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# Understanding and Addressing Challenging Behaviors: Expect Success

**Webinar 5  
Missing Skills**




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## Process of FBA for Individuals with Challenging Behavior:

**Missing Skills**



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### Identifying Missing Skills

Your team will be identifying missing skills related to the target behavior of your individual.

You will be using the information you identified in:

- Section 1 "Underlying Issues"
- Section 3 "Antecedents"
- Section 5 "Consequences"




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### Missing Skills Areas


7. Missing Skills	
Skills needed in academic/learning situations?	
Skills needed in social situations?	
Skills needed when overwhelmed with emotions, anxiety, or sensory overload?	
Skills needed when attempting to communicate?	
Skills needed when following directions, making a transition, or engaging independently with assigned work/task?	
Skills needed when using coping/self-regulation skills?	
Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?	



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### Missing Skills A: Molly


7. Missing Skills	(Use Guiding Questions document)
Skills needed in academic/learning situations?	Understand circle time activities; begin to teach basic reading skills; understand how to appropriately self calm when upset; how to request help with academics
Skills needed in social situations?	Teach skills on how to appropriately communicate with peers (i.e., move away when too close, don't touch me)
Skills needed when overwhelmed with emotions, anxiety, or sensory overload?	Teach how to appropriately self calm; how to safely escape overwhelming situations in a socially appropriate way (i.e., ask for a break)
Skills needed when attempting to communicate?	Functional communication system



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### Missing Skills B: Molly


Skills needed when following directions, making a transition, or engaging independently with assigned work/task?	Ability to understand verbal directions and information; able to follow picture directions/work systems/schedules; how to ask for help
Skills needed when using coping/self-regulation skills?	Ability to identify feelings/emotions; learn how to appropriately self regulate and self calm
Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?	Ability to leave a task unfinished and when to finish the task at a later time (i.e., how to follow a visual schedule)



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### Missing Skills A: Joe

7. Missing Skills	(Use Guiding Questions document)
Skills needed in academic/learning situations?	Ability to work in larger groups; increased reading comprehension skills
Skills needed in social situations?	Ability to participate in large groups; theory of mind to see how his target behavior affects peers that are his friends
Skills needed when overwhelmed with emotions, anxiety, or sensory overload?	Ability to stop, examine the assignment, and ask any questions for help; calming skills for frustration and anxiety




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<b>Missing Skills B: Joe</b>	Skills needed when attempting to communicate?	Needs to be able to ask for help, express discomfort in large group, ask for more details before giving answer; practice giving more details when verbally answering a question
	Skills needed when following directions, making a transition, or engaging independently with assigned work/task?	Follow teacher given directions/instructions (vs. aide); lengthen times to stay on an assignment; ask for help when he doesn't understand the assignment
	Skills needed when using coping/self-regulation skills?	Calming skills when frustrated or anxious
	Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?	None at this time




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<b>Missing Skills A: Rubin</b>	<b>7. Missing Skills (Use Guiding Questions document)</b>	
	Skills needed in academic/learning situations?	Grade level reading comprehension skills; grade level math skills
	Skills needed in social situations?	How to talk and interact with people who are not his friends
	Skills needed when overwhelmed with emotions, anxiety, or sensory overload?	Coping skills for when he thinks he can't do school work; calming strategies for when he wants to threaten staff and wants to punch things



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<b>Missing Skills B: Rubin</b>	Skills needed when attempting to communicate?	How to appropriately communicate his feelings when frustrated, angry; how to ask for help without losing "street cred"
	Skills needed when following directions, making a transition, or engaging independently with assigned work/task?	How to ask for help
	Skills needed when using coping/self-regulation skills?	How to recognize his feelings; how to use calming strategies to avoid withdrawal from the situation; how to rejoin and participate in class once he has withdrawn
	Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?	Participating in small groups, especially if his friends are not in the group



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## Behavior Plan Steps Chart: Missing Skills

Behavior Plan Steps Chart	
☐ When Complete	<b>Challenging Behavior: Expect Success Process</b>
	Complete Each Step
	Select the target individual. Create the behavior team.
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1, Underlying Issues. See Behavior Form: Section 1, Underlying Issues
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4, Target Behavior
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2, Impact of Actions and Reactions of Adults and Peers
	Identify antecedents, setting events, quick triggers, precursor behavior, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions



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## Remember to Use the Guiding Questions Document for Missing Skills

### 7. Missing Skills

#### Skills needed in academic/learning situations?

##### Guiding Questions

Does this individual:  
 Have missing academic skills? If yes, specify what skills.  
 Have difficulty understanding or connecting with material/content?  
 Have difficulty or is unable to ask for help?  
 Have difficulty indicating how to ask for support during academic activities (i.e., support for writing using computer or adult assistance, etc.)?

#### Skills needed in social situations?

##### Guiding Questions

Does this individual:  
 Know how to interact with peers, staff, co-workers? Know how to interact in large groups, small groups?  
 Know how to interact with persons s/he doesn't prefer to be with?  
 Have an acceptable way to gain attention?  
 Know how to be successful in social situations?  
 Know how to engage and understand participation in typical activity skills, such as games, playground, break time?



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## Your Team's Turn: Missing Skills

7. Missing Skills	(Use Guiding Questions document)
Skills needed in academic/learning situations?	
Skills needed in social situations?	
Skills needed when overwhelmed with emotions, anxiety, or sensory overload?	
Skills needed when attempting to communicate?	
Skills needed when following directions, making a transition, or engaging independently with assigned work/task?	
Skills needed when using coping/self-regulation skills?	
Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?	

- Complete Section 7 “Missing Skills” using the Guiding Questions Document
- You don't have to answer every question. The questions are provided to help the team think about many aspects of each area.



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## One More Thing for Section 7 “Missing Skills”

Review the identified missing skills and highlight 2-3 that the team determines highly affect the target behavior.



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