

Addressing Challenging Behavior

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QUICK REFERENCE GUIDE  
for Parents  
and Professionals



# Down SYNDROME

Assessment  
and Intervention  
for Young Children  
(Age 0-3 Years)



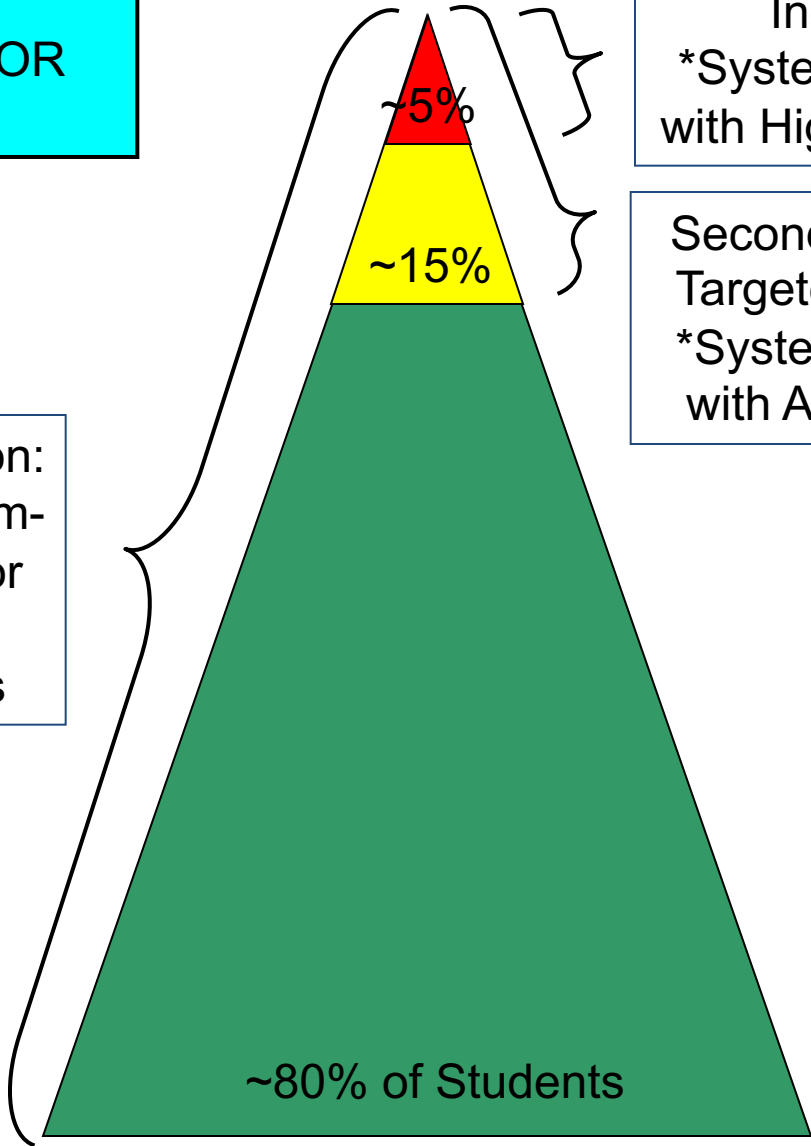
# The NYS DOH Report of the Recommendations: Down Syndrome

- Specifically states:
  - “It is recommended principles of learning theory be applied to interventions...
    - “... for communication development” (p. 126)
    - “...for motor development” (p. 132)
    - “...for development of social skills” (p. 138)
    - “...teaching adaptive/self-help skills” (p. 140)

<https://www.health.ny.gov/publications/4957.pdf>

**SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT**

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
\*Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Targeted Interventions  
\*Systems for Students  
with At-Risk Behavior

