

Challenging Behaviour and Autism

The Facts:

- Challenging behaviour is often seen as just that, when in reality there needs to be an underlying focus on the Autism and the features of ASD that can contribute to the behaviours that result.
- With Social, Behavioural and Communication deficits, individuals with Autism struggle everyday with things that most people might take for granted.
- In order to understand challenging behaviour and to decrease or get rid of it, it is first necessary to understand **WHY a behaviour is happening** in the first place.
- In order to determine why a behaviour is happening, the **FUNCTION** of the behaviour needs to be considered, along with the relationship of various events in the environment on the behaviour that is being seen.
- All behaviours, whether they are being observed or taught, can be broken down into 3 parts: ANTECEDENT, BEHAVIOUR, CONSEQUENCE, (or ABC). To determine this, ABC data can be taken and analyzed.

What is ABC data and how can it help?

Antecedent (A) - what triggered a behaviour or what happens before the behaviour;

Behaviour (B) - the behaviour itself;

Consequence (C) - what happens after the behaviour.

ABC data can provide information around:

1. exactly **what** behaviours are being exhibited by the child;
2. **when** these behaviours are occurring;
3. at **what rate** the behaviours are occurring;
4. what happens **before** and **after** the behaviours.



Antecedent	Behavior	Consequence
• Phone rings friend	• Push answer button and talk	• Pleasant conversation

By obtaining information about **WHICH** events are affecting the behaviour (Antecedent and Consequences) as well as **HOW** these events are affecting the behaviour: (Is the behaviour increasing or not, as a result of the Antecedent and/or Consequences occurring?), it is then possible to determine **WHY** the behaviour may be happening in the first place.

Antecedent	Behavior	Consequence
• Phone rings unknown 800#	• Push ignore button	• Avoid unpleasant conversation

It is then possible to put strategies in place to try and alter these events so that the behaviour may also change.

What are the Functions of Behaviour?

Challenging behaviour can be narrowed down into **4 basic categories** that help to explain **WHY** it is occurring:

1. **Self Stimulatory (Sensory):** Sensory/stimulation motivated behaviour provides a reinforcing physical condition for the person;
2. **Escape/Avoidance:** Refers to getting away from undesirable items or situations;
3. **Attention:** Exhibited to get a response from parents, siblings, educators and/or peers;
4. **Tangible (Item or activity):** Occurs when the person receives desired items or activity following the behaviour.

What does ABC data look like?

What is trigger?	What do you see?	What happens next?
A	B	C
person tells Henry that it is time to go to	Henry throws his pencil across	Henry gets taken to a "Quiet

In the scenario above, the problem behaviour would likely **increase** because **ESCAPE** motivated behaviour was reinforced!

Tips to remember when taking ABC data:

1. The Antecedent should represent what happens **IMMEDIATELY** before the behaviour that is seen or heard;
2. The Behaviour should be described in **OBSERVABLE, MEASURABLE** terms (what did it actually look like: who was involved, how long did it occur, what was the intensity/duration, etc);
3. The Consequence should represent what happened **IMMEDIATELY** following the behaviour (Note: there is no "right" or "wrong" consequence). Consequences simply help to determine whether a behaviour is likely to happen again.

Top 5 ways to prevent challenging behaviours:

1. Re-direct more than correct: (Provide choices and options instead of trying to "fix" the behaviour);
2. Show more than say: (Use visuals, gestures, words and pictures and talk **LESS!**);
3. Teach a replacement behaviour: (Decide on an alternative skill to teach that serves the same function as the problem behaviour);
4. Promote success by planning ahead: (Use schedules, priming, and transition items to support the student so that a behaviour is less likely to happen);
5. Identify early warning signs and provide necessary supports: (Use an anxiety scale, or teach relaxation techniques).

If, despite all efforts, the challenging behaviour still occurs, remember to have a **PLAN** in place as to how the behaviour will be dealt with by everyone involved with the student!

