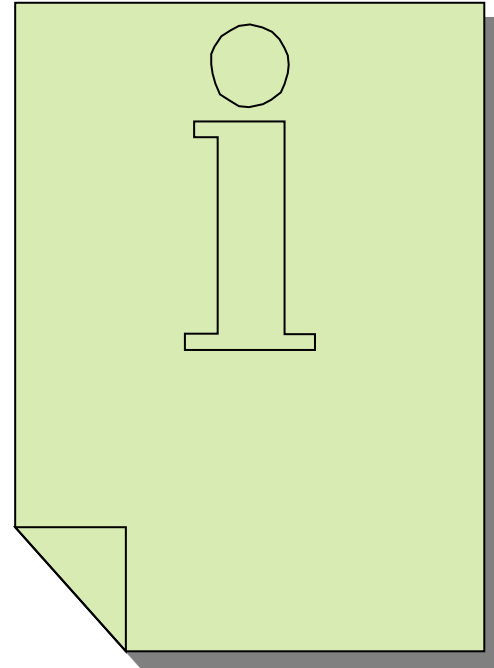


*V954 Social Sustainability Grant & Little By Little  
Empowering Parents & Families*

# Coping with Challenging Behaviours at Home



*Parent  
Information  
Sheet*



"Challenging Behaviours are entrenched excessive behaviours that may place the life of the individual and others around them at risk

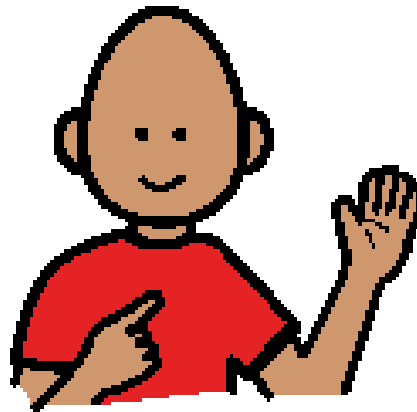
and

significantly interfere with the opportunities and lifestyle experienced by a person, eg. hitting, kicking, dropping and absconding."

*Why do they do it ?*

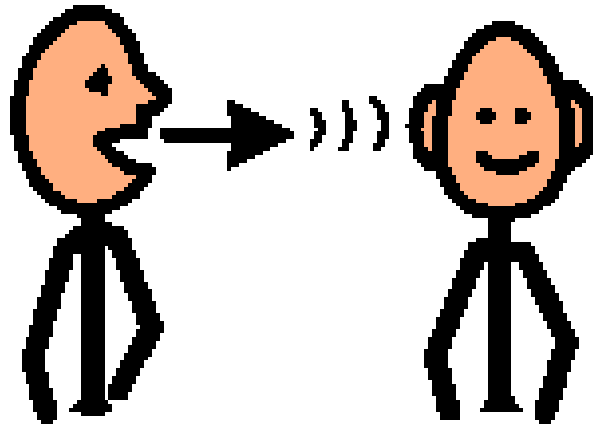
# Tangible

I want .... object, person, event



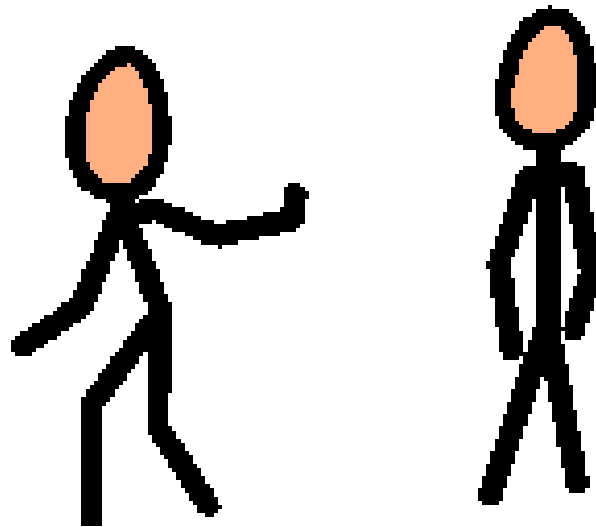
# Attention

I want .... social interaction & attention .