# Foundations of Positive behavior Supports

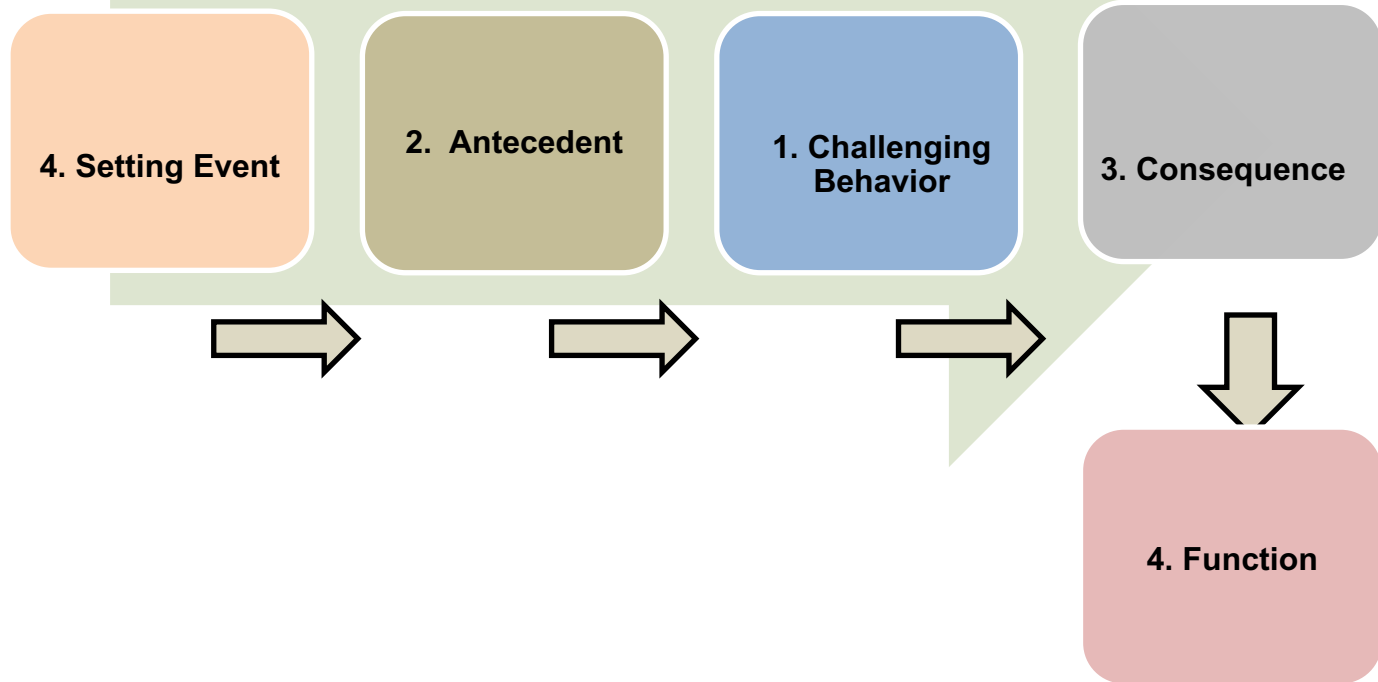
- Applied behavior analysis
- Normalization
- Self determination

# Individuals with Disabilities Education Act (IDEA)

The 1997 Individuals with Disabilities Education Act (IDEA) regulations state:

The IEP team shall, in the case of a child whose behavior impedes his or her learning or that of others, consider, where appropriate, strategies, including positive behavioral interventions, strategies, and supports that address that behavior. IDEA 300.346(2)(i)

# Behavior Pathway



What behavior are you  
concerned about?



What is the one thing that you know  
will result in that behavior?

What typically happens when that behavior occurs?

What makes your day a terrible, horrible, no good, very bad day?

