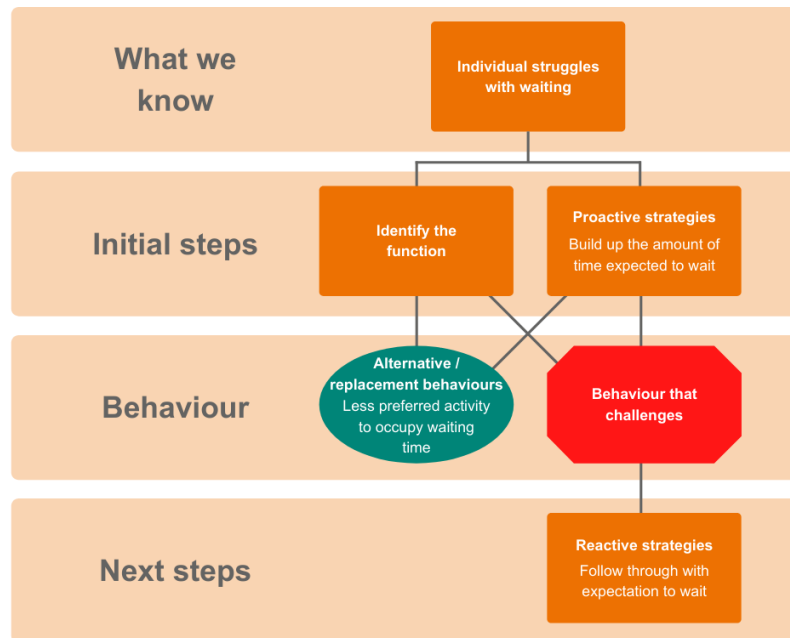


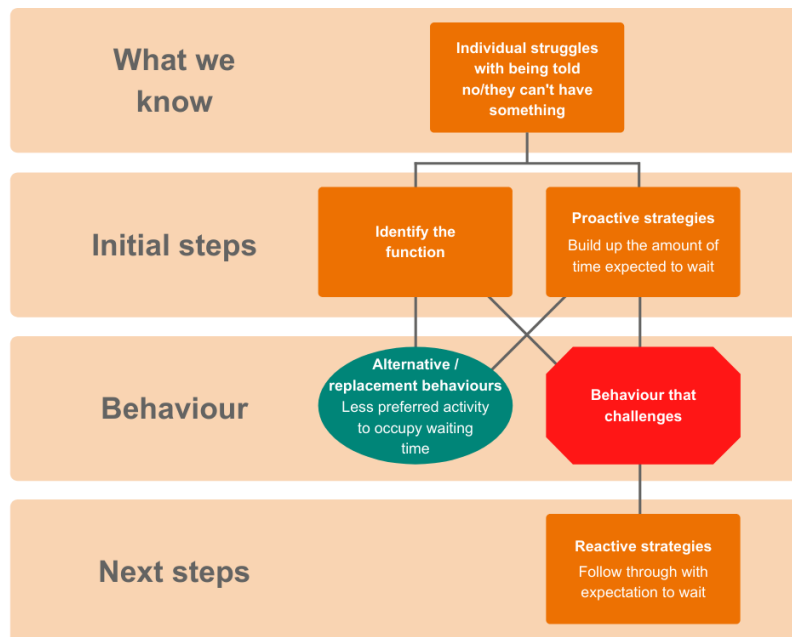
Flow chart - variables

Example 1



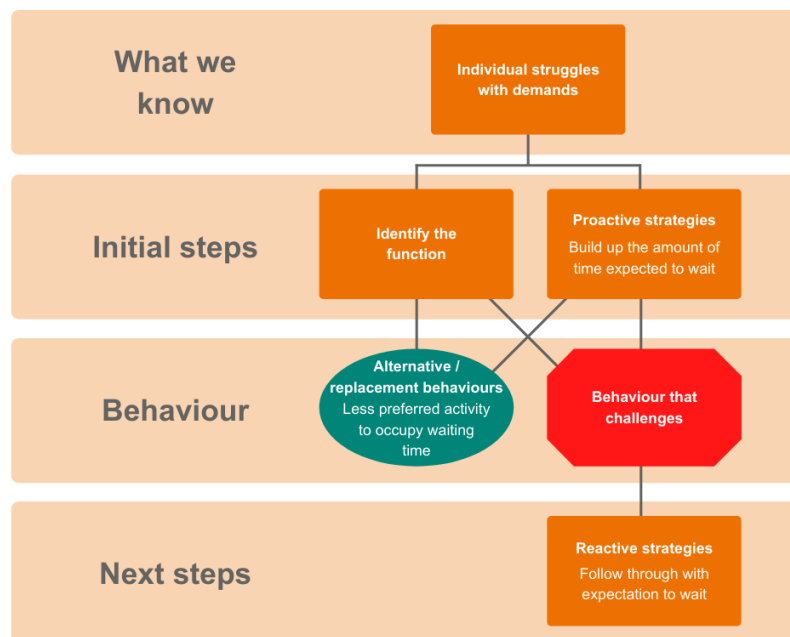
- We start with what we know, the individual finds it hard to wait
 - They may cry and flop to the floor when in a queue; they may try to push you out of the way to get into the pool before they have got undressed; they might grab a peer when waiting for a turn on the bike
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - such as working on tolerance of waiting for increasing lengths of time, teaching functional communication, teaching leisure skills etc., even if behaviours that challenge have not occurred in the situation before
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This could be choosing to do colouring while waiting for a sibling to finish playing on the Xbox
- When behaviour that challenges does occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may be redirecting the individual to a different activity and not allowing them to access the item they are waiting for
