

Behavior Pathway

Name: _____ Example

Desired Behavior

She will be able to verbally communicate her needs, questions, uncertainty, or other triggers to an adult and/or peer.

Reinforcement

Adults will respond or give her information as to when they can respond in a reasonable timeline and in a format that works for her. Verbal praise for using the skill.

<u>Underlying Conditions</u>	<u>Setting Events</u> (Often invisible to us)	<u>Triggers</u>	<u>Challenging Behavior</u>	<u>Outcome</u>
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Autism
Sensory Integration needs
Needs support with expressive and receptive communication
Uses hearing aids for sensorineural hearing loss
Seeks adult approval constantly
Learns by copying others
Strong desire to "finish"
Prefers to work with female students
Picky Eater
Very specific interests
Concrete and literal thinker

Sudden schedule changes
Thirsty
Hungry (did not eat lunch)
Does not understand
Feeling the adults disapprove or are "mad with her"
Not being able to finish (especially coloring)
Being asked to work with boys
The hearing aids trigger auditory sensory issues
Power Struggles
Not her interests
Took you literally

Any of the things in setting events can be a trigger.

Primary challenge is she does not verbalize the trigger making it "look like" she is stubborn, defiant, and irrational when the trigger is usually something easily solved with minimal effort from the teacher.

Refusal : Says "no" or shakes head no while whining, arms crossed, refusing to look, hiding behind or under things.

Crying: Hiding and crying inconsolably and screaming when told the consequences for refusal to follow directions.

Intermittent Reinforcement: Sometimes refusing and crying works and she gets her way for the wrong reasons.
Gains: More information than she had before and we assist in identifying the trigger. A peer often comes to help her get back on track. Stress release.
Avoids: The expectation, the trigger, the environment, or perceived trigger.

Early warning signs of escalation:

Frozen look – will not meet your eyes or will stare at you blankly – may shake her head no in a stiff manner – says things such as, "oh man" or other protest language – crosses arms or makes a beeline for a corner, something to go behind, or something to go under.

What can we teach as replacement behavior?

Proactive: Give her pre-corrections about upcoming triggers if known. Role plays, use social stories, teach the whole class the expectation when triggers are present.

Reactive: Give her the words to say back to you for more information or to escape the trigger. Process afterward for next time.

Support Ideas:

She already asks for water or a break if she feels stress but not consistently.
Be sure other adults in the building are trained to take over and calm her such as office staff or support staff so the teacher can get back to the other children.
Work with the IEP team to identify skills needed and how to teach them. See every incident as an opportunity to identify these needs. Avoid "over" accommodating.