enhances sense of control
- Child learns to become an active participant, rather than a passive, helpless bystander
- Increases motivation to participate & behave well



Shogren, Faggella-Luby, Bae, & Wehmeyer, (2004)

Prevention Strategies: Embedding

- Intersperse highly preferred, easy tasks among more difficult & disliked ones
- Benefits:
 - Increases opportunities to experience success
 - Enhances motivation

Example:

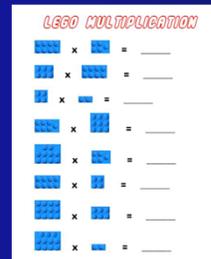
“Judy, what kind of shoes will you buy at the mall? Will you be getting a birthday card for your mother too? OK, finish making your bed, and then I’ll tell you about the party this weekend”

Blair, Umbreit, & Bos, (1999); Carr, Newsom, & Binkoff, (1976)

Prevention Strategies: Incorporating Perseverative Interests

- ❑ Incorporating a child's preferences or interests into a disliked or unpleasant activity can increase motivation and reduce the likelihood of challenging behavior

- ❑ e.g., handwriting book exercises replaced with copying instructions from a preferred video games' bonus point booklets



- ❑ **Perseverative:**

- ❑ An object, activity, or topic with which the child is intensely interested or even preoccupied (highly salient, highly preferred)

Baker, Koegel, & Koegel (1998); Vismara & Lyons (2007)

Prevention Strategies: Generalized Reinforcement

- One way to weaken the conditioned aversiveness of an aversive situation is to pair that situation with a wide variety of highly preferred tangible, activity, and social reinforcers
 - Noncontingently present positive reinforcers
- By being consistently paired with many strongly preferred reinforcers, the formerly aversive situation then becomes an antecedent for approach rather than escape

Magito McLaughlin & Carr (2005)

Reducing challenging behaviors Requires Increasing Alternatives (Building replacement skills)

- ❑ If challenging behavior is functional, it meets some need for the child
 - ❑ We can't simply *remove* something that is serving a purpose without *replacing* it with a more appropriate alternative
- ❑ First step is understanding the function it serves (what need it meets)
- ❑ Next step is to offer the child a better way to meet that need
- ❑ Types of skills that serve as Alternative Behavior:
 - Communication skills (i.e., FCT)
 - Social Skills
 - Self-regulation skills (e.g., coping skills)
 - Academic skills, daily living skills

Replacement Strategies: Communication Skills

- Functional communication training (FCT; Carr & Durand, 1985):
Teaching child to ask for what he wants through language instead of challenging behavior
- Examples of appropriate communication:
 - **Function: Attention**
 - Ask for social interaction, attention, or praise
 - **Function: Escape**
 - Ask for break, ask for help, ask for change in activity
 - **Function: Tangible**
 - Ask for preferred items, activities, or people; ask for a turn
 - **Function: Sensory**
 - Ask for item that provides sensory stimulation or privacy



Replacement Strategies: Coping Skills

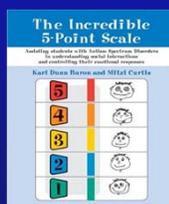
Examples:

☀ Relaxation Exercises

- Deep Breathing
- Progressive Muscle Relaxation

☀ Coping Self-Statements

- e.g. , "I can do it!"
- Thinking of funny statement, line from cartoon, etc.



Replacement Strategies: Coping Skill: Waiting (tolerance for delay of reinforcement)

- **Can't always (choose to) escape from difficult situations, tasks, non-preferred activities**
- **Teach tolerance by delaying reinforcement**
 - e.g., "Do these two first, and then you can take a break"
 - Only implement this once child can & does consistently use break strategy (other coping skills)
- **Teach while waiting for materials**
- **Provide interim activity**
 - Pair the waiting positively
 - Use visuals & **timers**



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Response (Consequence) Strategies: Types of Consequences



■ Reinforcement

- A consequence (following a behavior) that **INCREASES** the future probability of that behavior; *strengthens* the behavior

■ Punishment

- A consequence (following a behavior) that **DECREASES** the future probability of that behavior; *weakens* the behavior

■ Extinction

- The lack of any consequence following a behavior; also **DECREASES** the future probability of that behavior

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Response/Consequence Strategies: Linking Positive Reinforcers to FUNCTION of Behavior

	Function: Attention	Function: Escape	Function: Tangible
Examples of Daily Rewards:	<ul style="list-style-type: none"> •Sit in teacher's chair •Line leader •First in lunch line •Play freeze tag with class for 5 minutes •Get to tell 1 joke to class at end of the day (or end of each period) 	<ul style="list-style-type: none"> •Choosing which homework or classwork problem the teacher will give the answer to for a "freebie" •Get to go to Lunch or Recess 5 min early 	<ul style="list-style-type: none"> •10 min of Computer time •Get to play Angry Birds on class Ipad for 5 min •10 min of reading preferred book •Pick a book from school library at end of day
Examples of Weekly Rewards	<ul style="list-style-type: none"> •Invite 1 or 2 friends to eat lunch in classroom •Read morning announcements over loudspeaker •Choose book for teacher to read aloud to class •Breakfast with favorite person (e.g., custodian) 	<ul style="list-style-type: none"> •Get out of homework pass •Get out of classwork pass •"Buy back" a bad grade •Get to leave school a half-hour early on Friday 	<ul style="list-style-type: none"> •Trip to vending machine at school •Get to buy lunch instead of bring lunch for a day •Get to pick a prize (toy or treat) from a prize box •Get to print out 10 pictures from computer