A – B – C Observation Chart

Student:

Grade:

Observation by:

Date & Time	Antecedent Trigger – what happens before the behaviour	Behaviour What the child does	Consequences What happens as a result of the behaviour
<input type="checkbox"/> Parental early pick up.	<input type="checkbox"/> Transitioning from one activity to another <input type="checkbox"/> Tired irritable <input type="checkbox"/> Inability to cope with the situation <input type="checkbox"/> Someone in his personal space <input type="checkbox"/> Wanting a toy or object that someone else has <input type="checkbox"/> Disapproval – not given permission to have something	<input type="checkbox"/> Loss of self-control <input type="checkbox"/> Non-verbal cues clenching fists <input type="checkbox"/> Climbing over things <input type="checkbox"/> yelling <input type="checkbox"/> Bumping into peers <input type="checkbox"/> Running outside of classroom <input type="checkbox"/> Running in the classroom and over children <input type="checkbox"/> Throwing Objects <input type="checkbox"/> Hitting staff or students <input type="checkbox"/> Pushing other children to get through <input type="checkbox"/> Flopping down to the floor	<input type="checkbox"/> Ignore when appropriate <input type="checkbox"/> Redirect/distract (using clear short verbal and visual support) <input type="checkbox"/> Change activity quickly <input type="checkbox"/> Keep close proximity to the adult <input type="checkbox"/> Provide movement breaks outside the classroom to deescalate <input type="checkbox"/> Redirect Stan to another area away from other children until he is ready to rejoin <input type="checkbox"/> Remove other children from the classroom / CPI when appropriate <input type="checkbox"/> Inform Principal determine if student needs to be sent home
<p>OTHER:</p> <p>Duration:</p> <p>Location/s:</p>			

A – B – C Observation Chart

Student:

Grade:

Observation by:

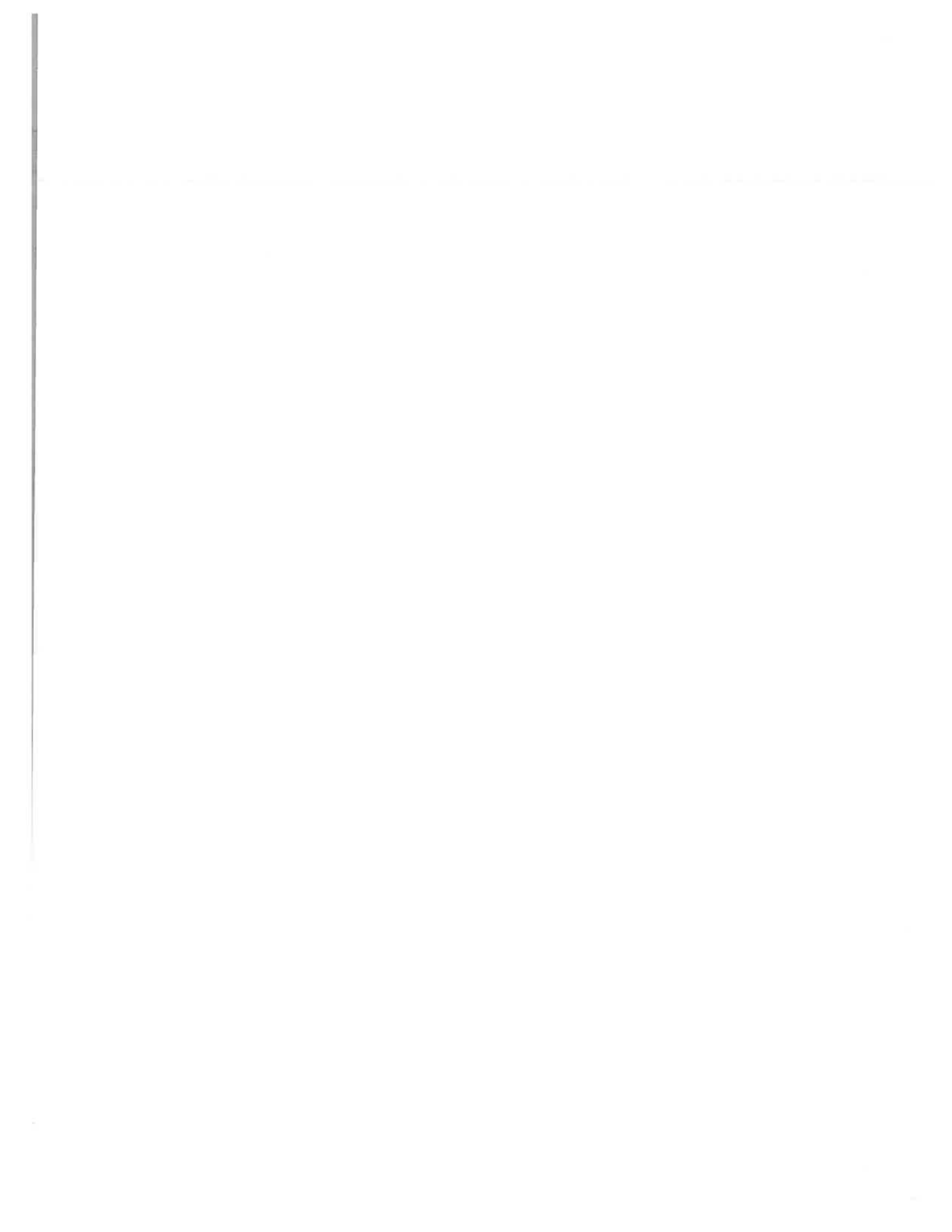
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	OTHER: Duration: Location/s:		