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviour that challenges

Example 2



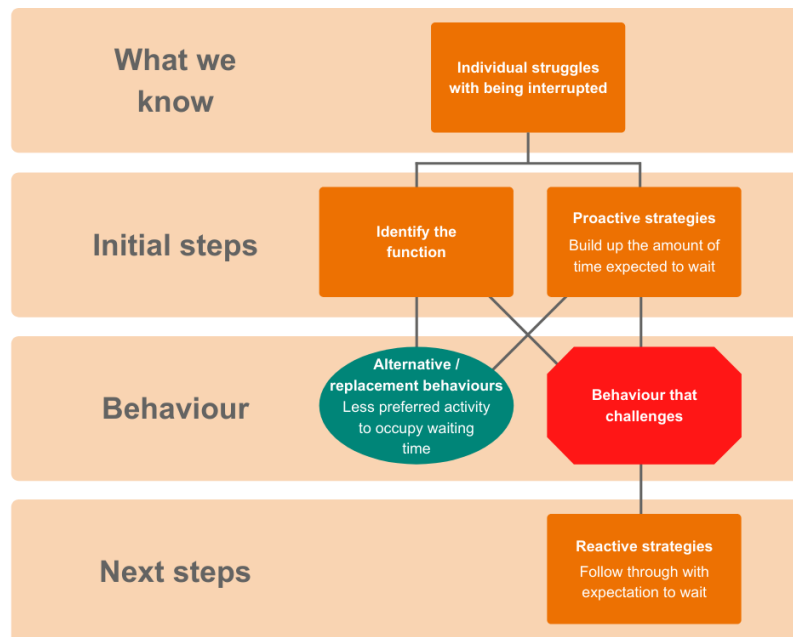
- We start with what we know, the individual struggles hearing no, or being denied access to something
 - They may grab the iPad out of your hands if you say they can't have it right now; they may run away when they are told that they can't go to the park; they might hit their sibling when they are told they can't have their toy
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - such as working on tolerance of hearing no, teaching functional communication (“when can I have a turn?”) etc., even if behaviours that challenge have not occurred in the situation before
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This may be saying “OK”, and tolerating being told no or asking for an alternative item
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This could involve blocking the individual from grabbing the item and waiting until they are calm before prompting them to ask for what they want
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 3



