-facial expressions change

-changes in breathing etc.

## **Behavior Pathway Definitions**

<b>Underlying Conditions</b>	Setting Events	<u>Triggers</u>	Challenging Be	<u>ehavior</u>	<u>Outcomes</u>
	(Often invisible to us)			•	
Presets include a person's:  Diagnosis  Age  Life experiences  Personality  Sensory needs  Chronic health issues  Medications (side effects)  Family Culture  Diet  Interests	These are the things that occur throughout your child's day. These can either be perceived or real events that can impact how a person responds to any triggering event. If your child has not learned, or does not have access to coping strategies to deal with setting events, then it increases the likelihood that any triggering event could lead to a behavior of concern.	Any event that occurs immediately before an observable behavior:  Location, time, changes, activity  We may not see a setting or triggering event because it may be an internal trigger (i.e. your child may not be feeling well)	This is the challer behavior you see		These are the things that occur immediately after the behavior:  How others respond to the behavior  Is something added or removed from your child's environment?  Is it meeting an Internal/sensory need?  Is it a way for your child to cope with stress?
Early Warning signs	s of escalation:				<u>Support</u>
How can we tell if your child is showing signs of escalation?  -change in tone of voice  -increased/decreased body movement (ie. pacing)		What can we teach as replacement behavior?	<u> </u>	What can we do to change our own behavior that assists in making the challenging behavior become:  -irrelevant: prevention strategies	
		*Remember that the "r must be faster and mor	new way"		

than the "current behavior" for

your child to get their needs met.

\*The "new way" must be taught!

-inefficient: provide other options

(replacement behavior)

-ineffective: get needs met in other ways