

At a Glance Charts

Behavior Management Strategies for SLPs

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Appendix I: Common Diagnoses with Behavior Challenges

Autistic Spectrum Disorders (incl. Asperger's)

Nonverbal Learning Disability

Mental Retardation

(Down Syndrome, Fragile X, CHARGE, Prader-Willi Injuries at Birth, Infections, Iodine Deficiency Encephalitis, Meningitis, Fetal Alcohol Spectrum Disorder)

Psychiatric Disorders

(Mood Disorders; Anxiety Disorders, Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder)

Traumatic Brain Injury

Severe Communication Impairments

Appendix II: Behaviors Targeted by FBA

Aggression

Refusal

Avoidance

Withdrawal

Interruption

Inattention

Self-Stimulation ('Stimming')

Sexualized Behavior

Self-Injurious Behavior

Appendix III: Behavior Functions

Behavior Functions

Seek Attention/reward

Seek Sensory Stimulation

Seek Control

Boredom

Task Complexity

Abrupt/significant routine changes

Physical/medical concerns

Medication Interference

Significant life events/disruptions

Appendix IV: Behavior Treatment Overview

Identify problematic behavior/s

Measure target behaviors (how often? how long?)

Identify antecedents/triggers

Make sure to focus on Behavior Function

Design intervention

Evaluate intervention

Adjust intervention if needed

Appendix V: Antecedents

Request to initiate a task

Child bored w/t task

Favorite task/activity taken away

Child couldn't obtain desired object/activity

Environment changed (interruption, loud noise, etc)

Child provoked by another group member

Child needed to transition to another activity

Therapist switched attention to others

Behavior occurred without any warning

Appendix VI: Behavior Management Hierarchy

Behavior Management Hierarchy: Least to Most Intrusive

Use of manipulatives

Use of aids

Session Modification

Physical Space Modifications

Verbal redirection/Verbal prompting

Use of predetermined consequences (loss _)

Physical Proximity

Take Space/Time Out

Take a Walk with Aid

Levels of Physical Restraint

Appendix VII: Proactive Behavior Interventions

Physical Space Modifications	Session Structure Modifications	Session Material Modifications	Child Behavior Modifications
Eliminate visual distractions	Use of written/picture rules with positive lang	Reduce Complexity See Maintaining Factors*	Incorporate student's interests into activities
Eliminate auditory distractions	Use of schedules and Timers	Select materials at client's level	Use of cues in therapy
De-clutter Therapy Room	Several Changes of Activities	Use relevant visuals	Offer 2 choices* of activities
Sit child in close Proximity to Clinician	Seat modifications	Reduce irrelevant visual distractions	Errorless Learning/ 80/20 rule
	Use of sensory manipulatives		List of predetermined strategies
	Use of sensory breaks		Use of preferred activities*
			Catch being good
			Cause/Effect Reward Charts

Appendix VIII: Maintaining Factors

Cognitive	Sensorimotor	Psychosocial	Linguistic
Intellectual Disability	Auditory Processing	Adaptive Behavior	Extent of Language Impairment
Attention	Listening Comprehension	Pragmatics	Sentence Length
Memory	Tactile Defensiveness: Articulation	Social Cognition	Word-retrieval
Problem Solving	Impaired Gross or Fine Motor Movement	Psychiatric Diagnoses	Vocabulary Knowledge

Appendix IX: Sample FBA Write Ups

Antecedent	Behavior	Function
When peer takes Jonny's toy	he begins screaming, hitting, and kicking	to get the toy back
When Jack sleeps poorly the night before and is asked to complete worksheets in speech	he stalls for time	to escape the task
When Michael is asked to wait in line	he attempts to run away	to escape waiting
When Josh is in large groups	he becomes disruptive	to obtain attention
When Anna is called on during group sessions	she starts to cry	to escape attention
When Alex is given an instruction to follow	he refuses task participation	to obtain control

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