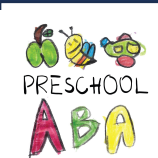# Strategies to eliminate challenging behavior

**For Primary and Preschool Teachers**

By the end of this module, learners will be able to:

1. Understand and describe the behavioural strategies to eliminate challenging behaviour

2. Describe and use proactive strategies

3. Describe and use reactive strategies

4. Identify and teach replacement behaviour

5. Analyse the progress and make necessary changes

Behaviour strategies

- Behaviour strategies used to eliminate challenging behaviour;
- BIP

Behaviour intervention plan

Proactive strategies

Replacement behaviour

Reactive strategies
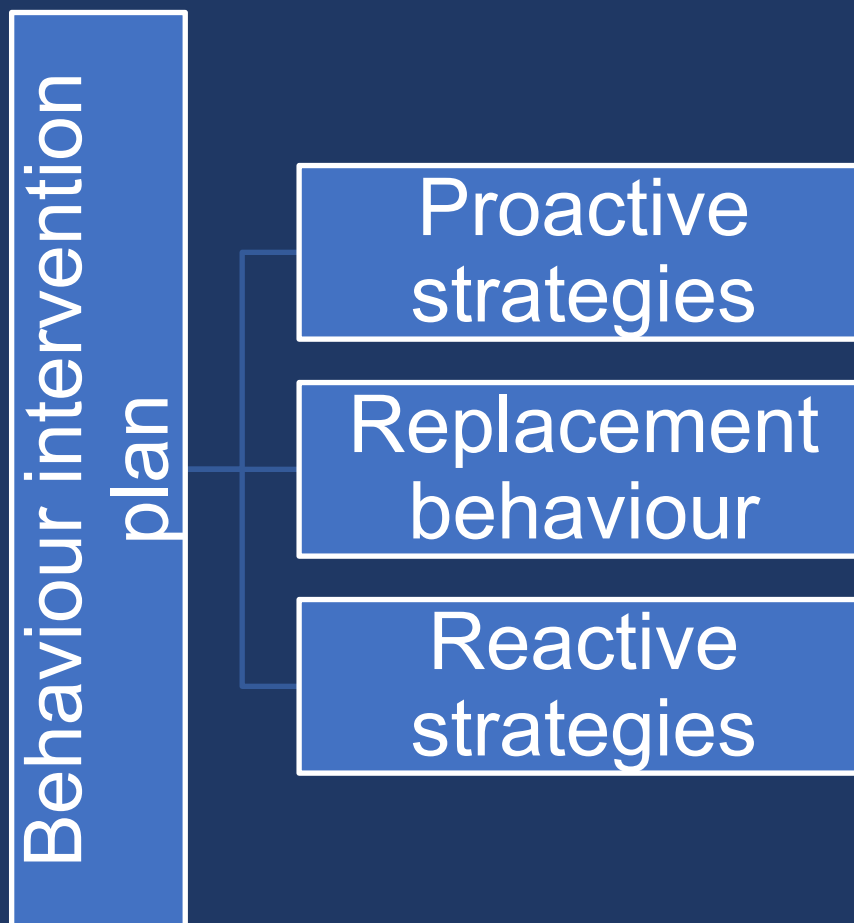
Proactive strategies

- Are applied before the occurrence of the challenging behaviour;
- Are used to increase the likelihood of the occurrence of the desired behaviour

! Remember – the behaviour does not change over night

Proactive strategies – Attention function

What strategies would you use for the behaviour maintained by attention function? – think about it for 5 min

- place the child close to the teacher;

- teach the appropriate way to ask for attention;

- teach peer interaction so that the child will receive attention from his peers;

- "satiate" the child with attention in the absence of challenging behaviour.
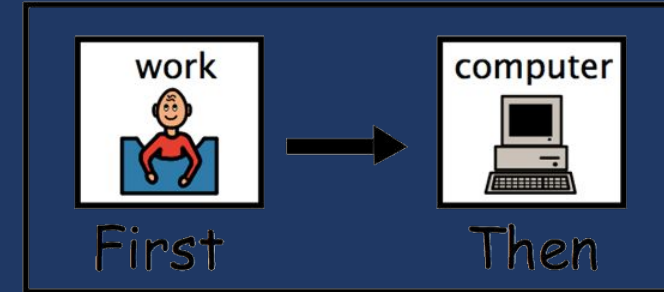
Proactive strategies – Attention function

What strategies would you use for the behaviour maintained by attention function? – think about it for 5 min

- place the child close to the teacher;

- teach the appropriate way to ask for attention;

- teach peer interaction so that the child will receive attention from his peers;

- "satiate" the child with attention in the absence of challenging behaviour.

Proactive strategies – Escape function

What strategies would you use for the behaviour maintained by escape function? – think about it for 5 min

- give a choice of tasks (choices);

- use visual support (first – then card);

- start with easy tasks (behavioural momentum);

- provide student with frequent breaks in the absence of challenging behaviour (noncontingent reinforcement);

- modify the difficulty or length of the task;

- use visual schedules and timers;

- teach to request a break or more time on a task appropriately.

Proactive strategies – Tangible function

What strategies would you use for the behaviour maintained by tangible function? – think about it for 5 min

- inform the child in advance when moving away from a favourite activity/item (priming strategy);

- use visual support to let the student know when they will have access to their favourite activity/subject;

- provide more frequent access to favourite items in the absence of challenging behaviour (noncontingent reinforcement strategy);

- use a visual schedule or timer;

- teach how to appropriately request a favourite item, activity, person, etc.

Proactive strategies – Sensory function

What strategies would you use for the behaviour maintained by sensory function? – think about it for 5 min

- teach an alternative behaviour that gives the student the same sensation as the challenging behaviour (e.g., biting a chewy stick instead of chewing a T-shirt);
- provide easy access to the alternatives.

Replacement behaviour

- Teaching an alternative or desired behaviour

| Alternative behaviour	Desired behaviour
- Has the same function as challenging behaviour ✔ Ask for things ✔ Ask for attention ✔ Ask for break	- Does not have the same function as challenging behaviour ✔ Wait ✔ Share ✔ Finish activity ✔ Play

Replacement behaviour

- *What alternative and/or desired behaviour would you teach a child in the following examples?*

Challenging behaviour	Alternative behaviour	Desired behaviour
A child tantrums because he does not want to play with lego	Says „I dont want to play"	Build a tower from lego blocks
A child cries because he wants to go outside, but its raining	Says „I want to go outside"	Plays inside with other toys
A child hits a peer so teacher takes him aside and talks to him	Asks teacher to stay with him or play a game with him	Plays on his own and wait for teachers attention
A child cries when asked to trace letters	Asks to finish it later	Will trace 3 letters

Reactive strategies

Strategies used after the occurrence of challenging behaviour.
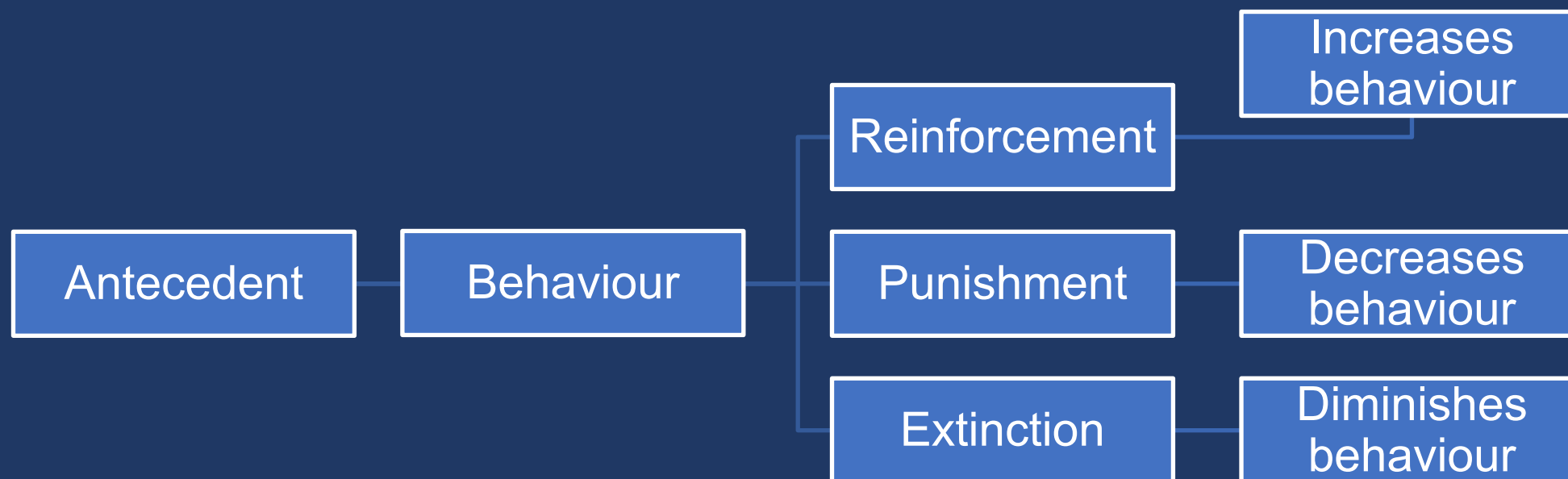
Reactive strategies

Use of extinction

- The behaviour previously reinforced is not longer reinforced

Think, how would you use extinction if a child cries because he wants a toy.

Think, how would you use extinction of a child does not want to put his shoes on.

Extinction burst

Reactive strategies

Use of punishment

- Punishment (as well as extinction) should not be used alone.

- Negative side effects of punishments.

List some possible side effects of using punishment.

Punishment vs Extinction

Punishment	Extinction
⬇ behaviour - **immediately**	⬇ behaviour - **gradually**
- Remove the positive reinforcement that the person already has.	- withhold the reinforcement that maintains the behaviour
Side effects: - Can cause aggression in the child - Can create an avoidance behavior - Use of punishment can negatively reinforce the person using the punishment - By using punishment, we model behaviors that children may use in the future - Ethical problems with using punishment	**Nežiaduce účinky:** - Výbuch pred vyhasínaním (extinction burst)

Miltenberger, 2004

When Mark interrupts Mom on the phone, and the behavior is reinforced by attention from a parent, what would extinction look like?
What would punishment look like?

Reactive strategies

To increase the desire behaviour

- Noncontingent reinforcement;

- Token economy;

- Positive reinforcement.

Activity (annex 5)

Use of positive reinforcement

- Teach preschool teachers how to use positive reinforcement to encourage sharing and turn-taking.

Activity (annex 5)

Evaluate a behaviour intervention strategy

Participants watch a video of a behaviour intervention strategy and evaluate its effectiveness.

Behavior intervention plan (BIP)

BIP is a written document describing proactive and reactive strategies and behaviours that need to be taught to replace challenging behaviour.

Must include:

1. Description of the challenging behaviour

2. Function of the behaviour

3. Proactive strategies

4. Reactive strategies

5. Replacement behaviour

6. Reinforcement plan

Activity (annex 11)

Develop a behaviour intervention plan (BIP)

(materials)

- **SCENARIOS FOR BSP PRACTICE**

Activity (annex 11)

Role-Play using intervention strategies written in BIP

(materials)

- **SCENARIOS FOR BSP PRACTICE**

Progress review

Why the plan might not work?

1. Inconsistent implementation

2. Insufficient reinforcement

3. Environmental factor

4. Inappropriate behaviour selection

5. Lack of individualisation