

## Challenging Behavior Meaning Making Machine

Child's Initials: \_\_\_\_\_ Teachers: \_\_\_\_\_

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

IEP, Boy/Girl, Race: \_\_\_\_\_

Ethnicity: \_\_\_\_\_

**A**ntecedent(What happened before?)

Describe:

or

Check all that apply:

- ☐ Difficult activity
- ☐ Child did not like activity
- ☐ Changed or ended activity
- ☐ Moved from one activity or place to another
- ☐ Another child moved into area/personal space
- ☐ Unstructured activity
- ☐ Uncomfortable Environment (too cold, hot, loud, etc.)
- ☐ Sitting down for more than 15 minutes
- ☐ Told or asked to do something
- ☐ Told "No" "Don't" or "Stop"
- ☐ Attention given to others
- ☐ Touched by someone
- ☐ Someone took away object
- ☐ Child wanted to play with others
- ☐ Child (ren) refused to play with child
- ☐ Another child upset child

**Changes in lifestyle:**

- Absence of person
- Change in routine
- Absence of sleep
- Constipated/diarrhea
- Caregiver in school/working longer hours
- Other (specify): \_\_\_\_\_
- (circle all that apply)
- Recent illness (family member illness)
- Absence of activities or toy
- No dental exam recently
- No vision screen/test recently
- New baby/family member
- Unexpected loss of object
- No water/refusal of certain foods

**B**ehavior

Describe:

(prioritize and pick behaviors or time of day that is **MOST** challenging or concerning)\*How often? \_\_\_\_/week  
(data worksheet)

\*How long? \_\_\_\_ min

\*Intensity: 1 2 3 4 5  
(circle) minor severe

Strengths of child/family:

**C**onsequences(What happened after?)

Describe:

or

Check all that apply:

- ☐ Given attention (hug, time one on one with another adult, other children laugh)
- ☐ Given help
- ☐ Child was comforted
- ☐ Child was offered reward for correct behavior
- ☐ Ignored by adults
- ☐ Ignored by other children
- ☐ Teacher talked to the child about behavior
- ☐ Child needed to sit
- ☐ Call to family
- ☐ Child needed to sit
- ☐ Family asked to pick up child
- ☐ Child did not have to do what was asked
- ☐ Child did not have to do what was asked until later
- ☐ Child was moved to another activity
- ☐ Removed from activity/area
- ☐ Child sent to another room

How did the adults react?

How did the other children react?

## Purpose of Behavior

or Check all that apply:

Describe:

To Get or Obtain:

- ☐ Activity
- ☐ Help
- ☐ Place
- ☐ Object
- ☐ Food
- ☐ Stimulation
- ☐ Person
- ☐ Attention
- ☐ Other: \_\_\_\_\_

To Avoid:

- ☐ Activity
- ☐ Attention
- ☐ Transition
- ☐ Object
- ☐ Demand
- ☐ Stimulation
- ☐ Person
- ☐ Food
- ☐ Other: \_\_\_\_\_

## Change You

Check or describe all you will apply

- |                                                                                           |                                                                                                                   |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Use positive language-Tell child what to DO                      | <input type="checkbox"/> Add child's interest to activity                                                         |
| <input type="checkbox"/> Let child choose the sequence of activities with Dice or visuals | <input type="checkbox"/> Add sensory or movement to activity                                                      |
| <input type="checkbox"/> Use visuals to show child sequence of activities /routines       | <input type="checkbox"/> Show child when activity is ending or give warning                                       |
| <input type="checkbox"/> Use a timer to show length of activity                           | <input type="checkbox"/> Go to less stimulating environment                                                       |
| <input type="checkbox"/> Spend more <u>positive</u> time with this child                  | <input type="checkbox"/> Cover items with blanket                                                                 |
| <input type="checkbox"/> Act out rules daily                                              | <input type="checkbox"/> Show child items they can hit or bite                                                    |
| <input type="checkbox"/> Use first and then language                                      | <input type="checkbox"/> Change location of activity                                                              |
| <input type="checkbox"/> Adults need to show this child                                   | <input type="checkbox"/> Limit wait time/make wait time active/let child always go first                          |
| <input type="checkbox"/> Adult need cool down kit/strategies                              | <input type="checkbox"/> Explain rules and expectations prior and use visuals with words to enhance comprehension |
- Other:

Materials needed:

## Change Child

Check or describe all you will apply

- ☐ Teach child "pause and think"
- ☐ Teach child new skill with scripted story
- ☐ Teach child using a song or puppet what to do
- ☐ Teach child visuals or sign to communicate
- ☐ Teach child with a game (like how to deal with disappointment BINGO, or Stress BING)
- ☐ Teach child cause and effect with toys
- ☐ Teach sharing with "sharing center" "buddy pictures", etc.
- ☐ Teach child to walk away
- ☐ Teach children to problem solve

Other:

Materials needed:

## Change Consequences

Check or describe all you will apply

- |                                                                          |                                                                                                            |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Give attention after doing right thing          | <input type="checkbox"/> Reward system used to tack new skills                                             |
| <input type="checkbox"/> Hand over hand of "help" sign before given help | <input type="checkbox"/> Child shown tally of all the right things they are doing                          |
| <input type="checkbox"/> Let child choose positive consequence           | <input type="checkbox"/> Child reminded what to do with words and visuals                                  |
| <input type="checkbox"/> Child was offered reward for correct behavior   | <input type="checkbox"/> Child show social story                                                           |
| <input type="checkbox"/> Child can gain comfort after doing right thing  | <input type="checkbox"/> Child is shown visual reminder                                                    |
| <input type="checkbox"/> Adult whispered to get child's attention        | <input type="checkbox"/> Child given movement breaks                                                       |
| <input type="checkbox"/> Tucker turtle---                                | <input type="checkbox"/> Child goes to another room or office AFTER they do something positive as a reward |
| <input type="checkbox"/> Singing to ---bag redirect.                     | <input type="checkbox"/> Let child sit in your lap AFTER they do something positive as a reward            |
- Other:

Materials needed:

**Warning #1!** All strategies applied should be given 4-6 consistent weeks to work before applying a new strategy. It takes 4-6 consistent weeks to create a habit. **Warning #2** it is NORMAL to see behavior get **WORSE** before it gets better. Intense intervention requires intense **TEAM** reflection.