

Addressing Challenging Behaviors

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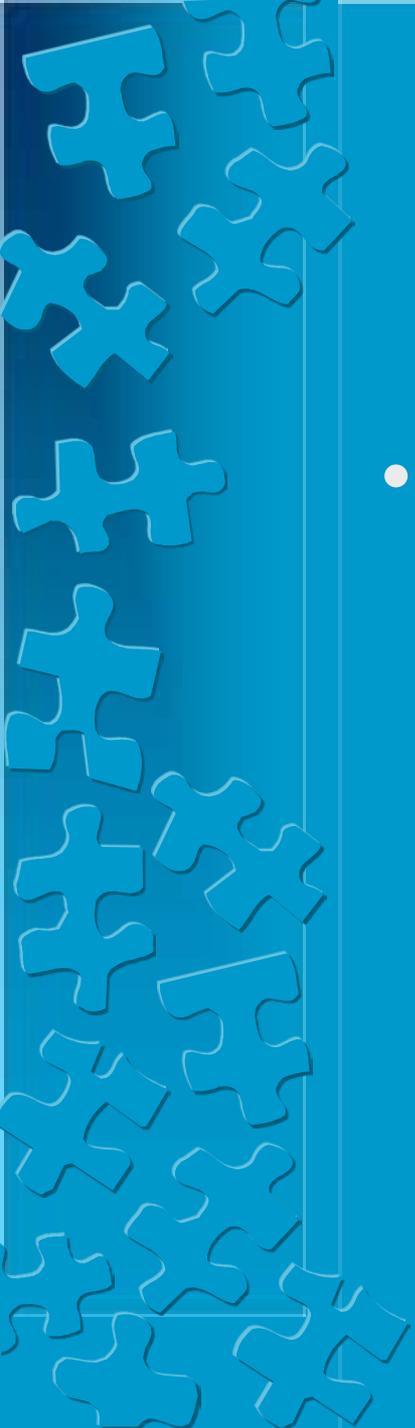
Why does your child misbehave?

- When he wants something?
- When you tell her no?
- When you ask him to do something he doesn't want to do?
- When you take away her toy?
- When you are talking to someone else?
- Because it seems like it feels good??



Regardless, everything a child does
serves a purpose

There is a **payoff**

- 
- A payoff = getting what you want

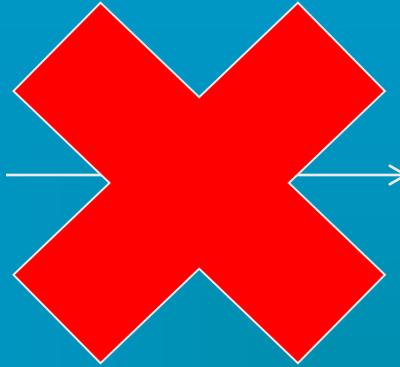
- 
- A payoff = getting what you want
 - **No payoff = not getting what you want**

- 
- A vertical decorative bar on the left side of the slide, featuring a pattern of interlocking puzzle pieces in a lighter shade of blue against a darker blue background.
- A payoff = getting what you want
 - No payoff = not getting what you want

Key: Take away the payoff for the bad behavior, give the payoff for good behavior

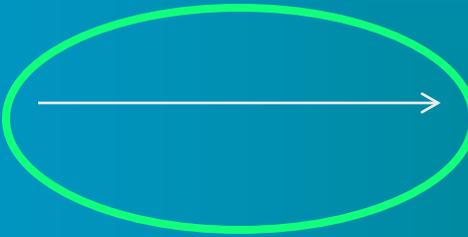


Bad behavior



payoff

Good behavior



payoff

Sitting on the couch →  → eat cookies

Work out for 30 minutes →  → eat cookies

Teaching “good” behaviors

1. Figure out more specifically why your child does the bad behavior
 - There are *four reasons*
2. Teach a good behavior to fulfill that *same reason* (remember, same payoff)
3. Make sure there is a payoff for the good behavior and no payoff for the bad behavior



