

No More Challenging Behaviors: Positive Behavior Supports at Home

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www.FormedFamiliesForward.org

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Formed Families Forward - who we are...

- A family-led resource center in Northern Virginia supporting foster, adoptive and kinship families who are raising children, youth & young adults with special needs, and professionals who work with our families.
- We offer free training, consultations to families, events, resources, and systems navigation. Also - peer support groups; webinars; virtual trainings; *Learning Your Way*; teen and parenting classes videos and other resources.
- Participant in five No Va Trauma Informed Community Networks (TICNs)
- Family partner to Virginia Tiered Systems of Supports (VTSS; a VDOE project)

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Plan for our time

- Identify your bugging behavior
- Positive behavior supports
- Home expectations or rules
- Understanding the behavior chain
- Positive reinforcement
- Prevention
- MANY strategies



What behaviors bug you the most?

- Impulsive, acting before thinking, lots of movement
- Avoiding tasks
- Verbal or physical conflict with siblings or peers
- Verbal challenges to adult caregivers
- Social/peer issues



Foundations of Behavior

- Many emotional and behavioral reactions are learned.
- We exhibit behaviors **for a reason**; they meet a need.
- Behavior is changeable.
- Changing inappropriate child/youth behaviors requires changing ADULT behaviors.



Positive Behavior Supports

- An evidence-based approach tiered framework
- Apply in behavioral, academic, social emotional domains
- Support adaptive behavior and addresses behavioral challenges
- Define and teach expected behavior
- Acknowledge appropriate behaviors
- Correct inappropriate behaviors
- Use data to identify strengths, uncover needs, and monitor progress

Video from APBS

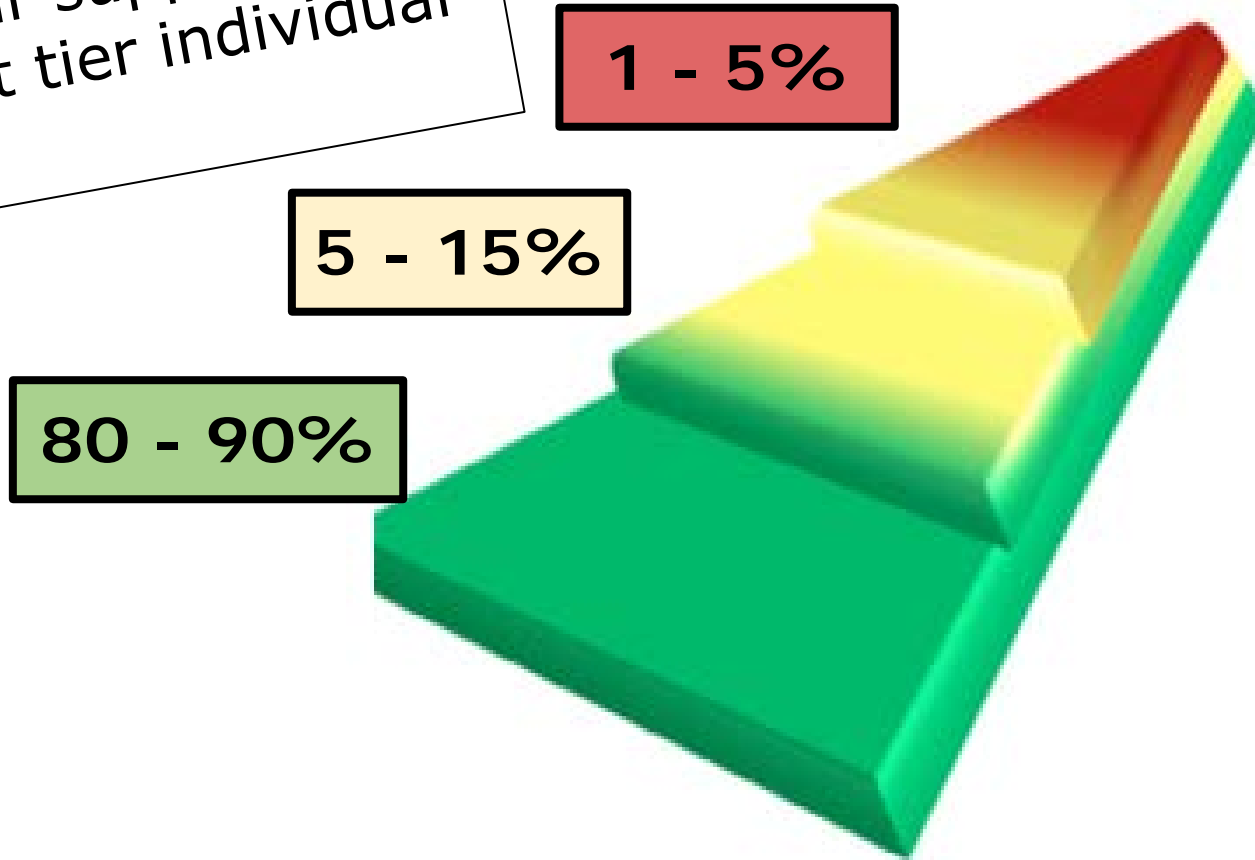


<https://www.tellyawards.com/winners/2020/online/general-information/positive-behavior-support-at-home/233933>

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PBIS is a Multi-Tiered Approach in Schools

We tier our supports.
We do not tier individual
children.