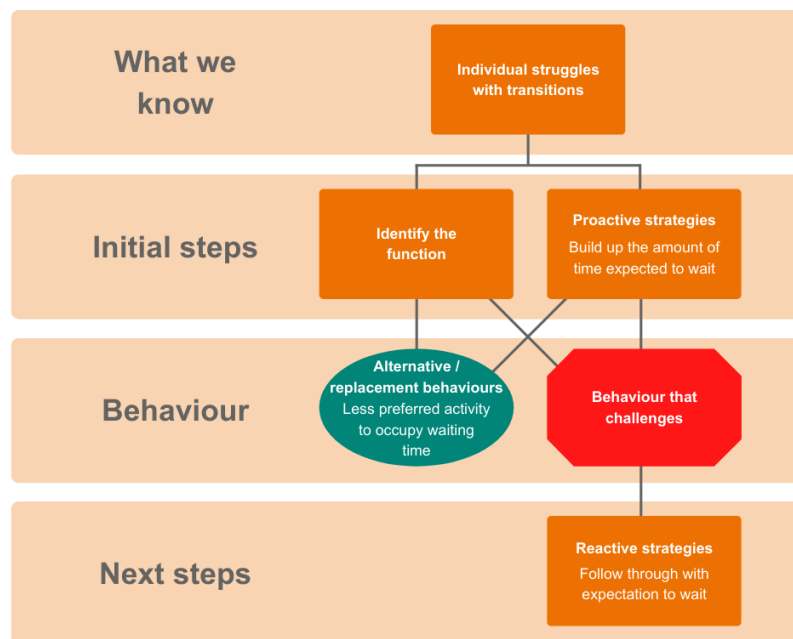
- We start with what we know, the individual struggles when demands are placed on them
 - They may grab and rip up their worksheet when it is presented in maths; they might spit if they are told to sit down at circle time; they may lay down on the floor and refuse to move while being prompted to fold their laundry
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - such as working on tolerance of demands, teaching functional communication (“I need a break”), differentiating the curriculum etc., even if behaviours that challenge have not occurred in the situation before
- The behaviour that follows will either be what we don’t want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This may be saying “I can’t do it, can you help me?”
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may involve blocking the ripping behaviour and re-presenting the worksheet until it is completed
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 4



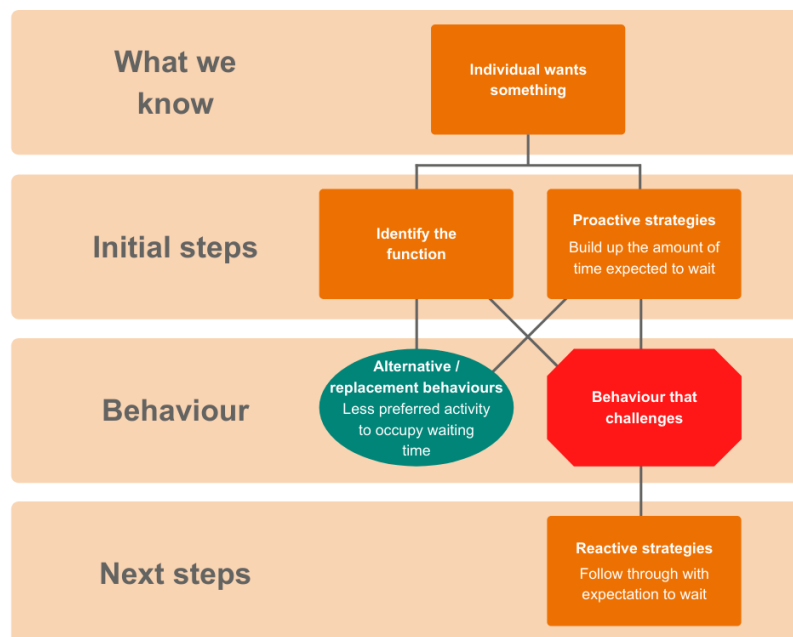
- We start with what we know, the individual struggles with being interrupted
 - They may shout “no!” when a peer sits down in the sandpit with them; they might cry and throw themselves on the floor when it’s time to leave the park; they may hit out when transitioning from the gym to their room
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - such as using visual timetables to structure the day, teaching functional communication to request more time etc., even if behaviours that challenge have not occurred in the situation before
- The behaviour that follows will either be what we don’t want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This may be asking to finish making the model out of Meco before going to the dining hall for lunch
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may involve waiting until the individual stops crying while showing them the now/next board, and then ensuring that the transition occurs
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 5



