



1

# Understanding and Addressing Challenging Behaviors: Expect Success

## Webinar 14

### Antecedent-Behavior-Consequence and the Effect of Adult/Peer Behavior

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2

### Antecedents & Consequences: Effect of **Adult/Peer Behavior** on Individuals with Challenging Behaviors

What others do before a behavior occurs or in response to a behavior can have an impact on the occurrence of the behavior

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3

### So, How Do Actions of Adults/Peers Impact the Behavior of Other Students?

- *Antecedent:* Adult/Peer actions can be setting events and quick triggers in the A-B-C chain for an individual with challenging behaviors
- *Consequences:* Adult/Peer reactions can be reinforcing consequences in the A-B-C chain for an individual with challenging behaviors that may increase or decrease the target behavior

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4

## Things to Remember as Adults

Individuals with special needs:

- Do not do what they do to make you crazy
- Need to be supported educationally not based on diagnosis but on strengths and needs
- Often don't read the room or understand the consequences of their behaviors or how their behaviors affect others
- Can be 'consistently inconsistent' - they will know something one day and not the next



5

## More Things to Remember: Bigger, Badder, Stronger is **Not** Better

- No individual (adult or child) should be physically handling another individual
- Aggressive behaviors need to be reduced by 100%
- Individualized programming can be the key to successful reduction of aggression



6

## Impact of Actions and Reactions Tool: Consider What Adults/Peers Do

Left Column:

- Record an action/reaction that adults/peers may do that makes behavior worse

Right Column:

- Identify a corresponding action/reaction that adults/peers do that improves behavior

2. Impact of	Actions and	Reactions of	Adults and	Peers
What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)
		INSTEAD		



7

## Actions and Reactions Tool: Molly

2. Impact of	Actions and	Reactions of	Adults and	Peers
What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)
Aide holds Molly when she is screaming at circle time	Molly hits and kicks while continuing to scream	INSTEAD	Teacher helps other students move back from Molly to give her personal space	Molly starts to calm down



8

### Actions and Reactions Tool: Joe

2. Impact of	Actions and	Reactions of	Adults and	Peers
What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)
Teacher repeats directions to Joe in a louder voice	Joe gets more upset and elopes from the room	INSTEAD	Aide quietly repeats directions and writes them down	Joe stays in the room and sits down at his desk

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9

### Actions and Reactions Tool: Rubin

2. Impact of	Actions and	Reactions of	Adults and	Peers
What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)
Peers try to get Rubin to join their small group by asking him and telling him, "Get over here dude!"	Rubin continues to sit at his desk with his head down and the teacher notices he is squeezing his hands into fists	INSTEAD	Teacher approaches Rubin and talks quietly about joining the small group activity	Rubin stays at his desk, but stops squeezing his hands into fists

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10

### Your Team's Turn: Actions & Reactions Tool

Complete section 2. Impact of Actions and Reactions of Adults and Peers" for situations you have observed with your student

2. Impact of	Actions and	Reactions of	Adults and	Peers
What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)
		INSTEAD		

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11