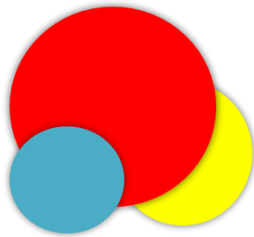


WHY IS THIS BEHAVIOR HAPPENING?

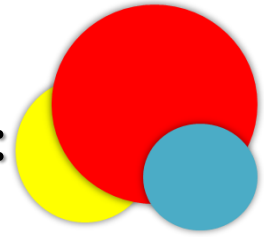
4 Questions

THAT WILL SHAPE THE WAY YOU
VIEW BEHAVIOR FOREVER

A CHECKLIST



About This Product :



This is a checklist that contains behavior support questions to ask yourself or to ask a team when attempting to find the function of a student 's challenging behavior . When you are addressing behaviors , it is important to determine the root cause or function of a behavior in order to provide a solution that is specific to that cause . This resource also has several checklist items (in question form) to help you think about various solutions that could possibly begin a course of action for a behavior support plan .

What 's Included :

**4 Questions that will
shape the way you view
behavior forever .**

How to Use This :

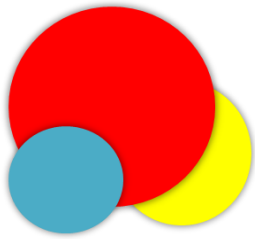
Use this with your team to have those critical discussions about behavior support . Choose one behavior at a time to think about while filling out the form . Ask the questions related to that one behavior . When you are done , look for patterns to see if one of the questions has more "yes " answers than "no ." Use that information to have a discussion with your team about the behavior .

Terms of Use :

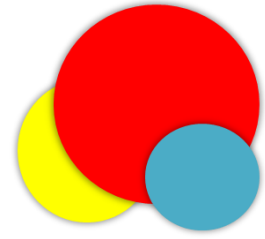
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Disclaimer :

No treatment methods are being suggested . These are only questions to ask yourself or your team . Please consult your administrators , specialists , or school psychologist for treatments for your specific students . This is meant to be a supplemental , informal measure to be used in addition to collaboration with your behavior support personnel , your classroom observation and detailed data monitoring of the student 's behavior .



General Questions



	<u>YES</u>	<u>NO</u>
Does the behavior present itself in isolation?	<input type="checkbox"/>	<input type="checkbox"/>
Does the behavior occur in conjunction with other behaviors?	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified a target behavior to address?	<input type="checkbox"/>	<input type="checkbox"/>
Does the behavior occur more than 10 times a day?	<input type="checkbox"/>	<input type="checkbox"/>

Have You Tried?

- A structured learning environment with consistent routines?
- Pre-made and prepared activities with all materials ready?
- Proximity control (staying close by)?
- Clear expectations expressed visually?
- Individual, visual student schedules?
- Various movement opportunities throughout the day?
- Offering a less favored activity first, then a favored activity?
- Providing highly motivating activities to help the student through a difficult activity?
- Removing problem items before the student enters the room (ex. Soda cans, water bottles)?
- Being aware of sensory issues in the environment and respecting that the sensory input may be causing a problem or may be painful to the individual?
- Decreasing difficult tasks by decreasing in numbers, time, or requirements?
- Providing access to highly preferred items for positive behavior?
- Providing a communication system for students to express wants and dislikes?

The

4

Questions



Is it Sensory Based?

	<u>YES</u>	<u>NO</u>
Would the person do this when other people are out of the room?	<input type="checkbox"/>	<input type="checkbox"/>
Do they appear to be attempting to avoid a specific type of sensory input?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person do this because they need sensory input?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person appear to be enjoying the behavior and not aware of others around them?	<input type="checkbox"/>	<input type="checkbox"/>

Have You Tried?

- Talking with an Occupational Therapist?
- Providing appropriate sensory input before the student appears to need it?
- Providing sensory input on a regular basis?
- Providing an alternate behavior that may give the student the same type of sensory input?



Is it Attention Based?

	<u>YES</u>	<u>NO</u>
Does attention (words, eye contact, body language) reliably or usually follow the behavior?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person look at or approach a caregiver before engaging in the behavior?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person smile just before engaging in the behavior?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person get attention from peers for the behavior?	<input type="checkbox"/>	<input type="checkbox"/>

Have You Tried?

- Avoiding verbal attention for inappropriate behavior (no eye contact, no verbal comments, neutral body language) while still blocking dangerous behaviors?
- Assisting the student into a safe situation without verbal comments?
- Providing an over abundance of attention on a scheduled basis for appropriate behavior?
- Providing reinforcement for appropriate behavior?



Is it Escape or Avoidance Based?

	<u>YES</u>	<u>NO</u>
Does the person show the behavior when a task is presented?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person show the behavior when a new activity begins?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person show the behavior when a something they view as aversive is presented?	<input type="checkbox"/>	<input type="checkbox"/>
Does the behavior end when the person is allowed to leave the activity?	<input type="checkbox"/>	<input type="checkbox"/>

Have You Tried?

- Providing a scheduled "escape" or break before the student engages in the behavior?
- Decreasing the difficulty of the activity, then gradually increasing the difficulty?
- Teaching the student to request a break appropriately?
- Increasing the fun or reinforcing aspects of the activity?
- Using a token economy system?

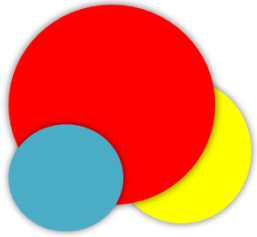


Is it to Gain Access to Something?

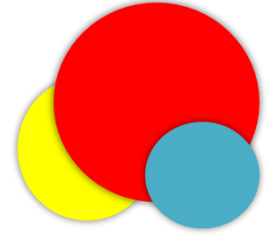
	<u>YES</u>	<u>NO</u>
Does the person's behavior end when given the item or activity?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person ask for the item?	<input type="checkbox"/>	<input type="checkbox"/>
Does the person's behavior occur after it is clear that they cannot have the item?	<input type="checkbox"/>	<input type="checkbox"/>
Does the behavior occur when the item is not presented fast enough?	<input type="checkbox"/>	<input type="checkbox"/>

Have You Tried?

- Teaching an appropriate, functional way to ask for the item or activity?
- Providing a visual communication system for the student to use to make requests?
- Teaching the student to "wait" using a wait card, a timer, or a first-then board?
- Using visual supports to show when he or she will get the item or activity?
- Using a visual system to show that the item is no longer available?



Bonus



5 Strategies for Trying to Prevent Behaviors Before They Start

1.

Conduct a preference assessment to identify items or activities that the student prefers or would work towards earning. Use those items and a visual support of the preferred item or activity to show students what they are working for.

2.

Provide short, concrete, specific statements regarding the behavior that you expect (for example, "sit in the chair") as opposed to a longer explanation and then also provide a visual support to show the expectation.

3.

Use a visual schedule (individualized for the student) to help him/her understand where to go and what to do.

4.

Have all lesson materials prepped and ready to go before the students arrive.

5.

Create a structured learning environment with visual supports, predictable routines, structured activities, and clear classroom procedures.