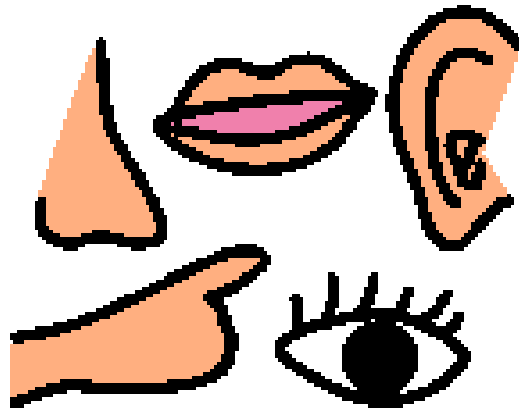
# Escape & Avoidance

I don't want .... An event, object or person



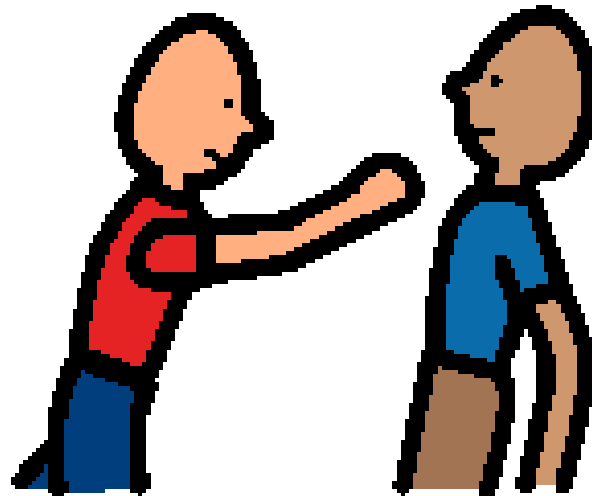
# Sensory

I need .... sensory stimulation





# Hitting siblings



# Tangible

## Why ?

To get a toy or item that their sibling has.

## Don't !

give them the toy (this lets the behaviour work !)

## Do !

- teach to request item rather than hit and take it,
- give a choice of toy before behaviour occurs  
"Cooper is playing with Thomas, do you want Henry ?"
- After they try to take it correct them and say,  
"Jenna, you want Thomas, you need to ask ..."  
and give assistance as necessary.

# Attention

## Why ?

To get their sibling to attend to them

## Don't !

Give attention. Try to ignore the behaviour

## Do !

- Teach them to request attention (call out, touch arm, etc)
- Demonstrate throughout the day how to get attention, "Georgia, I'm going to touch you arm so you know I want to tell you something"
- Praise if they request/gain attention appropriately

# Escape or Avoidance

## Why ?

To escape from the mealtable, to avoid proximity to a sibling

## Don't !

Let them finish the activity or leave the family group

## Do !

- Teach them how to leave the family group appropriately (finished PCS, wave goodbye, etc),
- Assist child/young person to return to the activity/family group,
- Try to give the child/young person choices to control the activity appropriately to their age.

# Sensory

## Why ?

They may be thirsty, hot, uncomfortable

## Don't !

Reprimand - they are not being "naughty !"

## Do !

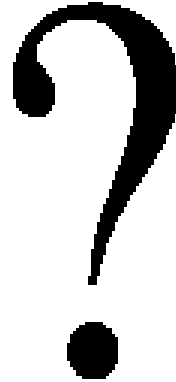
- Try to work out what is wrong (offer a drink, change their position, attend to child/yp to distract them, etc),
- Teach communication to indicate ie. thirst - PCS, movement of lips, etc),
- Predict your child's needs across situations and settings.

# *Changing Behaviours*

We need to make the  
problem behaviour irrelevant,  
inefficient and non functional.

Don't let them work !

Check for internal factors  
and make allowances



Is the child hungry, thirsty, sick or  
uncomfortable ?

# Change the environment

- Be nice to the child
- Provide access to preferred and motivating activities
- Make routines predictable
- Reduce noise, crowding, heat/cold
- Child's position in room or group of people
- Child's closeness to other people





# Change what happens

- Change the activity/demand - does the child like it ?
- Change the way the child is asked to do something
- Give the child choices
- Provide for more or different kinds of help
- Change instruction/reinforcement/reminders
- Reduce demands when the child is tired
- Don't ask too much at the one time
- Explain and warn about changes
- Explain routines and waiting "It is time to ..."
- Explain consequences and rewards "If ..., then ..."



