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# Understanding and Addressing Challenging Behaviors: Expect Success

**Webinar 6**  
**Strengths, Interests, Preferences**

Challenging Behavior  
Expect Success

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## Process of FBA for Individuals with Challenging Behavior:

**Strengths, Interests, Preferences**

Challenging Behavior  
Expect Success

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### Recognizing Strengths, Interests, Preferences

What factors are present when the student is:

- Engaged?
- Calm?
- Social?
- Interactive?
- “Appropriate”?

Challenging Behavior  
Expect Success

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## The Importance of Strengths, Interests, Preferences

- **Strengths:** can help to build a plan based on what the individual CAN do
- **Interests:** can use interests to motivate the individual to use the behaviors that are desirable and functional
- **Preferences:** can use strategies that are based on how a individual best learns and where/when s/he is most comfortable



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## Begin with Success: Recognize the Individual's Strengths, Interests, Preferences

8. Strengths, Interests, Preferences	[Leave Blank]
Communication	
Physical attributes, grooming, & hygiene	
Coping strategies	
Academics	
Functional & daily living skills	
Work habits	
Self-regulation	
Self-monitoring of sensory needs	
Personality traits	
Personal motivators/reinforcers	
Self-determination skills	
Social, manners	
Attitude	
Perseverance	
Empathy	
Creativity	
Art, music	
Electronics	



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## Strengths, Interests, Preferences A: Molly

8. Strengths, Interests, Preferences	[Leave Blank]
Communication	Finds ways to get her point across
Physical attributes, grooming, & hygiene	Cute!! Large motor skills
Coping strategies	???
Academics	Possible math, if hands on
Functional & daily living skills	Puts on own coat; follows a schedule
Work habits	Sometimes can work alone
Self-regulation	Seems to know when she is overwhelmed
Self-monitoring of sensory needs	Moves away from people that are too close and/or touching her
Personality traits	Can be very engaging with smile, laughs



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## Strengths, Interests, Preferences B: Molly

Personal motivators/reinforcers	Music; playground
Self-determination skills	Will keep trying to let you know what she wants
Social, manners	Engages with adults one on one
Attitude	Likes many parts of the school day (free play, art, music)
Perseverance	Keeps trying when engaging in a hands-on activity
Empathy	???
Creativity	Likes to try new ways to play with playground equipment (goes down slide different ways)
Art, music	LOVES music! watches others doing art projects
Electronics	Likes musical toys; plays with music apps on tablet
Other	Can follow TOBI (True Object Based Icons or cut out pictures) schedule presented three at a time



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## Molly's Summary

**Summarize your individual's strengths in 6 sentences or less:**

**Molly is sweet and engaging. She likes hands-on activities and loves music. She enjoys playing on the playground. Molly can follow a schedule. She interacts well with adults.**



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## Strengths, Interests, Preferences A: Joe

8. Strengths, Interests, Preferences	[Leave Blank]
Communication	Can use short phrases; talks with familiar peers
Physical attributes, grooming, & hygiene	Well-coordinated gross motor skills
Coping strategies	Can handle large class for a short period of time
Academics	Math
Functional & daily living skills	At age level
Work habits	Can work well on computer; finishes assignments once started
Self-regulation	Knows when he gets overwhelmed and needs to leave the environment
Self-monitoring of sensory needs	Leaves the environment
Personality traits	In small groups, his unique personality comes out and is appreciated



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## Strengths, Interests, Preferences B: Joe

Personal motivators/reinforcers	Cars; computers; music; books
Self-determination skills	Often knows what he wants and needs
Social, manners	Capable of participating in small group of familiar boys; very polite
Attitude	Knows he has strong gross motor skills; loves to be with peers
Perseverance	Keeps trying to approach peers; tries to learn new information and skills with help
Empathy	??
Creativity	Writes songs on guitar
Art, music	Plays guitar; writes songs; likes to draw
Electronics	Computers and gaming
Other	Wants to come to school to be with peers



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## Joe's Summary

**Summarize your individual's strengths in 6 sentences or less:**

**Joe is great at math. He is creative through writing songs, playing guitar, and drawing. He loves computers and gaming. Joe has a few good friends and wants to make more friends.**



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### Strengths, Interests, Preferences A: Rubin

8. Strengths, Interests, Preferences [Leave Blank]	
Communication	Verbal, good social language
Physical attributes, grooming, & hygiene	Handsome, strong, clean clothes
Coping strategies	Staying quiet in stressful situations
Academics	Strong in history and science
Functional & daily living skills	Independent in all
Work habits	Has an after-school job at an oil change business
Self-regulation	Can stay quiet at times
Self-monitoring of sensory needs	No identified sensory needs
Personality traits	Loyal, has friends, street smart, determined to be a mechanic



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### Strengths, Interests, Preferences B: Rubin

Personal motivators/reinforcers	Music, building things
Self-determination skills	Found his own job working with cars, knows his future occupation
Social, manners	Can be polite
Attitude	Positive about his future working as a mechanic
Perseverance	Sticks with his decisions
Empathy	???
Creativity	Likes to build things, enjoys industrial arts
Art, music	Loves choir and singing, sometimes paints items he builds
Electronics	Excellent with computer work
Other	Is trying to understand and overcome the personal impact of his family situation



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### Rubin's Summary

Summarize your individual's strengths in 6 sentences or less:

**Rubin has strong language and social skills. He has direction for his life in wanting to be a mechanic. Rubin is creative with art and singing.**



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### Behavior Plan Steps Chart: Strengths, Interests, Preferences

Behavior Plan Steps Chart	
When Complete	<p><b>Challenging Behavior: Expect Success Process</b></p> <p>Complete Each Step</p> <p><b>Select the target individual. Create the behavior team.</b></p> <p><b>Identify underlying issues</b> 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</p> <p><b>Define the behavior</b> 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</p> <p><b>Think about actions and reactions of adults and peers.</b> 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</p> <p><b>Identify antecedents, setting events, quick triggers, precursor behavior, and consequences.</b> 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</p>



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### Your Team's Turn: Strengths, Interests, Preferences

B. Strengths, Interests, Preferences	[Leave Blank]
Communication	
Physical attributes, grooming, & hygiene	
Coping strategies	
Academics	
Functional & daily living skills	
Work habits	
Self-regulation	
Self-monitoring of sensory needs	
Personality traits	
Personal motivations/reinforcers	
Self-determination skills	
Social, manners	
Attitude	
Persistence	
Empathy	
Creativity	
Art, music	
Electronics	

- Complete Section 8 "Strengths, Interests, Preferences"
- Try to put at least one strength, interest, preference in each category. It's ok if 1 or 2 are blank
- Summarize your individual's strengths in 6 sentences or less on form under Section 8

• Summarize your individual's strengths in 6 sentences or less:

