

"Hitting, Biting, Kicking and Scratching": How to Address Aggressive Behavior for Students on the Spectrum

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What do we need to know to understand Behavior? Our ABCs!

Antecedents - what was **happening** or **who/what was present** right before the behavior that **signaled** the student to perform a **learned** behavior.

- ❖ **Where** does the behavior happen? With **whom** does the behavior occur?
- ❖ **When** does the behavior happen? What **activity** is the behavior occurring during?
- ❖ What are **other students or staff** doing when the behavior begins?

Setting Events - prior events or conditions (internal or external to the student) that influences the probability of behavior.

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What do we need to know to understand Behavior? Our ABCs!

Behavior - an action that is observable and measurable. Behavior is **Communication**.

- ❖ Description of the Behavior in Observable and Measurable Terms. What does it Look/Sound like?
- ❖ When/Where it Occurs? How Often/ How Long does it Occur?
- ❖ Who is Present? What happens Before & After?

Consequences - events which **follow** the behavior and appear to **Maintain** (Reinforce) its occurrence. This is the **Pay Off** for the student.

- ❖ Allows students to **Gain Access** to desirable conditions or....
- ❖ Allows students to **Escape/Avoid** non-desirable conditions

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Why is it important to know the Antecedents, Setting Events, and Consequences in relation to a Behavior?



- To understand the **FUNCTION** of the student's behavior!
- What is the **FUNCTION** of a behavior?
- The **purpose** of the behavior or the **benefit** that is **gained**.

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Functions of Behavior

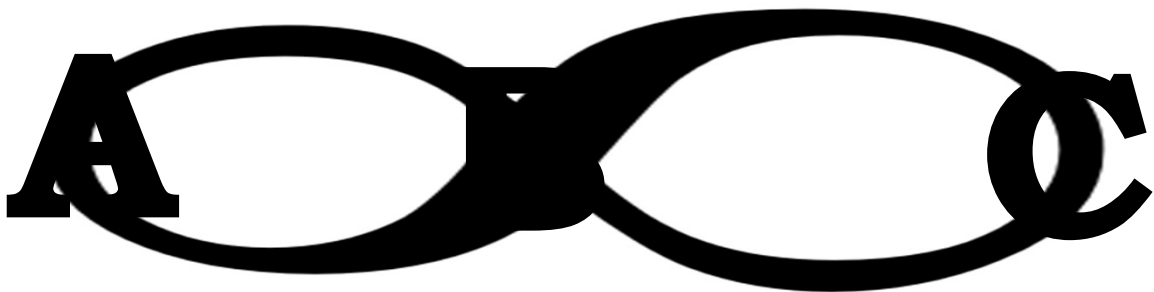
Get/Obtain or Get Away

- 1. Attention**
- 2. Access/Tangible**
- 3. Escape/Avoidance**
- 4. Automatic Sensory**

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**What about Strategies to Shape/Change
Behavior?**

Where do we Start?



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Antecedent Strategies – (All Functions)

- ❖ Environmental/Room Arrangement
- ❖ Visual Student Schedule/Checklists
- ❖ Visual and physical boundaries defined (work/play/sensory regulation areas)
- ❖ All materials and work demands are made and ready before class starts

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Escape/Avoidance Antecedent Strategies

- ❖ Incorporate choices into the schedule and work tasks
- ❖ Provide different ways the student can complete the assigned tasks
- ❖ Visual Student Schedule/Checklists
- ❖ Visual Timers - with auditory/visual cues
- ❖ Provide more frequent breaks (based on baseline data)
- ❖ Prime student for all transitions
- ❖ Utilize Start/Do request instead of Stop/Don't request
- ❖ Incorporate the student's interests into the work tasks
- ❖ High-P Request – Behavior Momentum

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Attention Antecedent Strategies

- ❖ Use short and specific commands. Do not use a question format to give demand. All staff need to use same “Scripts” or Language for all Demands
- ❖ Non-contingent reinforcement (i.e., provide attention on a fixed time schedule)
- ❖ Allow for frequent opportunities to respond
- ❖ Provide high-quality verbal praise (e.g., enthusiastic, behavior-specific)

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Access/Tangible Antecedent Strategies

- ❖ Use a visual schedule to indicate when and for how long the preferred item will be available
- ❖ Non-contingent reinforcement (i.e., allow access to the item on a fixed time schedule)
- ❖ Provide adequate opportunities to have access to the preferred item

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Sensory Antecedent Strategies

- ❖ Enrich the learning environment with sensory items/activities
- ❖ Provide a set time for sensory behaviors
- ❖ Provide more socially acceptable way to access the same sensory input
- ❖ Include sensory activities in instructional tasks

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Setting Event/Antecedent Strategies

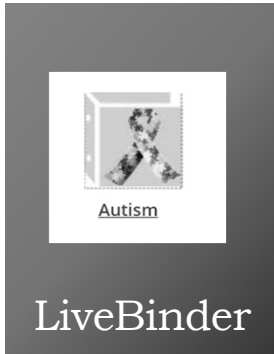
1-2-3 Schedule (Work/Reward/Sensory)

<https://www.livebinders.com/play/play?id=2183172>



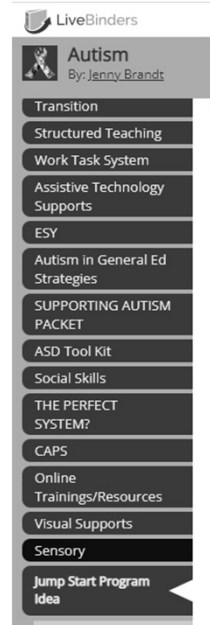
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www.esc7.net



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- ↓
2. **Special Education**
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3. **Special ED LiveBinders**
- ↓
4. **Autism**



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Teaching Strategies

FCT/Alternative Replacement Behavior

- ❖ Replacement Behaviors should serve the **SAME Function**
- ❖ **Less Effort** – Easier to Do!
- ❖ Pays off frequently – **More Efficient** than Problem Behavior
- ❖ **Socially Acceptable** across settings and age-appropriate

Social Skills

- ❖ Social Stories; Power Cards
- ❖ Accepting “No”
- ❖ Waiting
- ❖ Taking Turns
- ❖ Perspective Taking/Problem Solving
- ❖ Social/Emotional Regulation strategies and charts

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Consequence Strategies

- ❖ Blocking
- ❖ Prompting
- ❖ Reinforcement (Consequences to Increase Desired Behaviors)
- ❖ Punishment (Consequences to Decrease Unwanted Behaviors) Use as a last resort after all positive strategies have been implemented

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Resources

www.autismcircuit.net

www.txautism.net

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Thank you!

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