

Caravel behavior experts presents:

Navigating everyday parenting challenges

SOS: A crash course for preventing and
managing challenging behaviors





CARAVEL AUTISM HEALTH

A provider of **Applied Behavior Analysis** services, diagnostic, and counseling services to children with **autism** and their families.

We currently serve the Greater Chicago land area, Wisconsin, Iowa, Minnesota, Washington and Idaho.



Our Mission

We change lives.

Caravel Autism Health's team of autism health professionals is dedicated to working with children with autism and related developmental disabilities and their families to develop skills, create connections and instill confidence. Our approach to ABA therapy is rooted in research and results.

Our founders and therapists are committed to being the most passionate clinicians in the autism health field. At Caravel Autism Health, our mission is to change lives.

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Our Presenters

Shima Patel.

Shima Patel is a Board-Certified Behavior Analyst that has been working with children with autism since 2010. She is passionate about parent training and helping families navigate through everyday challenges by finding solutions that work best for each child and individual family.

Jennifer Bajzek.

Jennifer Bajzek is an Advanced Senior Therapist from the Warrenville location. She has been working with children with autism since 2010. Her passion to change the lives of her children and their families allow her to focus on parent involvement with their children at home.

Agenda.

- Why is this happening? Learn about the functions of behavior and what purpose they serve
- ABC'S of behavior
- Learn proactive strategies to prevent behaviors from happening in the first place.
- How to respond to behaviors in the moment when they do occur.
- Questions?

Why is this happening?

There are 4 main reasons and/or functions that behaviors serve a purpose for:

1. To escape or avoid a situation.

Example: To "escape" from completing a chore at home, your child may learn to cry to get out of completing the chore.

2. To get attention.

Example: When on the phone, your child might have learned to bang his/her toys really loud to gain your attention.

3. To get what he/she wants.

Example: Your child may learn to kick and scream in line at the grocery store to get a candy bar.

4. "Automatically" rewarding— this may be pleasing to your child

Example: Your child might be chewing on his shirt because it feels good on his mouth.

The ABC's of Behavior

Antecedent -occur before the behavior	Behavior -any action that we do	Consequence -result -occurs after the behavior	Function - the reason for the behavior
Parent comes into the living room and tells the child tech time/iPad time is all done.	Child starts crying, flops to the floor and screaming that he/she still wants to keep playing.	Parent says "okay you can keep playing but only for 5 more minutes"	Escape/Avoid
Child is hungry	Child walks up to parent and asks for some pizza.	Parent cooks some pizza and gives to child.	Access to tangible
Parent is talking on the phone	Child starts jumping on the couch asking parent to play a game with them	Parent gets off the phone and plays the game.	Attention
Child walks in room and sees light switch	Child flips the light switch on and off	Light turns on and off	Automatic

Be proactive

- Being proactive is utilizing strategies before the problem behavior occurs.
- Creating and/or gaining some control of situations proactively rather than waiting to respond until after a challenging behavior has occurred.
- Carve out time on a regular basis to work on building a strong positive relationship with your child.
- Examples of prevention strategies
 - ❖ Controlling the environment / creating an environment for your child to be successful.
 - ❖ Changing order of events.
 - ❖ Avoiding situations / places until the child is ready and has the skills to be successful in that situation / place.
 - ❖ Responding to early signs of the problem behavior.
 - ❖ Changing how things are worded / phrased.
 - ❖ Using visual and / or auditory cues.
 - ❖ Adjusting / managing expectations and meeting the child where they are at.

How do I respond to my child's behavior?

THINGS TO DO:

- Remain calm! Take a break if needed.
- Ensure your child's safety.
- If challenging behavior serves function of attention, ignore the challenging behavior. Drawing attention to your child's behavior will only increase the chances of the behavior happening again. (Ensure you are teaching your child how to get attention appropriately at other times.)
- Use a neutral facial expression.
- Prompt or help your child use functional communication and praise any step towards calmness.

THINGS TO AVOID:

- Avoid reasoning or arguing.
- Drawing attention to the problem behavior (if behavior serves function of attention).
- Allowing access to what your child may want right after the problem behavior.
- Bribing.

Let's Practice!

- In the grocery store example, what is the antecedent, behavior and consequence?
- What could be the potential function in this scenario?

Practice

Antecedent	Behavior	Consequence	Function
Child sees the candy aisle when at the grocery store	Child starts screaming and crying asking for the candy bar	Parent goes into candy aisle and lets them pick out one candy	Access to tangible

Resources

- ADEPT
<https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html>
- Parenting the Strong- Willed Child
- RUBI Parent Training Curriculum

Questions?



Thank you for attending today!

For more information on
Caravel Autism Health and our
services, please contact our intake
team at: **844.583.5437**