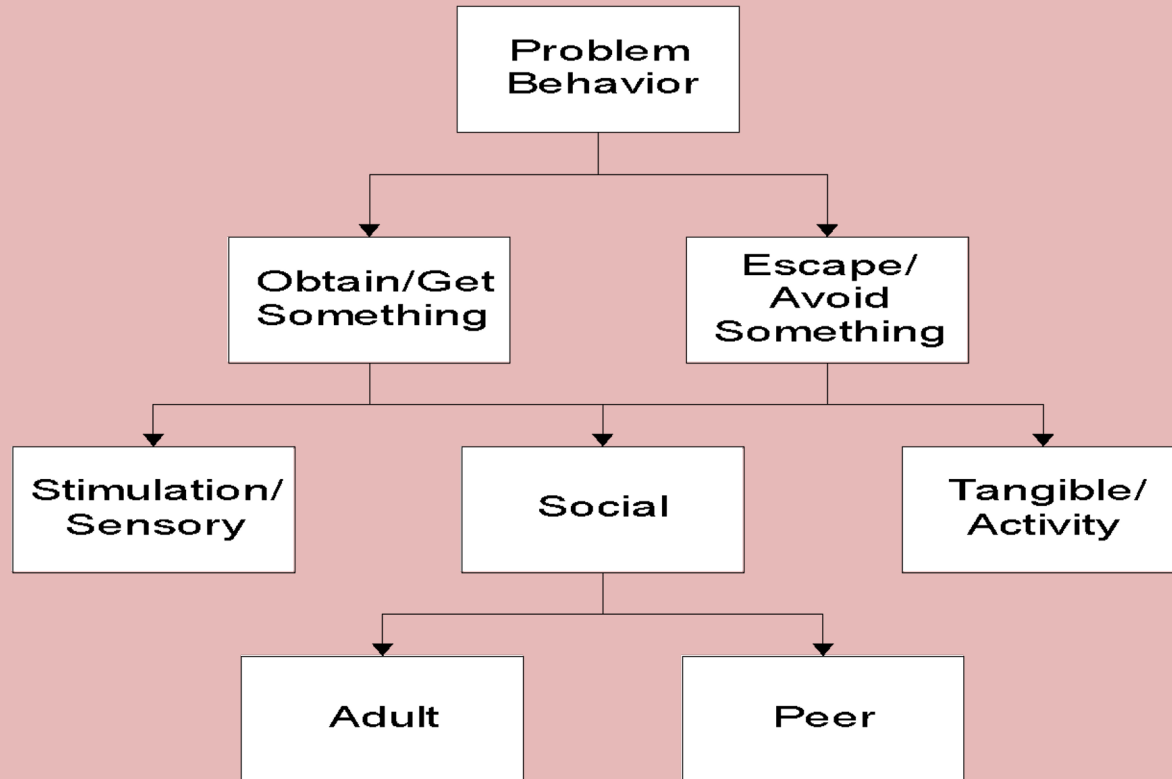
What increases the likelihood the behavior you have in mind will occur on a give day?

What do you think your child was  
trying to get?

OR

What do think your child was trying  
to avoid?

# Possible Functions of Behavior



# Functional Assessment (O' Neill et al., 1997 )

- Process of determining the relationship between events in a person's environment and the occurrence of challenging behaviors
- Behavior is affected by what happens before it (antecedent variables) and what happens after it (consequent variables)
- Answers “What is regularly associated with the occurrence and nonoccurrence of problem behavior?”

# Three Components

- Interview
- Direct Observation
- Environmental Manipulations  
(i.e., Functional Analysis)

## Positive Behavior Support Plan Template

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Team members implementing plan: \_\_\_\_\_