Strategies for Implementing Independence in ASD Students

- Collaborative partnering
- Peer modelling
- Circle of Friends Program (developed with CYW)
- Social Stories (can include rules, unpredictable events such as fire drills/lock down drills, social skills, and problems as they arise...)
- Non-verbal signals (gesturing, pointing)
- Assistive technology (Clicker 5, Kurzweil, Word Q, Raz Kids, Read Write and Gold, Alpha Smart)
- Picture Schedule (depending on age can be broken into am and pm) with a “finished” basket for student to place pic as each task is completed. A **BREAK** card is always placed on schedule
- ABA (first-then board.....first is work task , then is high motivational activity usually chosen by student) this works well when ERW is leaving to support another student...**first** finish ...**then** you can have your break)
- Break Choice Board – pics of various activities that student can choose from when break card is seen on schedule (pre-determined by student and staff)
- Pic sequence Strips – posted in various places such as the washroom and beside hook. (these strips order various tasks for the student such as getting winter wear on and off – if student gets “stuck” at one of the steps staff can simply point to the next step so student can move forward)
- Picture Charts – can be posted in places such as the carpet with a picture of a student sitting cross legged and then can be labelled with “eyes looking at speaker”, “raise hand to speak”.....Provides the opportunity for less talking/disruptions and use of non- verbal signals
- Notes and Marker Boards – used every day for any number of things
- Transitional Toys/Objects – can be used during transitions as well for example if ERW is going on a field trip with other students, can leave toy with student to” take care “ of until ERW returns
- For all of these strategies to be effective build a solid rapport and trust with student

Christine Naccarato

ERW



This is a guide only to assist in the development of S.P.

SAFETY PLAN

Student: _____ Date Created: February 28/07		D.O.B.: Jan. 01, 1998 Revised Date: May 7/07		School: St. School Prepared By: A. Kulik	I.E.P.
	Trigger / Antecedent	Behaviour	Prevention Strategies	Intervention(s) (to address safety issues)	
Non-Verbal Signs Of Agitation	<ul style="list-style-type: none"> ▪ Often, no observable trigger 	<ul style="list-style-type: none"> ▪ Leaving classroom or assigned area without permission ▪ Refusing to follow teacher instructions/directions ▪ Refusal to follow classroom rules and routines. (e.g out of seat without permission) <p>Bullying behaviors:</p> <ul style="list-style-type: none"> ▪ Non-verbal physical threatening (e.g pretending to hit someone) 	<ul style="list-style-type: none"> ▪ Visual Behavior Management Plan with consistent built in breaks and positive reinforcement ▪ Goal setting with the student ▪ Frequent change of activities ▪ Provide CYW support ▪ Provide SERT support ▪ Consider regular review of student's program with parent, schools team and student 	<ul style="list-style-type: none"> ▪ Speak calmly and slowly to student ▪ Be very consistent and calm ▪ Minimize verbal interaction ▪ Use visual signal to reduce verbal engagement with student using 1 – 2 visual approach (yellow/red cards) ▪ When given a red card, student will go to the office as a break to calm down - Student will be given some work he can do independently during this time • Once student is calm and able to discuss incident with staff, he is ready to return to the classroom • Student returns to classroom • If student is not able to calm down in the office or other assigned area, the behavior continues to escalate <ul style="list-style-type: none"> - telephone parents, inform them of student's behaviour • The above strategies will sometimes be STEP ONE of the progressive discipline plan. <p>PROGRESSIVE DISCIPLINE APPROACH TO SEVERE BEHAVIORS SUCH AS: Bullying, threatening and aggressive behaviors towards others</p> <ul style="list-style-type: none"> • Bullying, threatening or aggressive behaviours will result in the student will be sent directly to the office • Student will be removed from interaction with others (students and teachers) for the remainder of the day • Parents will be called and informed about the incident • On the second occasion of any of the above behaviors, the student will again be removed from interaction with others (students and teachers) for the day • The parent will be called and informed that this is the second infraction of the progressive discipline plan • The parent will be requested to pick up the student • If unable to do so, the student will be removed from interaction with others 	
Verbal Signs Of Agitation	<ul style="list-style-type: none"> • May occur at any time without any observable trigger. 	<ul style="list-style-type: none"> ▪ Bullying behaviors * Name calling * Insults and put-downs • Verbal threats ('I'll kill you; I'll get a bomb • Threatens to hit, punch kick other students 			
Physical Acting Out	<ul style="list-style-type: none"> • Often, no observable trigger • Acting out behavior appears suddenly and without warning signal • Often targets students who are not likely to fight back 	<ul style="list-style-type: none"> • Hits/punches/kicks other students • Pulls out chair when person is sitting on it • Pushes other students against the wall 			