Four reasons for bad behaviors

First: think of one “bad” behavior

- Because it feels good (**S**ensory)
- To get out of something (**E**scape)
- To get attention (**A**ttention)
- To get something (**T**angible)

S—E—A—T



Four reasons for bad behaviors

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S—**E**—**A**—**T**



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S—E—A—T

S—E—A—T

1. It feels good (**Sensory**)

- Flapping hands
- Spinning round and round
- Jumping up and down laughing
- Rolling train back and forth looking at wheels
- Bouncing leg or tapping pencil

S—E—A—T

2. To get out of something (**Escape**)

- Bedtime
- Homework
- Dinner time
- Any instruction you give your child

S—E—A—T

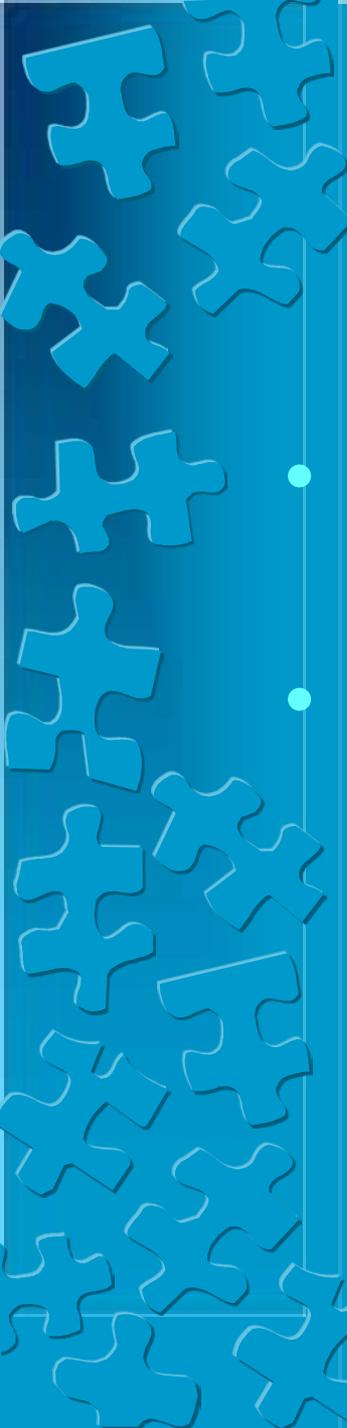
3. To get attention (**Attention**)

- Aggress and laugh
- Throw things when you are talking

S—E—A—T

4. To get something (**Tangible**)

- Cookie in cupboard
- Candy in grocery store
- All out of juice
- Sibling took a toy

- 
- Sometimes it's difficult to figure out the reason!
 - Good strategy: write down the entire situation

A—B—C

- 
- Figuring out what reason your child does the bad behavior

A—B—C
(Antecedent)

- 
- Figuring out what reason your child does the bad behavior

A—B—C
(Behavior)

- 
- Figuring out what reason your child does the bad behavior

A—B—C
(Consequence)

Example ABC's

Antecedent	Behavior	Consequence
Dad turned off the TV while Tom was watching Sesame Street	Tom fell to the floor, banged his hand on the floor and cried	Dad ran back into the room and turned the TV back on. Tom stopped crying

Figure it out!

- Milton, a preschooler, cries when the teacher is passing out popcorn and accidentally skips him. The teacher quickly gives him some popcorn. Milton stops crying.

