**BAIS Training Module #1:**

**Introduction to Challenging Behavior**Author: Genae Hall

**What is Level 4?**

**Welcome! You are now working in a Level 4 community care home and have a chance to make positive, lasting differences in the lives of people who have significant needs, but the potential to learn new skills, get along better with others and participate as fully as possible in their commu­nities.**

**Media suggestion: Show brief video of consumers engaging in enjoyable, age-appropriate and meaningful activities, and displaying new communication, social, self-help, and community ac­cess skills they acquired in a level 4 home. (GAH)**

**To work effectively with consumers who live in the home, it will be helpful to know why they are placed in Level 4 and the services the home is designed to provide. Based on consumer needs and types of services provided to meet those needs, there are 4 levels of community care homes-1, 2, 3, and 4.**

**Definition: Level 4 homes (the highest level) provide care, supervision and professionally su­pervised training for consumers with severe challenging behaviors or impairment in physical co­ordination and mobility and/or self-care skills.**

**Additional information:**

* **Level 4 includes 4A-4I. As levels increase, weekly staffing hours and monthly behavioral consultation hours also increase, to meet the needs of the consumers.**
* **For each consumer placed in a Level 4 home, the provider and behavioral consultant de­velop an Individual Service Plan (ISP), which includes a behavior support plan, a crisis plan, if needed, and skills training plans to address self-care and other needs\_**
* **To track consumer progress and guide decision making for both behavior support and skills training, staff collect data using systems designed by the home's behavioral con­sultant.**

**Questions la.-1d.**

**I a. Level 4 homes provide care, supervision and professionally supervised training for con-**

**sumers with challenging behaviors or impairment in physical coordination and   
mobility and/or self-care skills.**

**I b. Level 4 homes provide care, supervision and professionally supervised training for con-**

**sumers with severe challenging behaviors or impairment in physical coordination and mobility and/or (two words) skills.**

**1 c.** For each consumer placed in a Level 4 home, the provider and behavioral consultant de-

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velop an Individual Service Plan (ISP) which includes a (two words) plan, a cri-   
sis plan, if needed, and skills training plans to address self-care and other needs.

I d. To track consumer progress and guide decision making for both behavior support and

skills training, staff collect using systems designed by the home's behavioral   
consultant.

**Individual Service Plan (ISP)**

**Definition:** The Individual Service Plan (ISP) for each consumer is a written document describ­ing the home's plan for providing services to that person, based on his or her individual needs.

**The ISP may often include:**

* Descriptive information about the consumer
* Skill summaries in the areas of self-care, home maintenance, independent living, com­munication, social skills, and community access
* Current medications
* Target behaviors and why they may occur (Functional Assessment)
* A Behavior Support Plan
* A Crisis Plan, if needed
* Goals and objectives for skills training, behavior support, and other supports including medical and psychiatric care

Media suggestion: Insert page 1 of ISP. (DAE)

**Questions 2a.-2b.**

1. The Individual Service Plan (ISP) for each consumer is a written document describing the

home's plan for providing to that person, based on his or her individual needs.

1. A written document that describes the home's plan for providing services to each con-   
   sumer, based on his or her individual needs, is called a/an (three full words, each starting with a capital letter)

**Challenging behavior**

**Definition:** A challenging behavior is an action that causes a problem or "challenge" for the consumer or others. It may or may not be a target behavior (see later section on target behavior).

**Situation 1:** Molly is waiting for her day program van to pick her up in the morning and her van is late.

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**Example: Molly complains about the wait, then knocks magazines and her lunchbox on­to the floor.**

**Why? Knocking magazines and her lunchbox onto the floor could pose a problem for Molly or others, as the behavior might frighten her housemates or the food in her lunch-box might get smashed.**

**Insert: 16.Molly.van.([T.EX.in](http://T.EX.in).context).1606.160817.mp4**

**2. Non-example: Molly asks when her van is coming over and over while she is waiting.**

**Why? Molly repeatedly asking when her van is coming does might be slightly annoying to others, but does NOT cause problems for anyone.**

**Insert: 17.Molly.van.([T.NON-EX.in](http://T.NON-EX.in).context).1606.160817.mp4**

**Situation 2: Sharon is sitting in the living room and no one is interacting with her (she is bored).**

1. **Example: Sharon gets up, walks over to her housemate Kathy, and pulls Kathy's hair.**

**Why? It causes a problem for Kathy by hurting her. It may also cause problems for Sha­ron, if Kathy retaliates by aggressing towards Sharon.**

1. **Non-example: Sharon gets up, walks over to her housemate Kathy, and starts to converse with Kathy by asking her what she did that day at her day program.**

**Why? Conversing with a housemate does NOT cause problems for Sharon or Kathy. Questions 3a.-3b.**

1. **A challenging behavior is an action that causes a or "challenge" for the consumer   
   or others.**
2. **An action which causes a problem or "challenge" for the consumer of others is called**

**a behavior.**

**Questions 4a.-4d.**

**For each question, please write example or non-example in the blank provided. Situation 1: Staff asks John to take a shower or brush his teeth.**

1. **If John hits staff, this is a/an of a challenging behavior.**
2. **If John takes 3 deep breaths and counts to 10, then follows staff's instruction, this**

**a/an of a challenging behavior.**

**Situation 2: Terry wakes up in the middle of the night.**

1. **If Terry gets out of bed to use the restroom and then goes back to bed, this is**

**dan of a challenging behavior.**

1. **If Terry gets out of bed, paces around the home and slams his housemates' bedroom**