	<ul style="list-style-type: none"> • Pretends he has a gun • Pretends to shoot people, including the teacher 	<p>for the remainder of the day</p> <ul style="list-style-type: none"> • The student will remain at home the next school day • Depending on the circumstances, this may be considered a withdrawal or a formal suspension ▪ CPI will be used only as an absolutely last resort
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Staff Team Support: Principal, SERT, Classroom teacher (CYW); Boardwide Behavior Team (dependant on availability)

**Example of accommodations etc. – disruptive behaviour
Accommodations, modification and Strategies required to ensure the safety of self and others:**

Physical Setting

- Reduce environmental stimulus
- Consider use of study carrel or quiet corner for student
- Preferential seating away from high traffic area

Program

- Consider visual schedule and / or behaviour management plan
- Schedule in activity breaks
- Individual time with the Child and Youth Worker for social skill development
- Individual time with the SERT to support student academically

Staffing

- Ensure Crisis team is available in the school and trained with CPI
- Consider additional temporary Child and Youth Worker support
- Regular team meetings to review student progress, include on-going updates with family
- Track and log behaviour – consider e-mail communication amongst team, so everyone is updated and current (teacher, SERT, ERW, CYW, Principal, Vice-Principal, Social Worker, Psycho-educational Consultant, Speech and Language Pathologist and Boardwide Behaviour Team, if applicable)
- On-going sharing and processing amongst team members
- Strategies and accommodations specific to student's unique needs – LD? ODD? ADHD?
- Consider relevant videos
- Consider social skills and emotion resources, activities and games

Boardwide Behaviour Team revised 05/07

SAFETY PLAN

Student: D.O.B.: September 1, 2004 School: St. Helen IEP(Y/N): Yes Date Created: September 8, 2015 Team: K.Ryan, C.Gale, T. Bonaccorso			
Triggers	Behaviour(s)	Prevention Strategies	Intervention(s)
<ul style="list-style-type: none"> -when given directions/tasks she doesn't like -difficulty focusing on work and during lessons -lack of social problem solving skills -misreads social cues/situations -when she doesn't get her own way -lack of ability to self-regulate -Non-compliant behavior presenting safety risks (such as lining up outside at recess) due to inability to process auditory information appropriately 	<ul style="list-style-type: none"> Non-compliant/outright refusal <ul style="list-style-type: none"> • Refuses to follow teacher instructions/directions • Disrupts learning of others • Pounding fists on desk, stomping feet, crying • Hitting, kicking, • Making noises • Yells at peers, has temper tantrums • Injurious to self and others 	<ul style="list-style-type: none"> • Provide calm and non-threatening approach when dealing with the student • Give calm, clear, simple directions • ERW, SERT support • Provide social skills training (Friendship club developed with ERW and CYW) • Consult ASD team • Break cards, social stories/scripts • Visual schedule • Visual timer • Provide opportunity to be involved in extra-curricular activities • Shortened work periods 	<ul style="list-style-type: none"> • Goal setting with student, involve the student in plan to address behavior concerns • Review, rephrase in simplified language expectations with simple explanations as to what is appropriate and inappropriate behavior(s) • Be very consistent, firm and calm • Firm NO • Count to three • Supervision in time out (library or teacher work room) • On-going sharing and processing amongst team members • Squish/calming toys • Designated areas to play(back fence line and catwalk out of bounds)

-no known trigger

Eating dangerous items (large eraser)