Tier 3 for a *Few*:
Intensive,
Individualized

Tier 2 for *Some*:
Targeted for Small
Groups

Tier 1 for *All*:
Core/Universal

Home Expectations

House Rules



- Keep your hands and feet to yourself.
- Wait for your turn to speak.
- Use an inside voice when talking in the house.
- Sit on the couch or lie down on the bed.

- Help set the table.
- Clear your plate after eating.
- Be polite when asking for something.
- Make your bed.
- Keep your room clean.
- Respect each other.
- Be honest.
- Listen to your body.
- Express your emotions in healthy ways.

Consider the Expectations



- Are the expectations observable?
- Are they understood by the child/ren?
- Are the adults demonstrating the expectations themselves?
- How are the expectations taught?
- How do you know children know and can meet the expectations?
- Is teaching and acknowledgement or reinforcement of the expectations consistent? If not, what is getting in the way?

Know what is reasonable



Know your child's abilities and limitations

- Does my child know what this means?
- Is my child physically able to do this?

Keep expectations realistic

- Do I have to remind them repeatedly?
- Do I find myself getting frustrated?

Problem Behaviors Serve a *Function*

- Problem behaviors, like most behaviors, do not keep occurring unless they are **meeting a need**. Something is getting in the child's way having their needs addressed in a way adults like!
- A child may be **escaping** or **avoiding** encounters with a particular person or activity like school or work. They may be **seeking someone's attention** or approval or get a **reward**; they may be trying to **control** something or seeking **safety**.

More on Function

- If the consequences for problem behaviors are not based on the function, a child may be getting or doing what they want by performing the problem behavior.
- Very different behaviors often serve the same function.
- The outcomes of these behaviors are very different for the child.



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Warning: Function \neq Intent

- The function may be conscious and intentional or not.
- Behavioral responses represent how a person's nervous system is constantly regulating the body's response to stress. When a child experiences persistent behavioral challenges, it is an indication the child's nervous system is automatically adjusting and responding to those various forms of stress. (Delahooke, 2019)

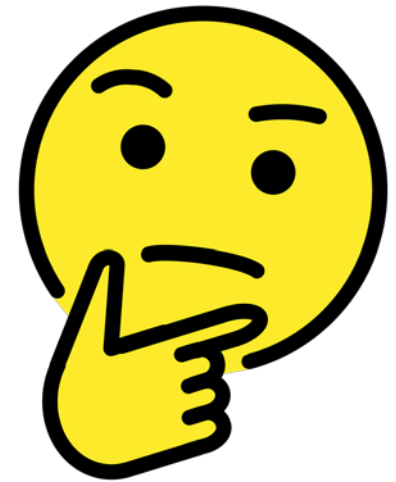
Kids Do Well When They Can




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Behavior through a Trauma Lens

- All behavior is communication.
- Is the behavior a lack of a skill or the result of a trauma trigger?
- What make your child feel safe?



Connection is key

- Building connections is about **positive time** and **attention**.
 - When life gets busy, remember you can do small things often.
- 
- Make everyday moments playful and interactive!