Let's do the ABC's

A = not getting popcorn

B = Milton cries with tears

C = teacher gives Milton popcorn

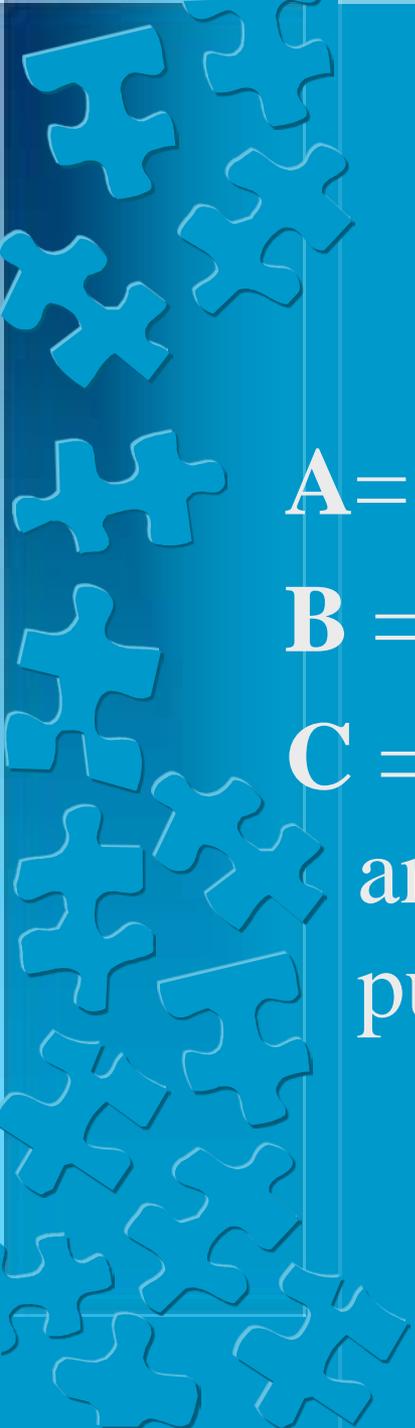


Milton's reason

Tangible: communicate wanting
access to a tangible (the popcorn)

Figure it out!

- Steven, a 3 year old hits the teacher and says “no” when given a puzzle to complete. The teacher removes Steven from the table and places him in a chair away from the group.



Lets do the ABC's:

A= being given a puzzle

B = Steven says 'no' and hits teacher

C = Steven is removed from the situation
and no longer required to complete the
puzzle



Steven's reason

Escape: from doing the puzzle

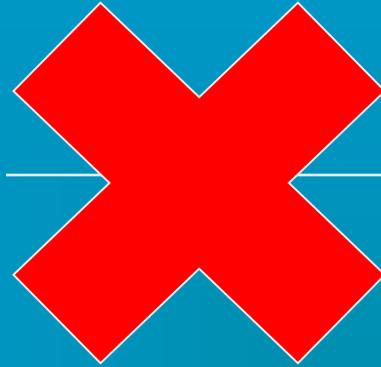


Teaching the “good” behavior

- Now we know why your child does the bad behavior
- What should the new “good” behavior be?!

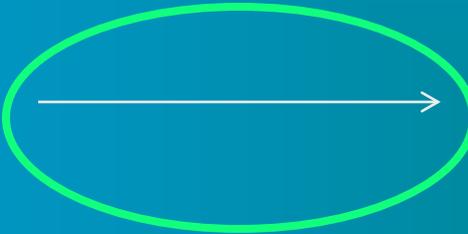
Reminder!

Bad behavior



payoff

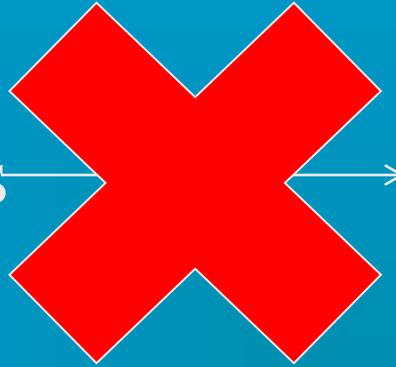
Good behavior



payoff

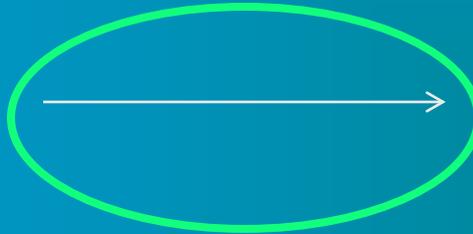
Sensory- the Good behavior!