See <http://www.behaviordocor.org/rewards.html> for more ideas for rewards

Response Strategies: Using Perseverative Interests as Reinforcers

- ❑ Using obsessions as reinforcers provided contingent upon nonoccurrence of challenging behavior were the most effective reducing inappropriate behaviors
- ❑ Using a child's "aberrant behaviors" (stereotypy, delayed echolalia and perseverative behaviors) as reinforcers was superior to using food reinforcers



Response Strategies: Extinction



- Withdrawing reinforcement from a previously reinforced behavior; its rate of occurrence **decreases**

e.g., A child cries at night after being put to bed.

Positive Reinforcement: Her parents come to her room to comfort her and calm her down.

Outcome: The child now cries more often at bedtime

Extinction: Parents stop coming to the room

Outcome: If the parents stop coming to the child's room when she cries at night, the child is less likely to cry during bedtime in the future

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Response Strategies: Extinction



When child engages in negative/inappropriate behavior, limit the attention provided but...

☀ If function is to gain your attention:

- ☀ Ignore challenging behavior
- ☀ As soon as he acts appropriately or uses his coping skills, give him loads of attention, LABELED PRAISE, positive interaction, and affection

☀ If function is to obtain access to tangible:

- ☀ Do not give desired toy, snack, item, or activity in response to CB
- ☀ As soon as he requests the object or activity appropriately, or uses coping skills, give him the object he wants if at all possible

☀ If function is to escape/avoid something:

- ☀ Do not allow child to escape activity in response to CB
- ☀ As soon as he uses his communication skills or coping skills, provide assistance, simplify the activity, or give him a short break

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Effects of Extinction

▪ Initial effects of extinction are different from long-term effects!

- Initially, the behavior actually **INCREASES**
- **Extinction burst**: increase in frequency, duration, intensity, or variability of the un-reinforced behavior during the extinction process
 - This is why people doing intervention often give up



▪ Long-term effect of extinction is that the behavior gradually **decreases**

- Person learns behavior is no longer effective, so it stops!
- (Although there may be spontaneous recovery)

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Putting it All Together



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Intervention based on functional assessment (example)

Setting Event	Antecedent	Behavior	Consequence
Amount of time since toy was last played with (i.e., child has not had access to her toys for a while)	Toys are currently out of reach	Self-injury (bangs her head)	Mother gives child her toys
Alter setting event: Immediately schedule play time with preferred toys	Remove trigger: Place toys within child's reach	Teach replacement for behavior: Teach child to request her toys	Alter consequences: If child appropriately requests toys, give her toys. If she head-bangs, do NOT give toys

Horner & Carr (1997)

Example Interventions if Function is to Gain Attention

■ Prevention Strategies

- Schedule adult attention: give undivided attention for periods of time
- When adult occupied, assign highly preferred or easier task
- Schedule peer attention



■ Teach Replacement/Coping Skills

- Teach child communication skills to ask for your attention.
 - e.g., “Watch what I’m doing!” “Look what I did!”
 - e.g., “Can I play with you?”, “Do you want to play Uno?”
 - e.g., “Hi, what’s up?”, tap on arm
 - e.g., “Can you read to me?”



■ Response (Consequence) Strategies

- When child engages in inappropriate attention-getting behaviors, **ignore** these completely!
- When child engages in appropriate attention-getting behaviors, respond immediately with **praise** or attention!

Adapted from Bambara & Kern (2005)

Example Interventions if Function is to Gain a Preferred Item/Activity

■ Prevention Strategies

- Provide advanced warning (that activity will end soon)
 - Use Timer
 - Use Countdown
- Provide access to preferred item/activity on a schedule
- Schedule Transition Activity



■ Teach Replacement/Coping Skills

- Teach child communication skills to ask for object/activity
 - e.g., “I want book please.”
 - e.g., “Can I play with that?”
 - e.g., “Can I take a turn with that?”
 - e.g., “My turn please.”



My turn



■ Response (Consequence) Strategies

- When child requests item/activity appropriately, give it to him
- Over time, have the child wait for longer periods of time to obtain the item/activity

Adapted from Bambara & Kern (2005)

Example Interventions if Function is to **Escape Demand**

Prevention Strategies

- Modify mode of task completion
- Use embedding
- Include child's preferences & interests in the activity
- Offer choices between tasks or how to complete tasks



Teach Replacement/Coping Skills

- Teach child communication skills to...
 - Escape by requesting assistance
 - Escape by requesting a break
 - Escape by ending activity
 - Escape by rejecting



How much longer?



