

Behavior Problem Solving Process and Questions

DEFINE BEHAVIOR AND TAKE DATA

1. ***Clearly define the behavior in concrete terms***

2. ***Review the data/information***
 - a. Review the frequency when (time of day, week, month, where and with whom the behavior occurs or does not occur.

3. ***Hypothesis -Understand the reason behind the behavior***
 - a. Iceberg concept-form the perspective of autism
 - b. Functional Behavior Assessment -Data collection

INTERVENTION STRATEGIES

A. STRUCTURE

1. ***Change the environment***
 - a. *Clarify expectations - use visual strengths to make the work predictable*
 - b. *Meaningful visual structure – teach meaning*
 - c. *Understandable on worst day*
 - d. *Highlight “WHAT TO DO”*
 - e. *Clarify “finished” and time concepts*

2. ***Address sensory issues***
 - a. Minimize distractions
 - b. Reduce stimulation (visual, auditory, tactile, olfactory)

3. Develop a varied and balanced schedule of activities

- A. Use strengths and interests
- B. Provide choices
- C. New things/challenges
- D. Age appropriate activities
- E. Socialize with peers
- F. Engage in tensions reduction activities

B. TEACHING

1. Teach to do what you want them to do

- A. Teach functional communication skills
- B. Self-determination – choices/preferences
- C. Communicating need to escape/be alone
- D. Communicate “i need help”
- E. Communicate “no” appropriately
- F. Communicate when and where feel pain

2. Teach coping skills and emotional control strategies

3. Teach social skills

- a. Turn taking, sharing, social rules
- b. Social perspective taking
- c. Initiation of social interactions

4. Teach many ways to understand finished

5. Use reinforcements as highlighters of rules and expected behaviors

- a. First”, “Then”
- b. Special interests and preferences
- c. Choices
- d. Age-related expectations

C. CREATE A PLAN FOR WHEN/IF THE BEHAVIOR STILL OCCURS