A-Z of Challenging Behaviour Series

E FOR EXCESSIVE TECHNOLOGY USE – FORMS:

POSITIVE BEHAVIOUR SUPPORT

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Master of Special Education

Forms from

Please note the word 'child' in this guide refers to children of all ages (toddler, preschooler, primary and high school). The information set out in this guide is of a general nature only and not exhaustive on the subject matter. You should consider whether the information is appropriate to the needs of the child you support and your circumstances. This guide should not be used as a diagnostic tool. When implementing any recommendations contained in this guide, exercise independent skill and judgement. If you have any concerns about your child's behaviours, please discuss them with a doctor who can provide guidance and/or a referral to the relevant professional.

A - Z of Challenging Behaviours Series

Titles

A for Argumentative

A for Attention-Seeking

B for Biting

C for Cheating

D for Defiant

E for Excessive Reassurance Seeking

E for Excessive Technology Use

F for Flopping

H for Hitting

H for Hyperactivity

I for Impulsivity

K for Kicking

L for Lying

R for Repetitive Questioning

S for School Refusal Behaviour

S for Separation Anxiety

S for Stealing

T for Task Avoidance

The list of titles is being expanded all the time. For the latest, please refer to www.behaviourhelp.com

Team Member Chart

Child name _____

Recorder name _____

Date _____

Team member name	Role	Context where they support the child (e.g. home, day centre, school and therapy)

Child's Profile

Name	Date of birth
Contributor name	Contributor role
Address	Date completed

General health

Visual skills

Hearing skills

Physical skills

Sensory needs

Sleep patterns

Eating and drinking skills

Communication skills

Emotional regulation skills

Social skills

Learning skills

Problem-solving skills

Interests, likes and dislikes

Major life events the child has experienced

Describe the child's excessive technology use behaviour

Other comments

Behaviour Data Collection Forms

Answer the listed questions to identify which data collection forms will be most appropriate to use.

Child name _____

Recorder name _____

Context _____

Date _____

Describe excessive technology use behaviour in specific, observable and measurable terms:

Answer the following questions to identify the appropriate data collection forms that need to be completed.

1. Does the excessive technology use behaviour happen so often that an accurate count is impossible?

   ☐ Yes (Go to Q. 5)   ☐ No (Go to Q. 2)

2. Does the excessive technology use behaviour have a clear beginning and end?

   ☐ Yes (Complete frequency form and then go to Q. 3)   ☐ No (Go to Q. 3)

3. Does the excessive technology use behaviour start and stop too rapidly to record?

   ☐ Yes (Go to Q. 5)   ☐ No (Go to Q. 4)

4. Is the length of time the child engages in the excessive technology use behaviour a concern?

   ☐ Yes (Complete duration form and then go to question 5)   ☐ No (Go to Q. 5)

5. Does the excessive technology use behaviour vary in intensity (i.e. mild, moderate or severe)?

   ☐ Yes (Complete intensity form)   ☐ No

Antecedent-Behaviour-Consequence Form

Child name _____ Date _____

Recorder name/s _____

During (Activity happening at the time of incident) _____

Time started _____ Time ended _____
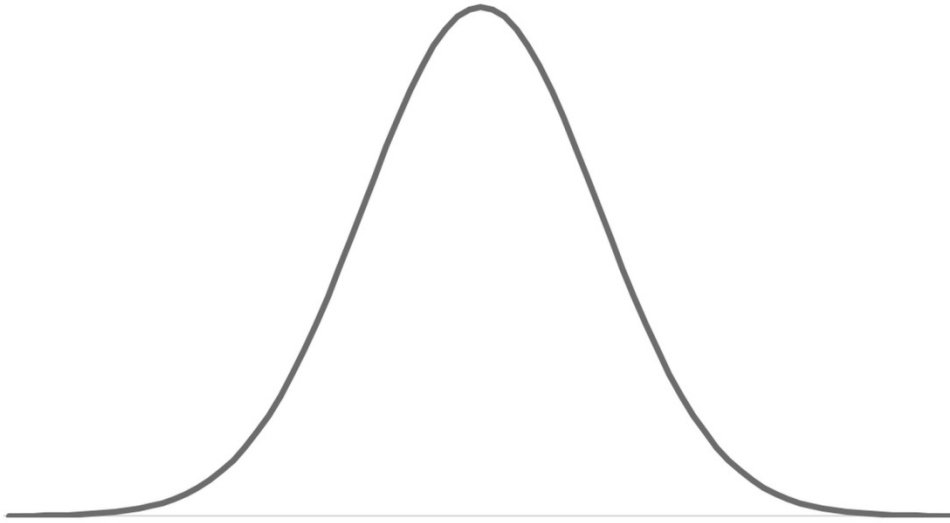
Where (Location of incident) _____

Who (people involved in incident) _____

	Antecedent	Behaviour	Consequence	Hypothesised Function
Perceived individual state				
Environment				
Activity				
Adult interaction				
Peer interaction				

Escalation Stages Form

Child name _____ Date _____

Recorder name/s _____

Escalation Profile Form

Child name _____ Date _____

Recorder name/s _____

Calm Stage
Mild Escalation Stage
Moderate Escalation Stage
Extreme Escalation Stage
Recovery Stage

De-escalation Plan Form

Child name _____ Date _____

Recorder name/s _____

Triggers
Mild Escalation Stage
Moderate Escalation Stage
Extreme Escalation Stage
Recovery Stage

Prevent Plan Form

Child name _____ Date _____

Recorder name/s _____

Strategies for supportive activities	
Strategies for supportive interactions	
Teach skills	
Strategies for supportive environments	

ABOUT THE AUTHOR

Hi there,

I am Dolly Bhargava. I have completed a Bachelor of Applied Science in Speech Pathology from the University of Sydney, a Master of Special Education from the University of Newcastle, and Certificate IV in Training and Assessment.

Midway through my career I realised my passion was in supporting children, adolescents and adults with emotional and behavioural difficulties (EBD). So I started working extensively with individuals with EBD in a variety of contexts such as family homes, childcare centres, preschool, schools, respite care, post school options, employment services and corrective services.

I have created this series based on the practical wisdom I have gathered from working with individuals with EBD, their families, educators and professionals over the last 21 years. I hope this guide equips people with the knowledge, skills and tools to help your child learn positive ways of behaving and managing their emotions.

Dolly Bhargava