Response Strategies

- As soon as child asks appropriately, provide assistance, simplify the activity, or give him a short break
- Provide with labeled praise, reward, and/or stickers/tokens to count towards reward for doing task



Adapted from Bambara & Kern (2005)

Example Interventions if Function is to **Escape Anxiety**

Prevention Strategies

- Increase predictability
- Offer choices ahead of time
- Pair anxiety-provoking situation with highly positive stimuli



Teach Replacement/Coping Skills

- Teach to ask for a break from stressful or anxiety-inducing activities (e.g., teach to say, "I want a break," or ask, "What is happening next?")
- Teach Relaxation training
- Teach child to request a calming object/activity



Response (Consequence) Strategies

- Acknowledge anxiety & provide positive reinforcement (e.g., labeled praise, reward) for "brave behavior" (e.g., for completing anxiety-inducing activity)

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Example Interventions if Function is to obtain **Sensory Reinforcement**

■ **Prevention Strategies**

- Provide alternative sensory reinforcement
 - e.g., offer radio to a child seeking auditory reinforcement



■ **Replacement Strategies**

- Teach replacement behavior that is incompatible with self-stim
 - e.g., if child bites his finger, teach to chew gum or licorice
 - e.g., if child pinches himself, teach to squeeze ball or play with play-doh
 - e.g., if child finger-flicking, teach to fiddle with jewelry or draw picture



■ **Response Strategies**

- Differential reinforcement of incompatible behavior (DRI)
- Use the sensory activity as a positive reinforcer (reward)
- Allow the sensory activity during a specific time/place/situation

Adapted from Bambara & Kern (2005)

How Well Has PBS Succeeded (Outcome)?

- A *wide variety* of challenging behaviors have been treated successfully using PBS interventions
- Depending on the studies reviewed, between *one-half to two-thirds* of the individuals treated show at least **80-90%** reduction in challenging behavior from baseline
- Treatments based on functional assessment information are about *twice* as likely to succeed as those that are not

See meta-analyses by Carr et al. (1999) & Horner et al. (2000)

Take-Home Message

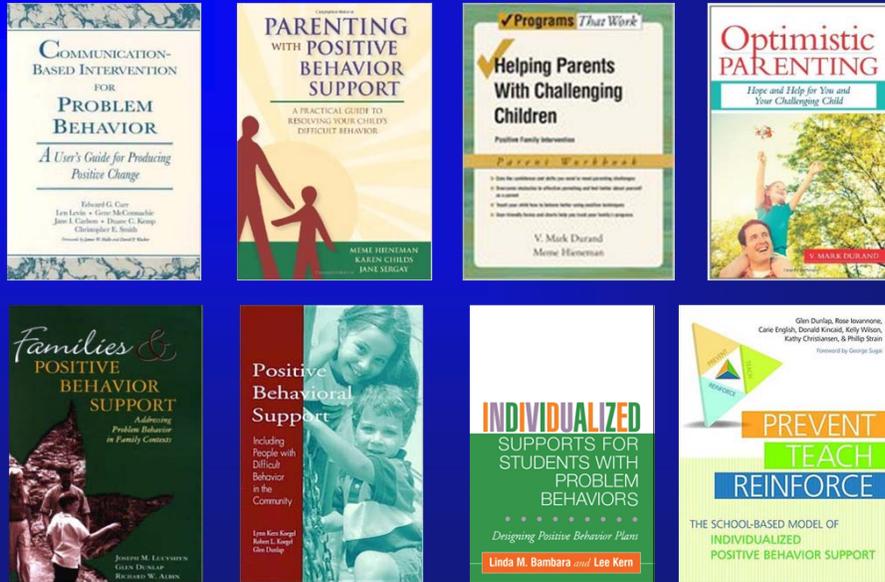
- **Challenging behavior serves a function in children with ASD, just as in any other child or adult!**
 - A child may engage in CB because he is **anxious** and doesn't know how to calm himself, **frustrated** and **can't communicate** it, **wants attention** and doesn't know how else to get it, etc.
 - In order to know how to handle the CB, you need to know... **WHY** the child is exhibiting CB
 - Then modify the **antecedents** or **setting events** that lead to CB, teach skills to **replace** the CB, and **respond** to CB in a way that does not reinforce it (and reinforces positive behavior instead)

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Resources: Websites on Positive Behavior Support (PBS)

- The Association for Positive Behavior Support (APBS)
www.apbs.org
- The Behavior Doctor – Positive Interventions & Effective Strategies
www.behaviordoctor.org
- Positive Behavior Support – Beach Center on Disability
<http://www.beachcenter.org/pbs/default.aspx>
- Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org
- Center on the Social & Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel
- OSEP Center on Positive Behavioral Interventions & Supports
www.pbis.org
- Kansas Institute for Positive Behavior Support
www.kipbs.org
- Florida's Positive Behavior Support Project
<http://flpbs.fmhi.usf.edu>

Book Recommendations



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