Behaviors of concern: \_\_\_\_\_

Function of behavior: \_\_\_\_\_

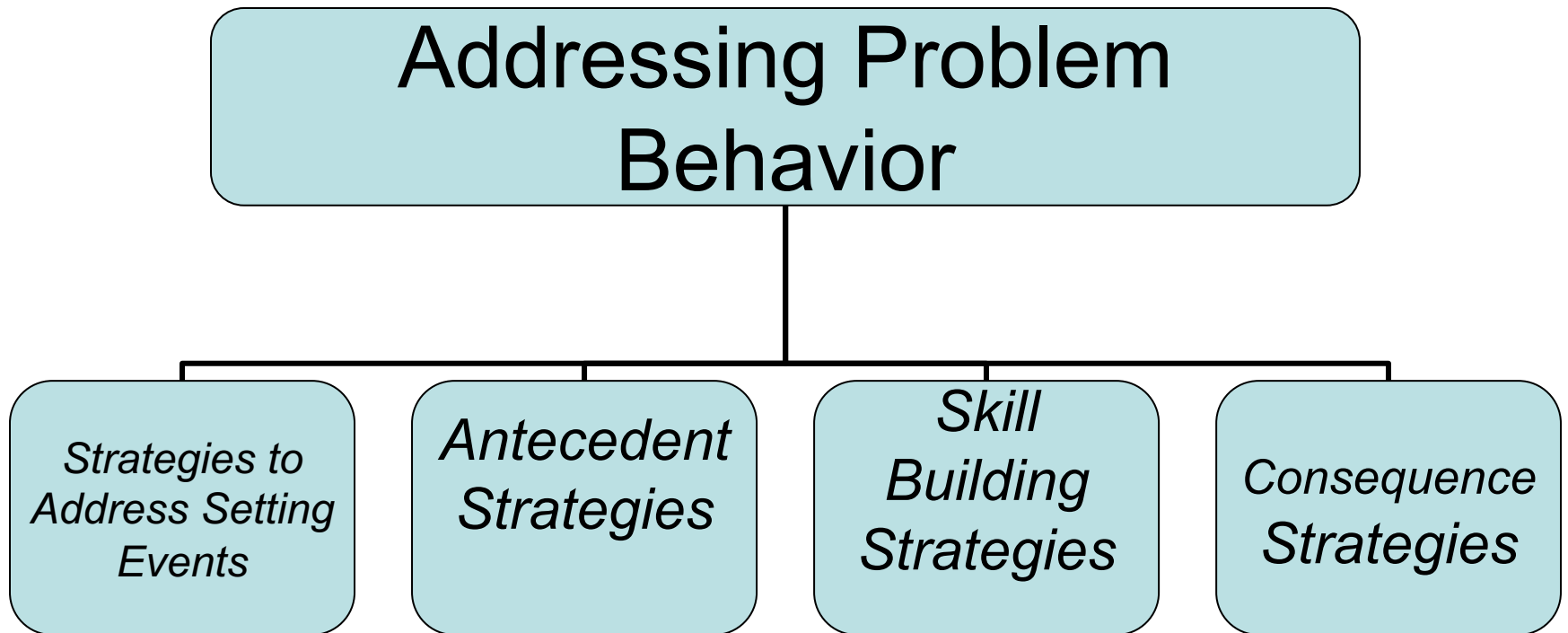
Antecedents: \_\_\_\_\_

Consequences that maintain the challenging behavior: \_\_\_\_\_

<b>Strategy to Address Setting Events</b>	<b>Antecedent Strategy</b>	<b>Skill Building Strategy</b>	<b>Consequence Strategy</b>



# Four Component Approach to Providing Positive Behavior Supports (Carr et al., 2002)



# Strategies to Address Setting Events

(Dadson et al., 1993)

- Remove the setting event (e.g., ensure good night sleep, medication is taken)
- Neutralize the effect of the setting event (e.g., relaxation routine, provide food or medication, allow for a nap)
- Remove stimuli that occasion problem behavior when setting event present (e.g., change in schedule, reduce demands)
- Increased the rewards available for appropriate behavior when setting event present

# Example: Visual Schedules

1. Take out notebook and pencil
2. Put homework in teacher's basket
3. Page 33-35 in math workbook (Remember: Look for plus and minus signs)
4. Raise hand when finished
5. Quiet reading



# Getting Ready for the Day

1st



2nd



3rd



4th



# Our Day Out

1st



2nd

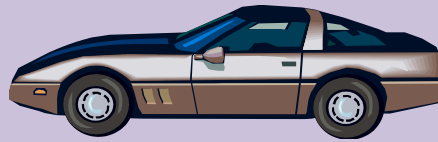


3rd



# At the Doctor

1st



2nd



3rd



4th



STAPLES



When you were young and not feeling well and had to get out of bed to go to the doctor, what did your caregivers do for you?



# Antecedent Strategies

- Help to prevent the challenging behavior by changing the antecedent (cue/trigger) that typically results in the behavior.
- Implement them behavior.. You deliver the cue/direction/trigger.