Flapping hands



feels good to
look at

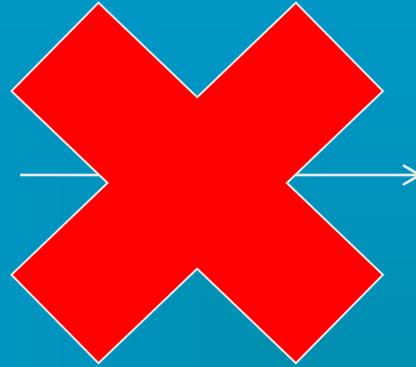
Flapping a fan



feels good to
look at

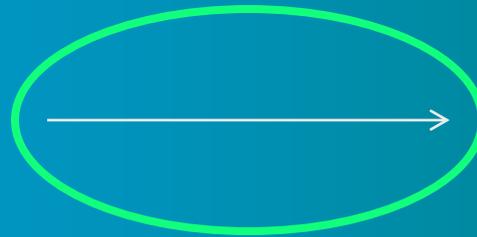
Escape- the Good behavior!

Screaming



Mother
removes dinner

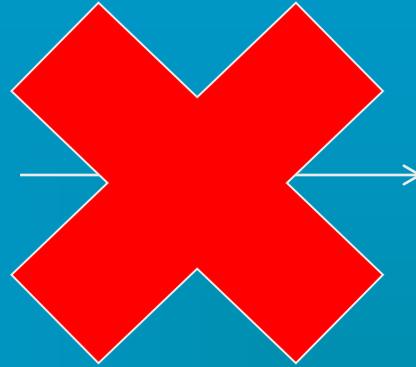
Child asks to
be “all done”



Mother
removes dinner

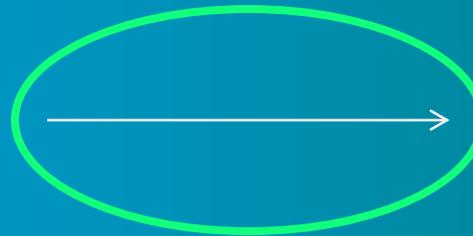
Attention- the Good behavior!

Hitting mom
when mom is
talking to
adult at park



Mom pays
attention to
child (“what
Johnny?!”)

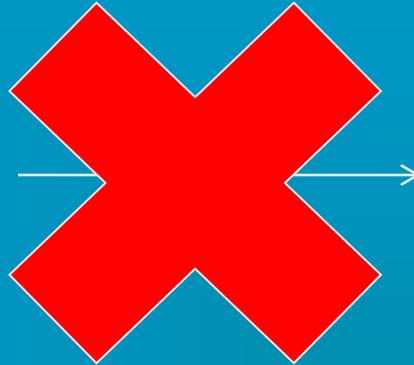
Saying “excuse
me”



Mom pays
attention to
child (“hi
honey!”)

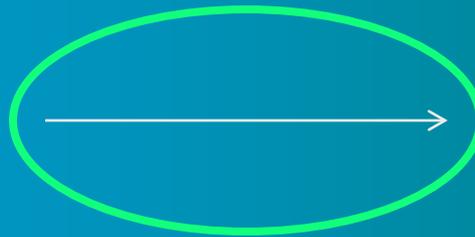
Tangible- the Good behavior!

