

WORKSHEET

HOW DO I STOP UNWANTED BEHAVIORS?

Where do I start? List all unwanted behaviors

Prioritize behaviors.

A. What behaviors are harmful to your child or others? (*hitting, biting, head banging, throwing, running away into street*)

B. Is the behavior disruptive to your family's or child's routine? (*dinnertime or bedtime behaviors*)

1. **Target Behavior:** List one unwanted behavior with a descriptive definition.

_____:

2. **Assess Motivation.** Circle YES after each question if it applies to the unwanted behavior.

- | | |
|---|-----|
| A. Are there usually people in the same room when he exhibits this unwanted behavior? | YES |
| B. Is he interacting with someone when the behavior usually occurs? | YES |
| C. Do you usually react to this behavior? (scold, redirect, Time Out, loss of toy) | YES |
| D. Does he exhibit this behavior to get your attention focused on him? | YES |
| E. Does the behavior usually happen after you make a request of him? | YES |

WORKSHEET

completed sample

HOW DO I STOP UNWANTED BEHAVIORS?

Where do I start? List all unwanted behaviors

hits other children won't listen
hits parents / nags / whines / sassy
rude / refuses to eat dinner

Prioritize behaviors.

A. What behaviors are harmful to your child or others? (*hitting, biting, head banging, throwing, running away into street*)

hitting / harmful _____

B. Is the behavior disruptive to your family's or child's routine? (*dinnertime or bedtime behaviors*)

won't eat and very rude at dinnertime _____

1. Target Behavior: List one unwanted behavior with a descriptive definition.

hits / any time junior strikes out at another person _____

2. **Assess Motivation.** Circle YES after each question if it applies to the unwanted behavior.

A. Are there usually people in the same room when he exhibits this unwanted behavior?

YES

B. Is he interacting with someone when the behavior usually occurs?

YES

C. Do you usually react to this behavior? (scold, redirect, Time Out, loss of toy)

YES

D. Does he exhibit this behavior to get your attention focused on him?

YES

E. Does the behavior usually happen after you make a request of him?

YES

- | | | |
|----|---|-----|
| F. | Is he trying to leave the room/environment when he exhibits this behavior? | YES |
| G. | Does he typically exhibit this behavior over and over for long periods of time? | YES |
| H. | Does he exhibit this behavior in a room by himself with no one around? | YES |
| I. | Does he exhibit this behavior to get a toy, food or object? | YES |
| J. | Does he exhibit this behavior when you take away a toy, food or object? | YES |
| K. | Does he exhibit this behavior when he has trouble using his words? | YES |
| L. | Does he exhibit this behavior when he can't figure something out? | YES |
| M. | Does he usually seem angry when he exhibits this behavior? | YES |

If you answered YES to A-D the behavior is most likely attention motivated.

If you answered YES to E-F the behavior is most likely escape motivated.

If you answered YES to G-H the behavior is most likely sensory motivated.

If you answered YES to I-J the behavior is most likely motivated by a food, toy, or object.

If you answered yes to K-M the behavior is most likely motivated by frustration and inability to communicate needs.

There can be more than one motivator behind a behavior. The important thing to remember is, DO NOT GIVE your child whatever it is he wants when he is misbehaving.

3. **Assess antecedent.** Look at what happens before the behavior.

a. In what room or environment does the behavior typically occur?

b. What was your child doing right before the behavior happened last time?

c. Are there other activities that usually are taking place right before this unwanted behavior occurs?

completed sample

- ...ve the room/environment when
behavior? YES
- G. Does he typically exhibit this behavior over and
over for long periods of time? YES
- H. Does he exhibit this behavior in a room by himself
with no one around? YES
- I. Does he exhibit this behavior to get a toy, food or object? YES
- J. Does he exhibit this behavior when you take away a toy,
food or object? YES
- K. Does he exhibit this behavior when he has trouble
using his words? YES
- L. Does he exhibit this behavior when he can't figure
something out? YES
- M. Does he usually seem angry when he exhibits this behavior? YES

✓ *If you answered YES to A-D the behavior is most likely attention motivated.*

If you answered YES to E-F the behavior is most likely escape motivated.

If you answered YES to G-H the behavior is most likely sensory motivated.

✓ *If you answered YES to I-J the behavior is most likely motivated by a food, toy, or object.*

✓ *If you answered yes to K-M the behavior is most likely motivated by frustration and inability to communicate needs.*

There can be more than one motivator behind a behavior. The important thing to remember is, DO NOT GIVE your child whatever it is he wants when he is misbehaving.

3. **Assess antecedent.** Look at what happens before the behavior.

a. In what room or environment does the behavior typically occur?

playing with pals in playroom, family room, bedroom

b. What was your child doing right before the behavior happened last time?

playing / eyeing friends toy

c. Are there other activities that usually are taking place right before this unwanted behavior occurs?

cried, resisted time-out / hitting, angry and frustrated

4. Determine past patterns of consequences.

a. What reaction happened immediately after the behavior occurred the last time?

b. What changed in the environment after the behavior occurred?

c. What was your reaction? _____

d. What was your child's reaction to your reaction?

5. Pinpoint your child's behavior cycle.

a. Antecedent (#3):

b. Behavior (#1):

c. Motivation (#2):

d. Consequence (#4):

6. Customized Intervention Plan

A. Identify two to three alternative appropriate behaviors to replace unwanted behavior. Be specific. _____

B. Based on the antecedent and motivation, determine appropriate consequence to implement in the future.

1.

2.

3.

7. Implement Your Action Plan

1. If you: (unwanted behavior)_____

2. I will: (predetermined consequence)_____

3. It's better if you (alternative behavior)_____

4. This is your first warning.

completed sample

4. **Determine past patterns of consequences.**

a. What reaction happened immediately after occurred the last time?

scolding, time out

b. What changed in the environment after the behavior occurred?

Everyone jumped up to help the hurt child / child cried

c. What was your reaction? *punishment / scolding*

d. What was your child's reaction to your reaction?

cried / resisted time-out, hitting / angry and frustrated

5. **Pinpoint your child's behavior cycle.**

a. Antecedent (#3): *playing with others*

b. Behavior (#1): *hitting*

c. Motivation (#2): *desire for toy and / or attention
inability to communicate*

d. Consequence (#4): *scolding, time-out, disrupting environment*

6. **Customized Intervention Plan**

A. Identify two to three alternative appropriate behaviors to replace unwanted behavior. Be specific. *toy or object taken*

away (all day, 1 hour), 4 minute time out, no talking, ignore child's inappropriate behavior

B. Based on the antecedent and motivation, determine appropriate consequence to implement in the future.

1. *Asking friend to share. "Will you please share your toy with me?"*

2. *Using words to express frustration. "I am frustrated. I need help."*

3. *Quietly leaving play area if he wants to be alone*

7. **Implement Your Action Plan**

1. If you: (unwanted behavior) *hit again*

2. I will: (consequence) *put you in time out / end your playtime*

3. It's better if you (alternative behavior) *ask for toy or help*

when frustrated

4. **This is your first warning.**