- Social stories

- On-going sharing with parents

Student: _____ D.O.B.: _____ School: St. Helen IEP(Y/N): Yes Date Created: September 2016 Updated: _____ Team: C. Naccarato, K. Ryan, C. Gale,			
Triggers	Behaviour(s)	Prevention Strategies	Intervention(s)
1.-drawn away by something he finds interesting -needs to use the bathroom	-Leaving classroom or assigned area without permission -after school will wonder into school yard, parking lot	<ul style="list-style-type: none"> • Use of social stories • Provide CYW support • Provide ERW support • Establish limits (you can't leave the room without permission) • Positive reinforcement • Goes to bathroom in pairs • Use students as help support system • Preferential seating away from door 	<ul style="list-style-type: none"> • Be very consistent, firm and calm • Call for assistance (class phone) • Firm "NO" • Teachers on duty made aware • Walks with a teacher • Firm "NO"
2. No consistent trigger	--rolling on floor, making loud disrupt noises during class times -wanders around classroom,	<ul style="list-style-type: none"> • Positive reinforcement • Walks with brother 	<ul style="list-style-type: none"> • Regular team meetings to review student progress, include on-going updates with family • Redirect to class routine
3.lack of ability to self-regulate 4.difficulty focusing on work and during lessons 5. lack of social problem solving skills 6. misreads social cues/situations		<ul style="list-style-type: none"> • Withdrawal by ERW to quiet work space (primary literacy room or library) • Computer in the classroom • Allow time for processing • Reduce expectations • Consistent home-school communication 	<ul style="list-style-type: none"> • Verbal directive "stop" • Allow time for processing • Shorten task/expectation • Tell student what to do/not "not" what to do • Maintain visual observation of student to ensure he remains with the class

Revised Date: **Prepared By: K. Ryan**

Trigger / Antecedent	Behaviour	Prevention Strategies	Intervention(s) (to address safety issues)
<p>Non-Verbal Signs Of Agitation</p> <p>Often, no observable trigger</p>	<p>Leaving classroom or assigned area without permission</p> <p>Refusing to follow teacher instructions/directions</p> <p>Refusal to follow classroom rules and routines. (e.g out of seat without permission)</p> <p>Bullying behaviors:</p> <p>Non-verbal physical threatening (e.g pretending to hit someone)</p>	<p>Visual Behavior Management Plan with consistent built in breaks and positive reinforcement</p> <p>Goal setting with the student</p> <p>Frequent change of activities</p> <p>Provide CYW support</p> <p>Provide SERT support</p> <p>Consider regular review of student's program with parent, schools team and student</p>	<p>Speak calmly and slowly to student</p> <p>Be very consistent and calm</p> <p>Minimize verbal interaction</p> <p>Student will be given some work he can do independently during this time</p> <ul style="list-style-type: none"> Once student is calm and able to discuss incident with staff, he is ready to return to the classroom Student returns to classroom If student is not able to calm down he will be removed to the office - inform parents of student's behaviour The above strategies will sometimes be STEP ONE of the progressive discipline plan. <p>PROGRESSIVE DISCIPLINE APPROACH TO SEVERE BEHAVIORS SUCH AS: Bullying, threatening and aggressive behaviors towards others</p>
<p>Verbal Signs Of Agitation</p> <p>May occur at any time without any observable trigger.</p>	<p>Bullying behaviors</p> <p>* Name calling</p> <ul style="list-style-type: none"> Insults and put-downs (I'll kill you) 		<ul style="list-style-type: none"> Bullying, threatening or aggressive behaviours will result in the student will be sent directly out of classroom Student will be removed from interaction with others (students and teachers) Parents will be informed about the incident
<p>Physical Acting Out</p> <p>Often, no observable trigger</p> <p>Acting out behavior appears suddenly and without</p>	<ul style="list-style-type: none"> Hits/punches/kicks items in the classroom Rips and crumples up work Pushes desk away 		<ul style="list-style-type: none"> On the second occasion of any of the above behaviors, the student will again be removed from interaction with others (students and teachers) for the day The parent will be called and informed that this is the second infraction of the progressive discipline plan The parent will be requested to pick up the student

warning
signal/Often
targets
students who
are not likely to
fight back

- If unable to do so, the student will be removed from interaction with others for the remainder of the day
- The student will remain at home the next school day
- Depending on the circumstances, this may be considered a withdrawal or a formal suspension
- CPI will be used only as an absolutely last resort

Staff Team Support: Principal, SERT, Classroom teacher (CYW); Boardwide Behavior Team (dependant on availability)