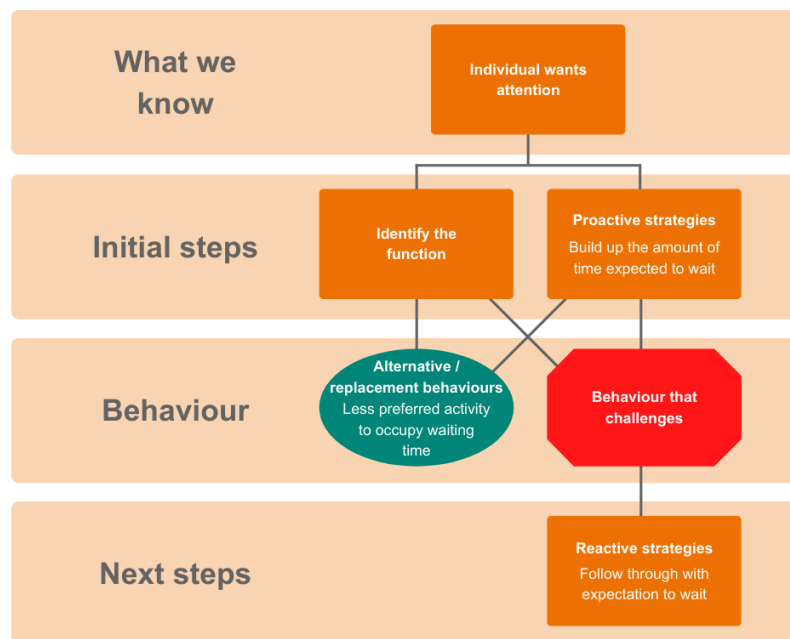
- We start with what we know, the individual struggles with transitions (between locations or between activities)
 - They may hit out when walking around their college; they may throw their reading book when quite reading is finished and it is time for PE; they might scream and push their toy car into their head when a new game is presented during free play
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example).
- It is good practice to always be using proactive strategies:
 - such as working on tolerance of transitions, teaching functional communication (“I want to finish doing this puzzle”), walking with hands in pockets which is incompatible with hitting etc., even if behaviours that challenge have not occurred in the situation before.
- The behaviour that follows will either be what we don’t want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This may be saying “can I have 5 more minutes?”
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may involve blocking and redirecting the hitting while continuing with the transition to the next room
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 6



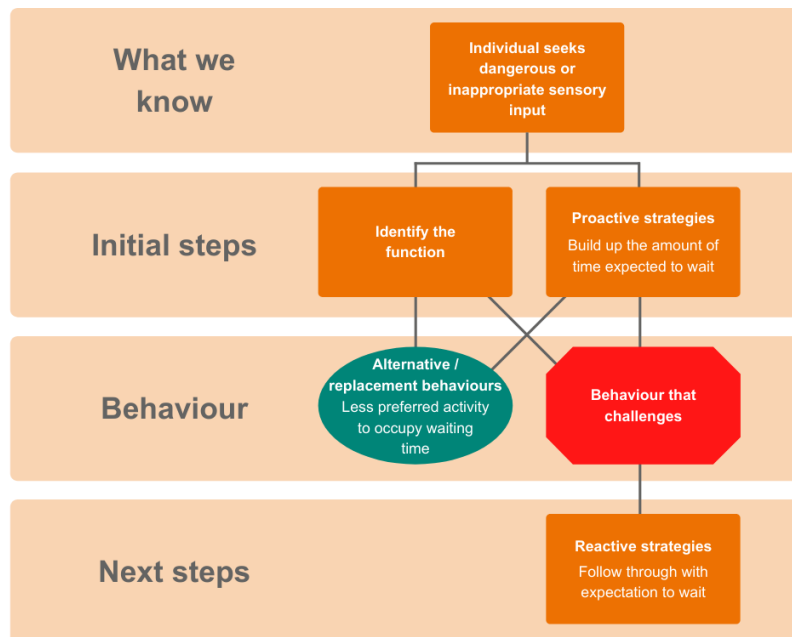
- We start with what we know, the individual wants something.
 - They may push a peer off the chair at the computer; they might climb up onto the countertop to get a biscuit; they might cry and scream in the toy corner when other children are laying with the toys
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - such as working on tolerance of playing with peers in parallel, teaching functional communication to make requests for things they want/to engage in activities they like, offering choices of what to do across the day
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. This may be asking "can I have the toy?" or waiting appropriately for their turn on the computer
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may involve blocking them from taking what they want and prompting an appropriate request
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge.

