

Managing Challenging Behaviour Pathway

*What do we know?
What do we want?
What are we going to do?*

Desired Long-Term Alternative Behaviour

What behaviour do we hope the student will use in the long term instead of the problem behaviour?
e.g., completing a disliked task rather than becoming aggressive

Maintaining Consequences

What **will** the student get out of displaying this new behaviour?
e.g., attention from adults, etc.

Setting Event/s

What are the “big picture” circumstances in the student’s life that increase the likelihood of the problem behaviour? e.g., disability, home dysfunction, etc.

Triggering Antecedents

What tends to happen just before the problem behaviour?
e.g., teacher direction, told ‘no’, comment from peer, etc.

Problem Behaviour

What is the student behaviour we want to manage better?
e.g., striking others, non-compliance, etc.

Maintaining Consequences

What **does** the student get out of displaying the problem behaviour? e.g., avoids task, attention from peers, access to an activity, etc.

Acceptable Short-term Alternative Behaviour

What can we ‘cope’ with the student doing in the short term instead of the problem behaviour? e.g., leaving a room instead of becoming aggressive

Setting Event Adjustments

Make Problem Behaviour Unnecessary

How will we minimise the negative impact of the student’s life circumstances? e.g., academic support for learning difficulties, modified classroom layout for physical impairment.

Antecedent Adjustments

Make Problem Behaviour Unnecessary

What changes will be made to lessen the frequency of triggers to the problem behaviour? e.g., daily activity planner for student who becomes anxious in unpredictable situations.

Behaviour Teaching

Make Problem Behaviour Inefficient

What will we teach, and how will we teach the student successful alternatives to the problem behaviour?

Consequence Adjustments

Make Problem Behaviour Ineffective

How will we respond to the student’s behaviour to ensure the **acceptable alternative** behaviour is more ‘successful’ for the student than the **problem behaviour**? e.g., teacher responds to student’s hand-up rather than calling out.