**doors, this is a/an of a challenging behavior.**

**Functional Assessment of target behaviors: why do the behaviors occur?**

**All "voluntary" behavior is determined by past experience (history) and current circumstances. Behaviors occur now because they have worked for the consumer in the past. Individuals with weak communication and social skills often get their wants and needs met through challenging behaviors. To decrease or eliminate these behaviors in the long run, we need to teach consumers better ways to get what they want. To do this, we first need to find out the reasons for the behav­iors.**

**Definition:**

1. **Process: For each behavior targeted for intervention, the home's behavioral consultant gathers information on why the behavior seems to occur, by interviewing people who know the consumer well and by observing the behavior in different situations. Staff may collect information using an ABC data sheet.**
2. **Written document: All information which has been gathered is summarized in a written Functional Assessment, which includes antecedent conditions that precede the challeng­ing behavior, possible maintaining consequences and a summary statement (hypothesis) about how the behavior seems to function for the consumer.**

**Media suggestions:**

1. **Insert screen shot of functional assessment section of ISP (for specific target behavior). (DAE)**
2. **Insert picture or video of consumer (actor) displaying target behavior in I. in the presence of staff (actor). (DAE)**

**The functional assessment can be found in the consumer's ISP.**

**Questions 5a.-5b.**

**5a. For each behavior targeted for intervention, the home's behavioral consultant gathers in-**

**formation on the behavior seems to occur.**

5b. All information gathered is summarized in a written functional assessment, which in-

cludes antecedents, possible maintaining consequences and a summary statement (hy­pothesis) about how the behavior seems to for the consumer.

**Antecedent**

**Definition: An antecedent is something that happens in the environment, comes before the tar­get behavior (often right before) and influences whether the behavior occurs.**

**Antecedents are related to both reinforcement and punishment, and to whether behavior occurs or does not occur. Only those related to reinforcement and the occurrence of behavior arc includ­ed in this introductory training.**

* **Two categories of antecedents are the "motivating operation" (MO) and discriminative stimulus (SD).**
* **Two categories of motivating operations are the establishing operation (EO) and abolish­ing operation (AO).**
* **Only the establishing operation (E0) and discriminative stimulus (SD) arc included in this introductory training.**

**Antecedents for target behaviors are listed in the Functional Assessment section of the consum­er's 1SP.**

**A. Establishing operation (EO):**

**An establishing operation is an antecedent that 1) makes someone want a certain outcome or increases how much he or she wants it and 2) increases the** likeli­hood of behavior that has led to that outcome in the past.

**Situation 1:** Maggie does not like it when staff have a private conversation in front of her without looking at her or talking to her. When this happens, Maggie may start frown­ing, then throw any small items she can reach. When this happens, staff stop their private conversation, tell Maggie to "stop", lecture her on why she should not destroy property and prompt her to pick up the items she threw (give focused 1:1 attention). Property de­struction is targeted in Maggie's ISP.

**1. Example:** Staff walking into the room having a private conversation in front of

Maggie and not looking at her or talking to her.

**Why?** Staff conversing privately with one another 1) makes Maggie want staff to stop talking to each other and give her 1:1 attention, and 2) increases the likeli­hood of property destruction, which has led to staffs attention in the past.

**Insert: 10.Maggie.throwing.magazines.(E0.in.context).1603.160817.mp4. Also create and insert shorter version of video with SD alone.**

**2. Non-example: Staff walking into the room and looking at Maggie, smiling at her**

**and conversing with her on topics that interest her.**

**Why? Receiving positive staff attention does NOT 1) make Maggie want 1:1 at­tention from staff or 2) increase the likelihood of property destruction. Instead, it decreases Maggie's desire for 1:1 attention and the likelihood that she will destroy**

**property.**

**Insert: 11.Maggie.throwing.magazines.(**[**AO.PRO.in**](http://AO.PRO.in)**.context).1603.160817.mp4.**

**Situation 2: Paul imitates a few manual signs, but is unable to use his signs to make re­quests. He usually returns home from his day program around 4:00 PM and is hungry be­cause he has not eaten since lunch. At this time, if he sees a housemate eating a snack (bagel) at the dining table, he is likely to walk over to the table, grab the bagel and start eating it. This "food-grabbing" behavior is targeted in his ISP.**

1. **Example: Paul usually returns home from his day program around 4:00 PM and is hungry because he has not eaten since lunch.**

**Why? Being hungry 1) makes Paul want food and 2) increases the likelihood of food grabbing, which has led to getting food in the past.**

1. **Non-example: As soon as Paul returns home from program, staff gives him a snack immediately.**

**Why? Being given a snack immediately does NOT 1) make Paul want food or 2) increase the likelihood of food grabbing. Instead, it decreases his desire for food and decreases the likelihood that he will grab food.**

**Situation 3 ((Interrupted behavior chain"): Sarah names many items, but cannot ask for them when they are missing and she needs them. Every afternoon at snack time, she makes a sandwich for herself by putting mayonnaise and meat on two slices of bread, putting the slices of bread together, and cutting them in half. Before she starts this behav­ior chain, staff puts all items she needs on the counter for her. At times, an item (such as the meat) is missing because staff forgets to put it out. When this happens, Sarah starts making the sandwich, but at the point where she needs the meat, she cannot continue. She then screeches, then slaps her face. When she slaps her face, staff quickly gets her the missing item. Sarah then stops slapping her face, finishes making the sandwich, and eats it. Face slapping (self-injurious behavior) is targeted in Sarah's ISP.**

**1. Example: At times, an item (such as the meat) is missing because staff forgets to**

**put it out on the counter for her.**