Example 7



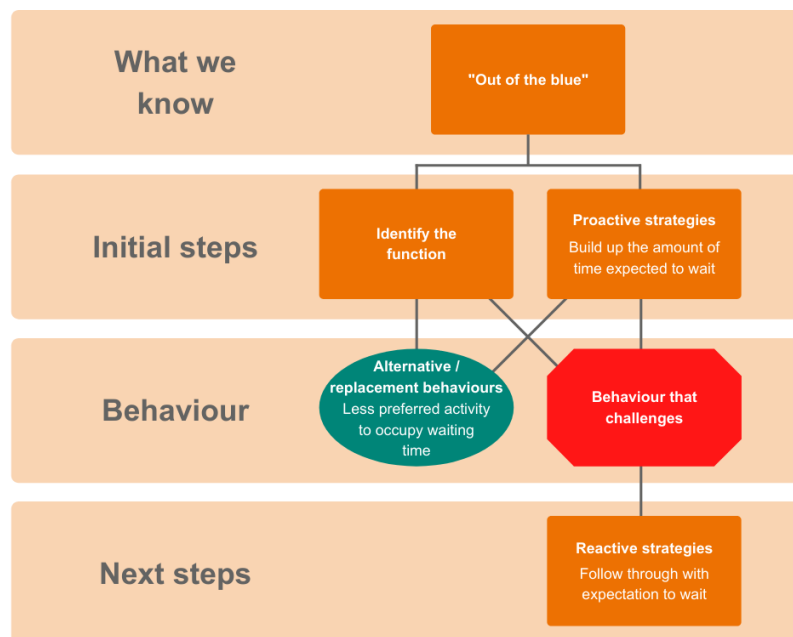
- We start with what we know, the individual wants attention
 - They may shout out in class during guided reading; they might climb onto their parents' lap and grab their face while they are talking to a friend; they may tip their food on the floor during lunch
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - Giving attention for all appropriate behaviour and intermittently throughout the day, teaching functional communication and to gain attention appropriately (hands up/tap on the shoulder etc.)
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. Toddler is taught to say "look at me" or "can you play with me?"
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced.
 - This may involve ignoring inappropriate methods of gaining attention and then prompting an appropriate method
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 8



- We start with what we know, the individual will seek sensory input that puts them in danger
 - They may put inedible objects in their mouth, they may chew items including electrical wires, they may push their fingers into their eyes
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - Teaching independent leisure skills, ruling out medical needs (e.g. pain relief), teaching functional communication, rearranging the environment to remove dangerous items
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviours that challenge, a functional replacement. The individual could chew on a specially designed 'chewy' as an alternative to dangerous items
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - This may involve blocking and redirecting the individual away from dangerous items
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge

Example 9



- Sometimes behaviours that challenge will occur and we don't even know the basic information like the antecedent
 - A child may scream out and bang their head when playing with toys alone, an adult in a care home sometimes hits out at his carers when they are supporting with showering
- The first steps are to identify the function of the behaviour, via observation and analysis of data (ABC sheets for example)
- It is good practice to always be using proactive strategies:
 - teaching skills to address deficits, teaching functional communication, offering choice and control throughout the day, ruling out medical needs.
- The behaviour that follows will either be what we don't want to see such as grabbing, hitting, flopping etc. (even when proactive strategies are in place); or it will be what we do want to see:
 - an alternative to the behaviour that challenges
- When behaviours that challenge do occur, there will be reactive strategies in place. These have the aim of resolving the issue quickly and safely, while also avoiding the behaviour being inadvertently reinforced
 - Limit attention given to the behaviour, prompting functional communication, ensuring that the environment is safe, following through with any demands in place, leading the individual to a calming activity
- The whole process will then repeat, but each time we gain additional information regarding the function of the behaviour or potential triggers and this can be used to plan ahead and improve the proactive strategies that are in place, in turn reducing the occurrence of behaviours that challenge