# Offering Choices

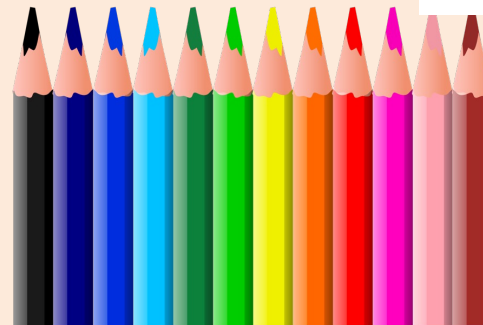
Choices can be offered on where to do a task, when, with which materials, how, and with whom

## Offer of Collaboration

Offer to do some of the task.. the child gets the desired attention AND gets out of some of the demands of the task (cleans up only some of the toys)

# Preferred Item as a Distracter

- Allow the child to engage in the activity using preferred materials
  - Markers
  - Colored pencils
  - Laptop
  - Overhead projector
  - Colored paper



# Preferred Item as a Distracter

- Or transition with a preferred item or activity
  - Fly like a bird
  - Carry this toy to the car
  - Here is your favorite snack, now let's do homework!

# High Probability Request Sequence

- Identify high probability requests
- Identify low probability request(s)
- Implement high probability requests (each followed by praise) followed by low probability request

Parent	Child	Parent
“Show me thumbs up”	Puts thumb up	“Great job!”
“Give me five”	Gives parent five	“Perfect!”
Touch your nose”	Touches nose	“Wonderful!”
“Put your books away”	Puts books away	“Hurrah!”

# Skill Based Strategies

When I follow di-  
rections, I get to  
have my favorite  
things.

Juice

Puzzles

Music

Call Dad



When I go  
swimming

When I go swim-  
ing, I follow  
reactions.

When Brittany  
tells me to swim, I  
swim.



# Social Stories

Gray, 1993; Gray, 1994; Fullerton, Stratton, Coyne, & Gray, 1996

- Identify and define the target problem situation
- Collect baseline data
- Write the social story
- Display the story commensurate with the student's functioning level
- Review the social story with the student
- Collect intervention data
- Review findings and program for maintenance and generalization

# Sharing (Mark Sheren)

I can share with people. Sometimes they will share with me

Sharing is a good thing.

Sometimes if I share with someone, they will be my friend.

Sharing with others makes them feel welcome.

Sharing with others makes me feel good.

Gray, C. The new social story book. Arlington, TX: Future Horizons.

Can you add an contingency?

So...

IF... THEN....

# Functional Communication Training

- Teaching communicative skills to make the display of problem behavior *inefficient*.
  - What the child wants is given (i.e., function is met) quickly for communication
    - Communication can be verbal, gestural, graphic (symbol, picture, written word)
  - What the child wants is withheld for problem behavior

# Functional Communication Training

- Request for a break
- Rejecting response
- Request attention
- Request assistance
- Request item/activity
- Request alternative item