# Change what happens afterwards

- Remove the maintaining consequence

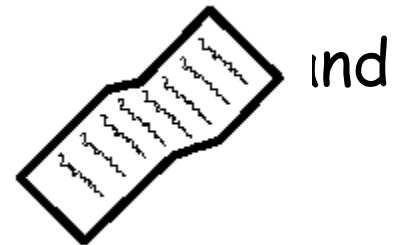
Be prepared - the behaviour usually escalates !

- Change the consequence
- Change the feedback you give



# Planning Interventions

- Describe problem behaviour. What exactly is the child doing ?
- Write hypothesis. "When ..., Isaac will ..."
- Do I need to consider internal factors, change the environment, change what happens before the behaviour or change the consequences of the behaviour ?
- What happens immediately before the behaviour is exhibited ?
- What can I teach my child to do to replace the behaviour ?
- What should the consequence for both inappropriate and appropriate behaviour be ? (Be consistent)





# Change the behaviour

- Reinforce acceptable behaviour with the same function
- Teach acceptable behaviour with the same function (communication, request help, ask for a break, request preferred option, indicate finished)
- Make problem behaviour harder to perform
- Make acceptable behaviour easier to perform



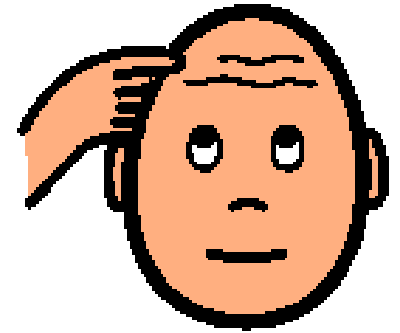


# Reinforcement



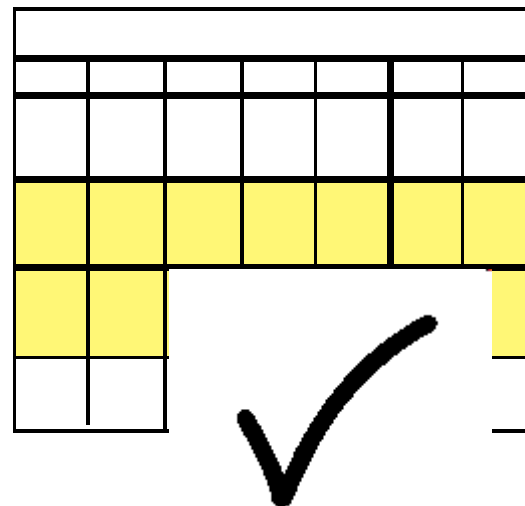
- Tangible Reinforcement - giving the child a lolly or favourite toy/activity in response to appropriate behaviour
- Verbal/Social Reinforcement - positive praise, "Isaac, you are sitting nicely" or "Kaitlyn, that is great playing", This can be paired with a pat on the back, handshake or tickle.
- Token Reinforcement - Give the child an abstract reinforcer such as a sticker on a behaviour chart, etc.

# Think about ...



- Who will deliver the reinforcement ?
- How you are going to deliver the reinforcement ?
- What you will say/do ... be consistent
- How often (every time the child behaves well ?)
- When not to reinforce (if the child is not good)
- When to reinforce (what does the child need to do ?)
- Be specific. ie, "Luis, that is great sitting" is better than "Good Boy".

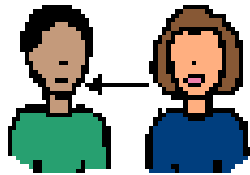
# *Motivation Assessment Scale*



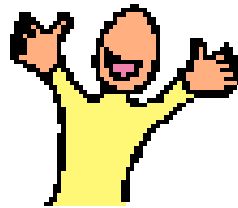
# Social Stories



# Saying 'Hi' to siblings & friends



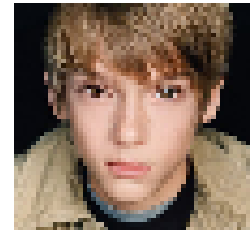
say



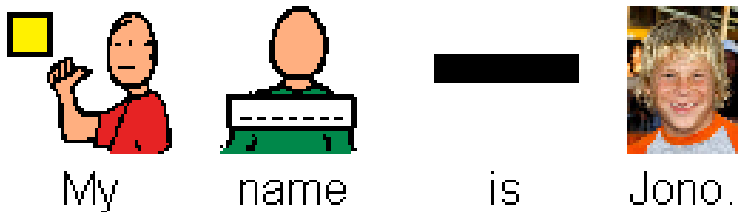
hi



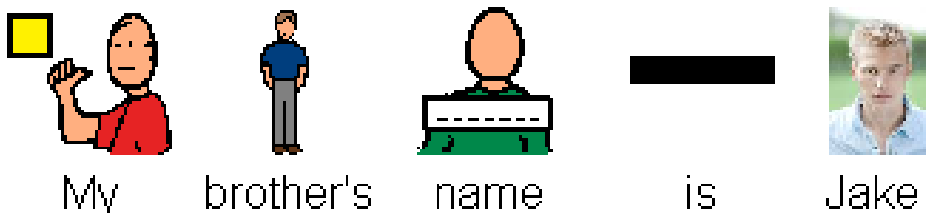
to



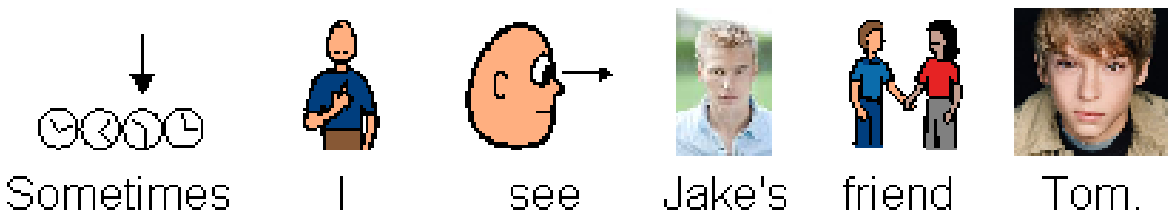
Tom



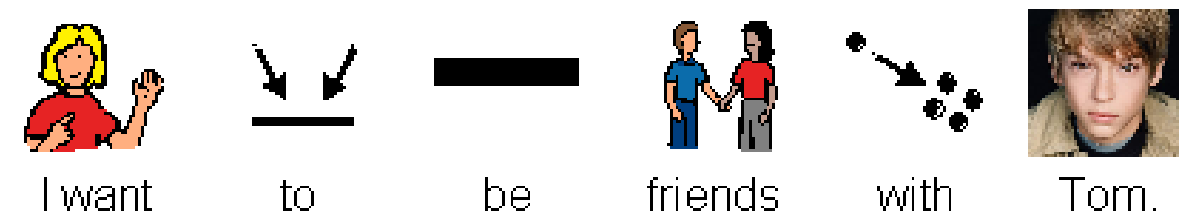
My name is Jono.



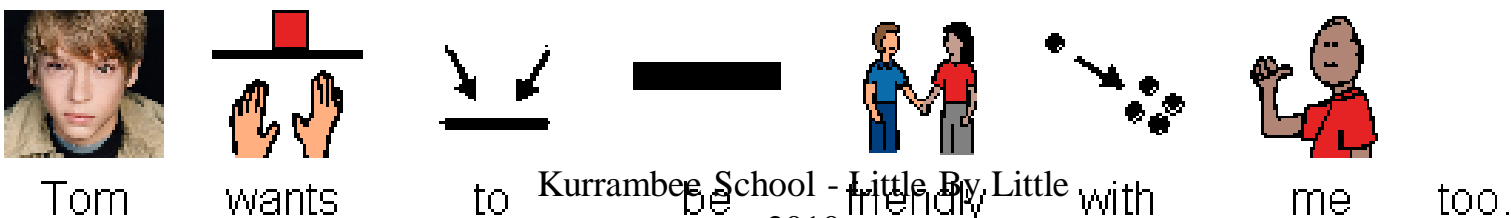
My brother's name is Jake.



Sometimes I see Jake's friend Tom.



I want to be friends with Tom.



Tom wants to be friendly with me too.



I



will



try



to



look at



Tom.



I



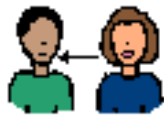
will



try



to



say



hi



to



Tom



and



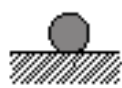
shake



his



hand.



It is



good



manners



to



shake hands



with



Jake's



friend














tom.

# Behaviour Charts

# Weekly Star Chart



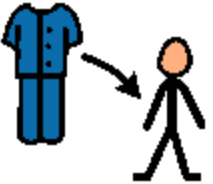




	Monday M 	Tuesday Tu 	Wednesday W 	Thursday Th 	Friday F 
					
					
					
					
					
					

# AM



## Morning Routine

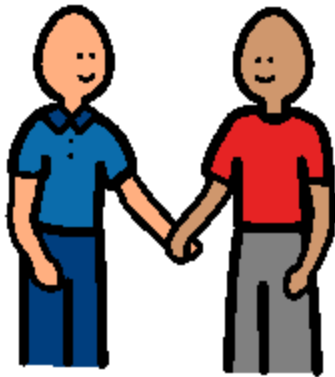
<p>get out of bed</p> 	<p>make bed</p> 	<p>get dressed</p> 	<p>breakfast</p> 	<p>brush teeth</p> 	<p>pack bag</p> 

6 ✓



If ... then ...

If ...



good friend



Then ...

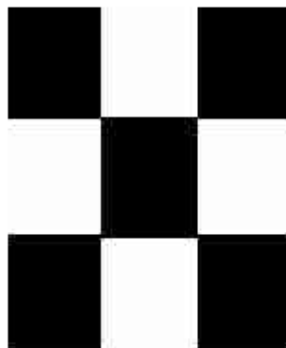


milkshake



# Routine Strips

sand pit



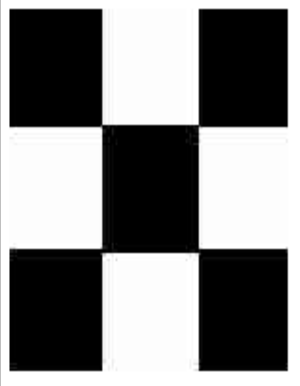
toilet



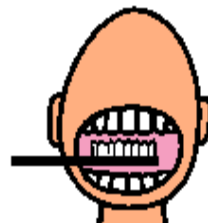
classroom



television



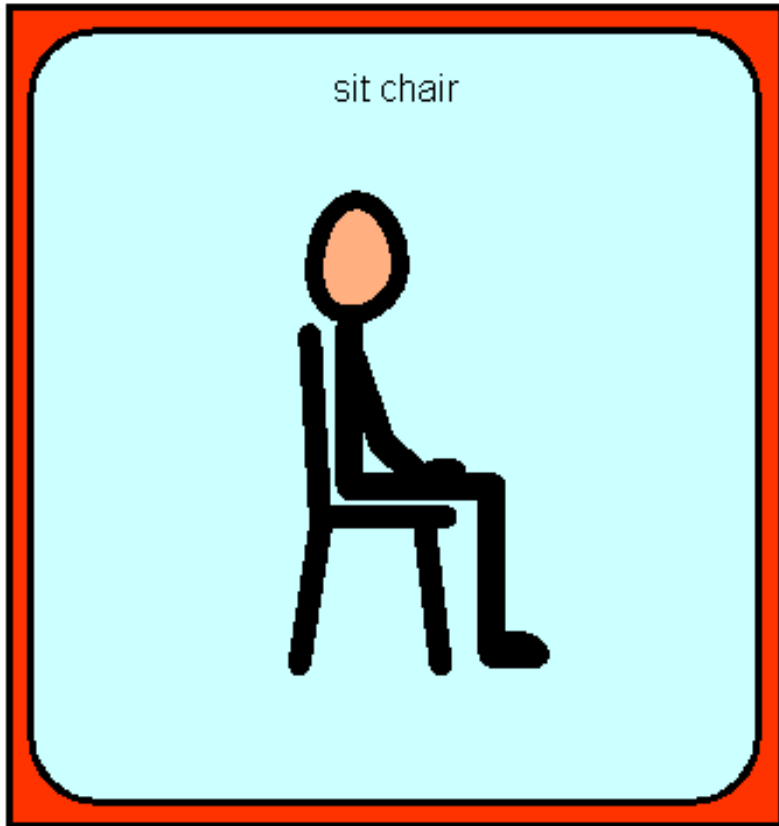
brush teeth



bed

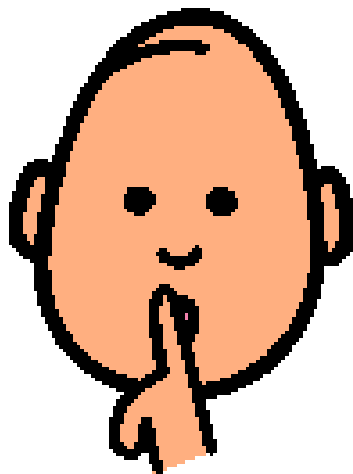


# Visual Reminders



sit chair

quiet



inside