Child hits and kicks because he wants a cookie kept up high

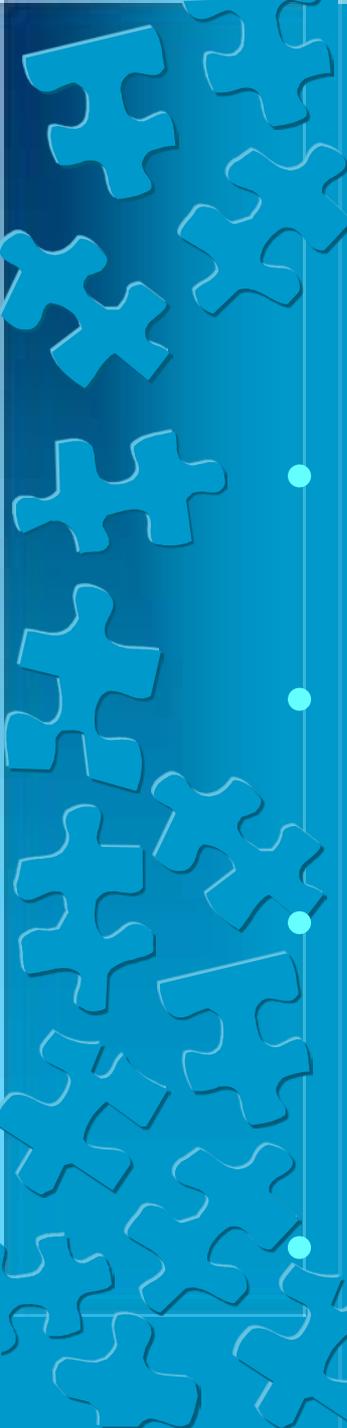


Dad gives child the cookie

Child asks for cookie

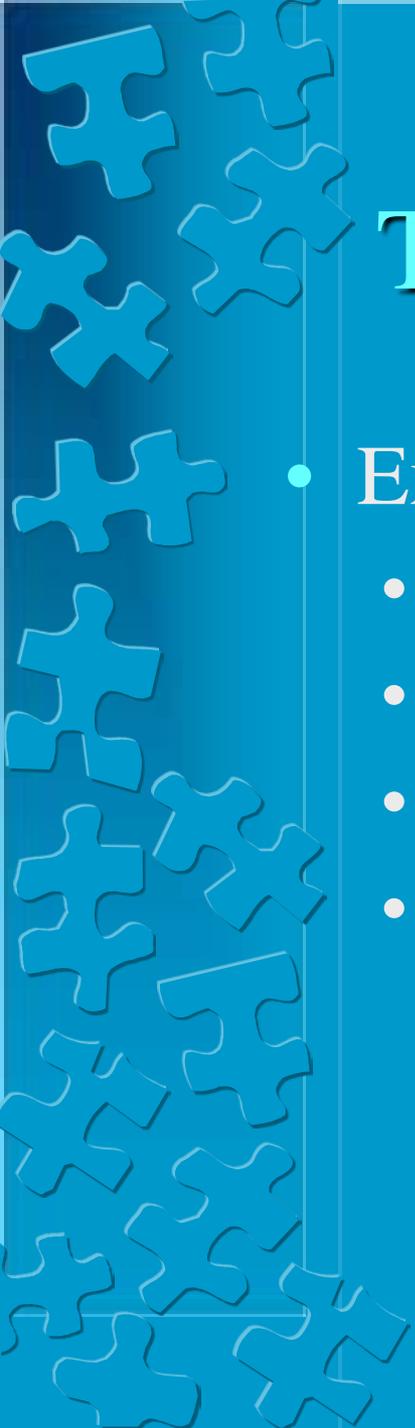


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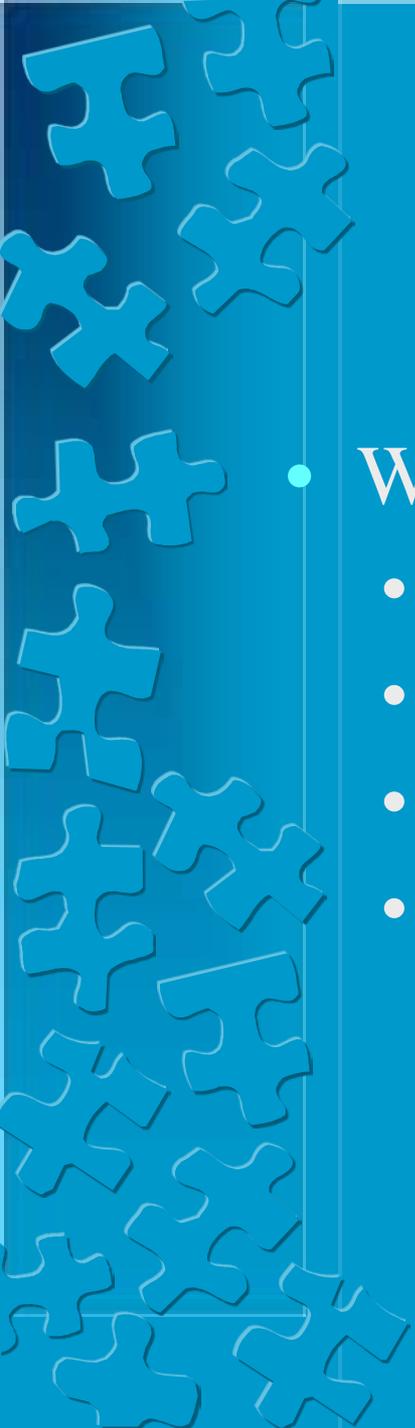
Teaching the “good” behavior

- Now we know some ideas for “good” behaviors to teach
- How do you actually get your child to do the “good” behavior?
- **Help** your child do the good behavior when you know the bad behavior is going to happen
- **Be PROACTIVE!**



Teaching the “good” behavior

- Examples:
 - Sensory (flapping fan)
 - Escape (dinner time)
 - Attention (talking to mom at park)
 - Tangible (getting a cookie)

A vertical decorative bar on the left side of the slide, composed of a pattern of interlocking puzzle pieces in various shades of blue and teal.

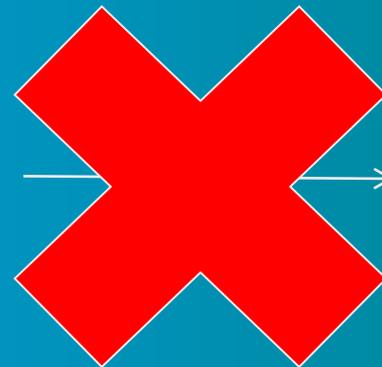
Non-vocal communication

- What if my child does not talk??!!
 - Sound approximations
 - Sign language
 - Picture communication systems
 - Electronic communication devices

Getting rid of “bad” behaviors

- We expect that as good behaviors increase, bad behaviors will decrease
- Bad behaviors **WILL** happen at first though

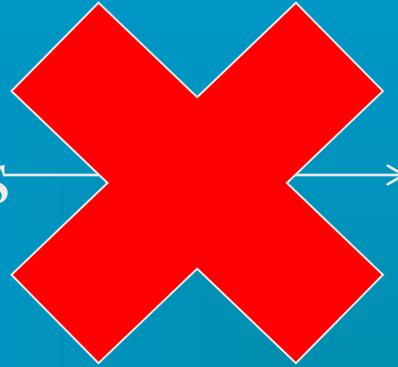
Bad behavior



Payoff

The “bad” Sensory behavior

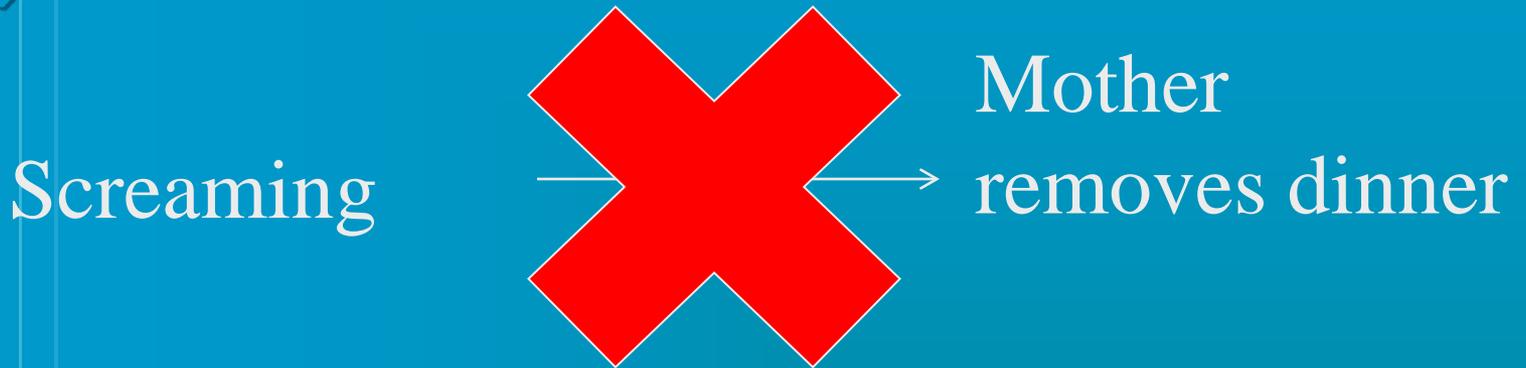
Flapping hands →



→ feels good to look at

- Remove the payoff for the hand flapping
- Help your child do the good behavior so he sees what he should do to get the same payoff

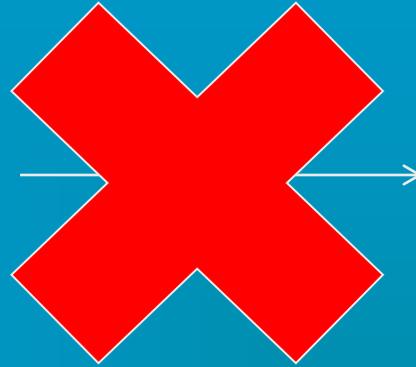
The “bad” Escape behavior



- Remove the payoff for screaming = do not remove the dinner if screaming happens!
- Wait for screaming to stop then help your child ask for “all done”

The “bad” Attention behaviors

Hitting mom
when mom is
talking to
adult at park

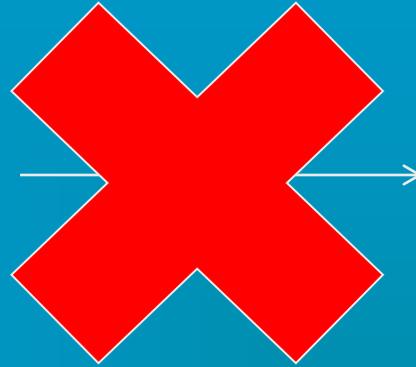


Mom pays
attention to
child (“what
Johnny?!”)

- Remove the payoff for hitting = do not attend to your child when he hits you for attention
- When he is standing quietly, help him to say “excuse me”

The “bad” Tangible behavior

Child hits and kicks because he wants a cookie kept up high



Dad gives child the cookie

- Remove the payoff for hitting = do not give the cookie for hitting
- When he is NOT hitting, help him to ask for the cookie nicely

Reducing the payoff

- What happens when my child asks for cookies ALL THE TIME?!
 - This will happen and this is great
 - Change how often you make the payoff happen for the good behavior
 - The more random the payoff occurs, the more the good behavior will continue to occur

Summary

- Examples of bad behaviors
- What a payoff is
- Reasons for bad behaviors (SEAT)
- Figuring out the reason (ABC)
- Teaching the good behavior
- How to react to the bad behavior
- Reducing the payoff



Questions?

Thank You!!

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