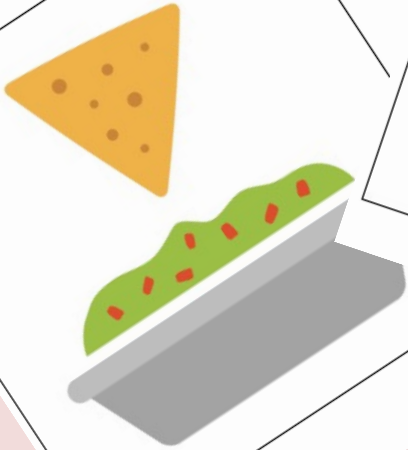


Break  
please



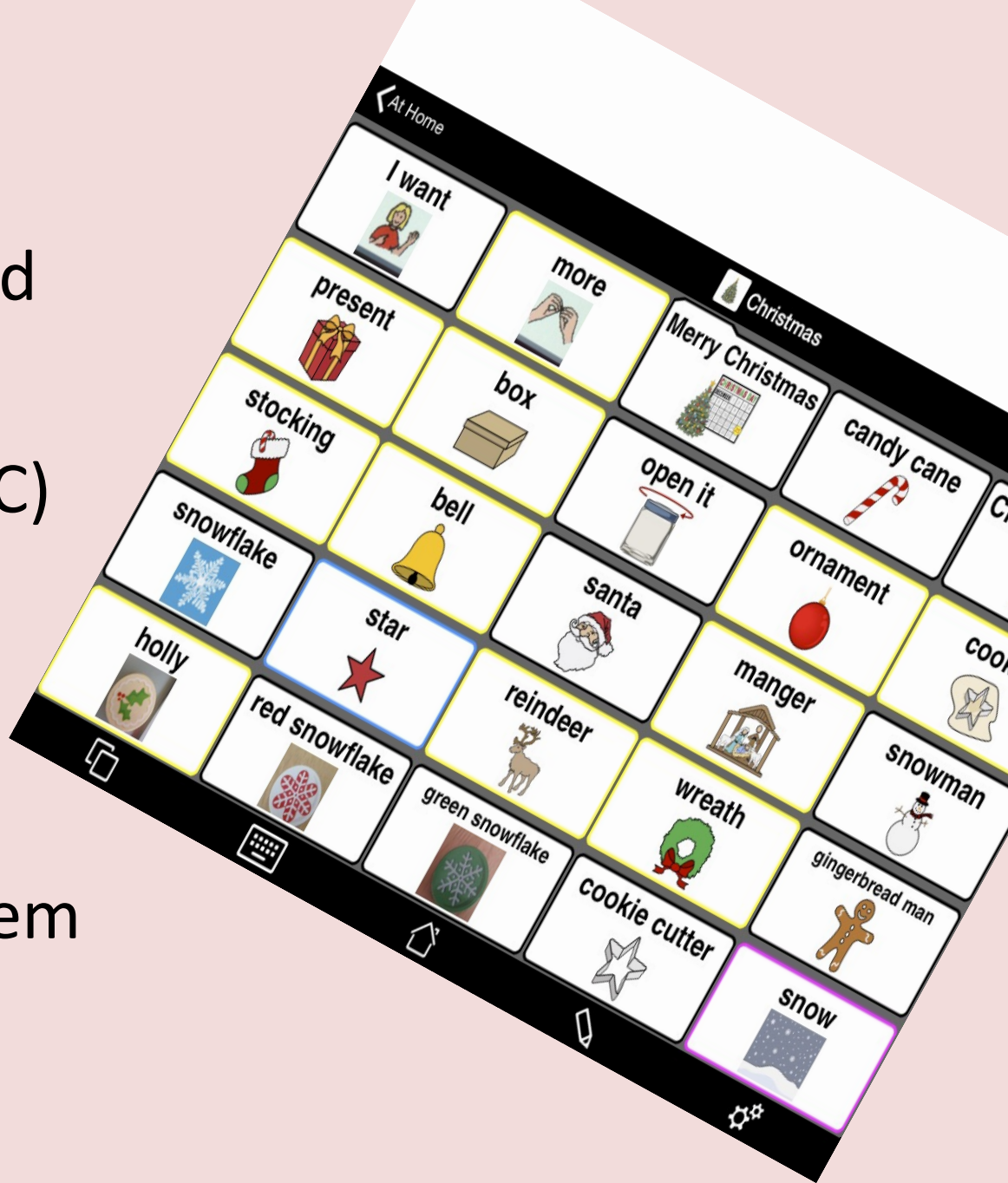
I want chips  
please.





# Proloquo2go

An Augmentative and Alternative Communication (AAC) app that transforms a tablet or i-phone into an electronic communication system





😊 🤔 😊 🤔 😊

Pay Attention  
Quiet body  
Sit up  
Do your work  
5 😊

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Sam's good work board 😊



The corkboard features three blue dog stickers, likely Blue's Clues characters, arranged in a row. The board is titled 'Sam's good work board' with a smiley face icon. There are also two small white square markers on the board.

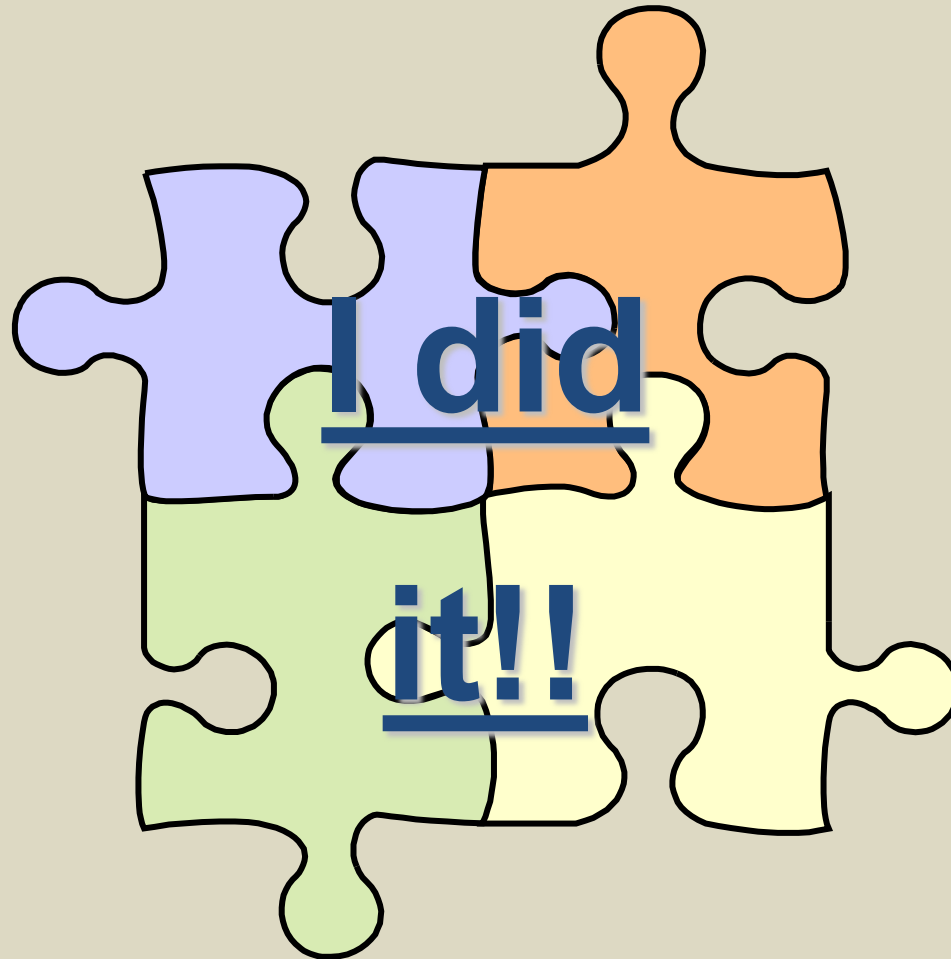
# Consequence Strategies

Be sure to know what to do when appropriate behavior occurs.

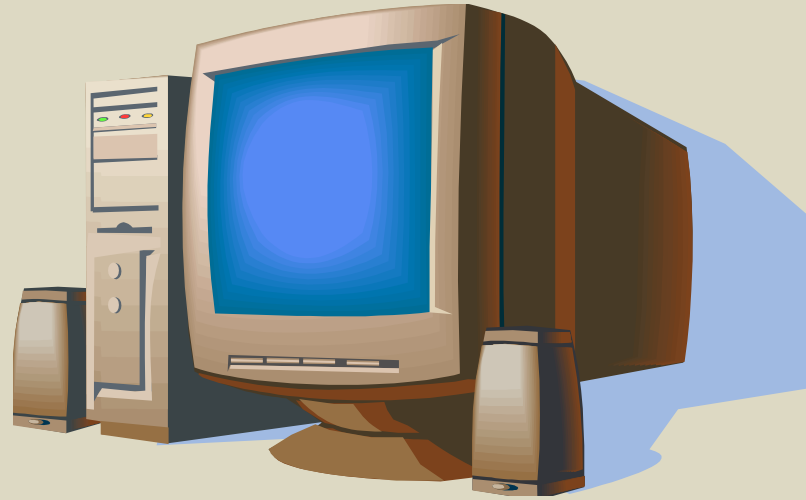
And

Be sure to know what to do with the challenging behavior occurs.

# Picture Puzzles



I'm working for the...



C O M P U T \_ \_

# Sample Token System

My rules:			I am working for:	
I need _____ tokens.				

# Extinction


- The termination of reinforcement for a previously reinforced behavior
  - No longer delivering attention for challenging behavior maintained by attention
  - No longer removing nonpreferred activities after a challenging behavior occurs that is maintained by escape
- If you must respond, do so in a manner that is as non-reinforcing as possible
  - Remove child, but do not look at or speak to the child
  - Have the child perform part of the task

# Self-monitoring Checklists

- Checklists allow the student to be informed of what is expected in the absence of adult prompts
- As the student completes the item, they checks it off
- Can function as a token system, where tokens are delivered for each check and then traded in for a backup reinforcer

# Example Checklists

Name   
Date   
Subject

Journal Checklist  
Capital Letters   
Period. or ?   
Finger  space

Math Checklist  
check signs   
number my work



David's goal is to walk independently through the hallway.

David's self-monitoring checklist:

Did I go directly from one class to the next, only stopping at the bathroom if necessary?	Yes	No
Did I get to class on time?	Yes	No
Did I walk at a regular pace -not running and not too slowly?	Yes	No
Did I walk nicely -with my hands and feet to self, not touching others?	Yes	No
Did I look nicely at other people?	Yes	No

Time	I followed my rules	I did my work	I earned my ★
9:30-10:00			
10:00-10:30			
10:30-11:00			
11:00-11:30			
11:30-12:00			



# OFF TO A GOOD START

A Behaviorally Based Model for Teaching  
Children with Down Syndrome

**Book 1: Foundations for Learning**



Emily A. Jones, PhD, BCBA-D, and Kathleen M. Feeley, PhD

## BEHAVIOUR

# Strategies to address challenging behaviour in young children with Down syndrome

**Kathleen Feeley<sup>1</sup> and Emily Jones<sup>2</sup>**

Children with Down syndrome are at an increased risk for engaging in challenging behaviour that may present problems within community, leisure, and educational settings, and, in many instances, precludes them from accessing these environments. Factors contributing to the occurrence of challenging behaviours include characteristics associated with the Down syndrome behavioural phenotype, increased incidence of illness and sleep disorders, and the way in which individuals in their environment respond to their behaviours. In this paper we describe the use of behaviourally based intervention strategies to address some of the specific challenges often seen in young children with Down syndrome. Through a series of case studies, the effectiveness of evidence-based interventions addressing challenging behaviour is demonstrated.

<http://www.down-syndrome.org/case-studies/2008/case-studies-2008.pdf>

# Addressing challenging behaviour in children with Down syndrome: The use of applied behaviour analysis for assessment and intervention

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**Abstract** – Children with Down syndrome are at an increased risk for engaging in challenging behaviour that may be part of a behavioural phenotype characteristic of Down syndrome. The methodology of applied behaviour analysis has been demonstrated effective with a wide range of challenging behaviours, across various disabilities. Applications to children with Down syndrome and the examination of behaviourally based strategies to specifically address the unique characteristics of children with Down syndrome are limited. However, there are several studies in which a subset of the participants did have Down syndrome. A handful of these studies are reviewed within the context of functional behaviour assessment and Positive Behavioural Supports. Drawing from these studies and the behavioural literature, as well as the authors' clinical experience and research, suggestions regarding early intervention for challenging behaviour with children with Down syndrome are provided.

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**Keywords:** applied behaviour analysis, functional behaviour assessment, Positive Behaviour Support, behavioural phenotype, proactive strategies, setting events, antecedent strategies, skill replacement, reinforcement systems, consequence strategies.

<http://www.down-syndrome.org/perspectives/316/perspectives-316.pdf>