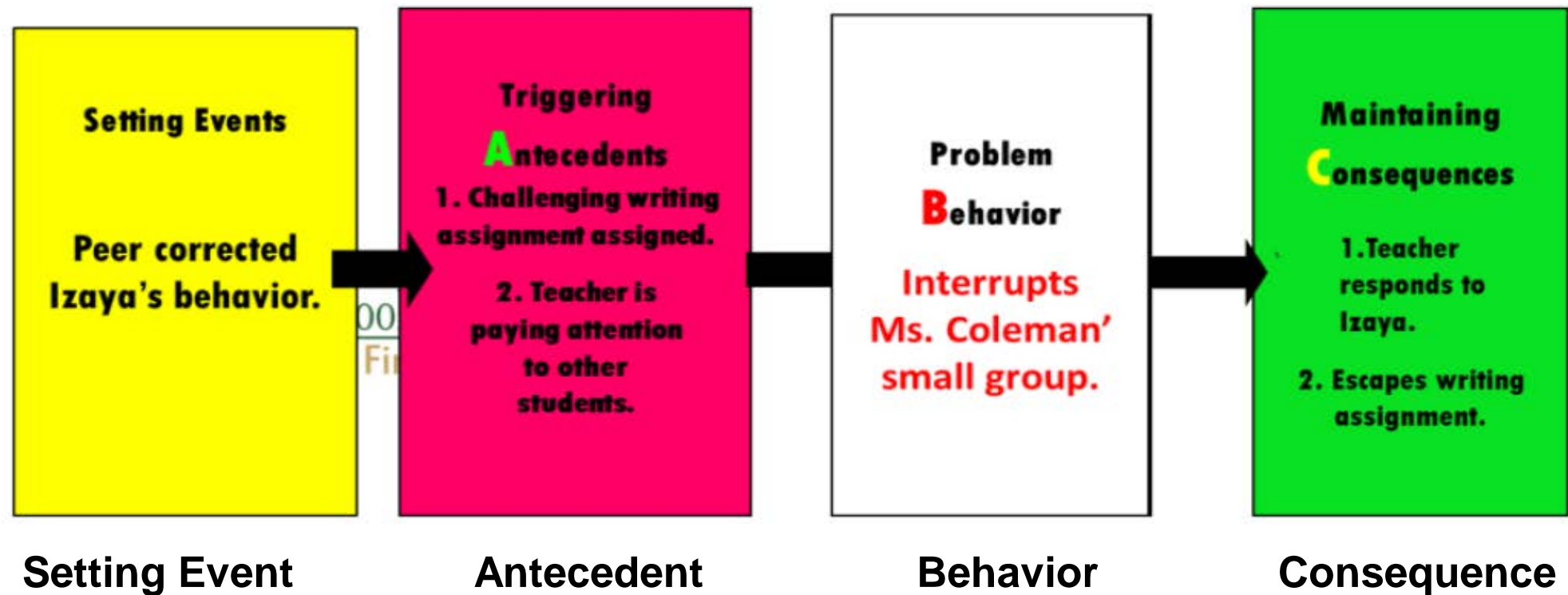
Emotional Regulation and Contagion

- Ability to monitor or modulate emotions and how you experience and express them.
- Leads to higher frustration tolerance and resiliency
- Learning through observation and modeling
- Emotional contagion

Source: Positive Solutions for Families Program, National Center for Pyramid Model Innovations. ChallengingBehavior.org

Back to Basics: Behavior Chain

Remember your ABCs!



Where is your leverage?

- **Setting:** What situations “set up” the behavior? (Ex. change in routine, babysitter, *weak skills*)
- **Antecedent:** What situations “set off” the behavior? (Ex., starting a task; requesting child to turn off TV; transitions)
- **Behavior:** What is the intensity, frequency, duration of behavior of concern? What are adults doing during this behavior?
- **Consequence:** What is the “payoff” for this behavior?

Get Curious about the Behavior

Focus on one behavior. Look for the answers to the BIG 5 to plan positive ways to address a challenging behavior.

- **WHO** is engaging in the problem behavior?
- **WHAT** is the problem behavior? (Be specific. What's observable?)
- **WHEN** is the behavior occurring? How often?
- **WHERE** is the problem behavior occurring?
- **WHY** is the problem behavior occurring? What does the child get or avoid? What need behavior is meeting?



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Problem Behaviors are Contextual

Problem behaviors occur **in response to environmental or ecological events** and may have multiple causes.

Classroom Environment	Child-Specific Condition	Setting Events	Instruction or Curriculum Issues
Seating Noise level Disruptions Temperature Lighting	Nature of disability Medication effects Allergies Illness Anxiety Fatigue Trauma history	Peer issues Teacher (adult) interaction New person(s)	Work too difficult Work too easy Assignment length Directions for tasks Transitions

Your Buggy Behavior...



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What contextual factors may have been present?

- Physical environment
- Child-specific factors, ex. medication, trauma history
- Change in routine
- Social environment, ex. new or triggering individuals
- Task too demanding
- Task not demanding enough

OK, now we get what and why behaviors occur – what can we do?

- First, **PREVENT**
- When possible, set child up for success.
- We want to make it effective and efficient for child to succeed in a way that benefits child and family
- “Tier 1” approaches. Remember, changing behaviors is more about what **adults** do.

Prevention

- Alter expectations
- Make changes at the SETTING EVENT
- Make changes at the ANTECEDENT
- Think ahead and prepare so the setting event and/or the antecedent are less likely to contribute to a challenging behavior.
- Routine! Structure! Clear expectations!



Behavior is often predictable



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O HALT those behaviors before they start!

- Overwhelmed
- Hungry
- Angry
- Lonely
- Tired

Plan ahead

- Try to anticipate what your child might do or might need
- Talk with your child about upcoming events
- Plan ahead to set your child up for success, including back-up plans
- Hope for the best (but be prepared!)



Relationships THRIVE with a

5:1

positivity ratio

Behavior Specific Praise

- Specifically identifies and defines both the child and behavior being recognized
- Describes the behavior or skill demonstrated correctly (Contingent – Child accurately displays behavior)
- Connects to specific skill or expectation/rule
- Genuine
- Child-friendly, developmentally appropriate language

Encouraging Statements

- You put everything in the toy box!
- Wow! You did such a great job picking up your toys tonight.
- It's so much fun to play with you!
- You were being such a great helper when you helped me bring the groceries inside.
- Thank you for using your inside voice when your sister was sleeping.



Encouragement with Positive Comments

Behavior	Desired Behavior	Positive Encouragement/Feedback
Not listening	Follow directions	“Thank you for listening, Asha, and for putting your books away.” (gives a hug)
Yelling	Use inside voice	“Wow, Jayden! You are using an inside voice. You are such a big kid.” (gives a high five)

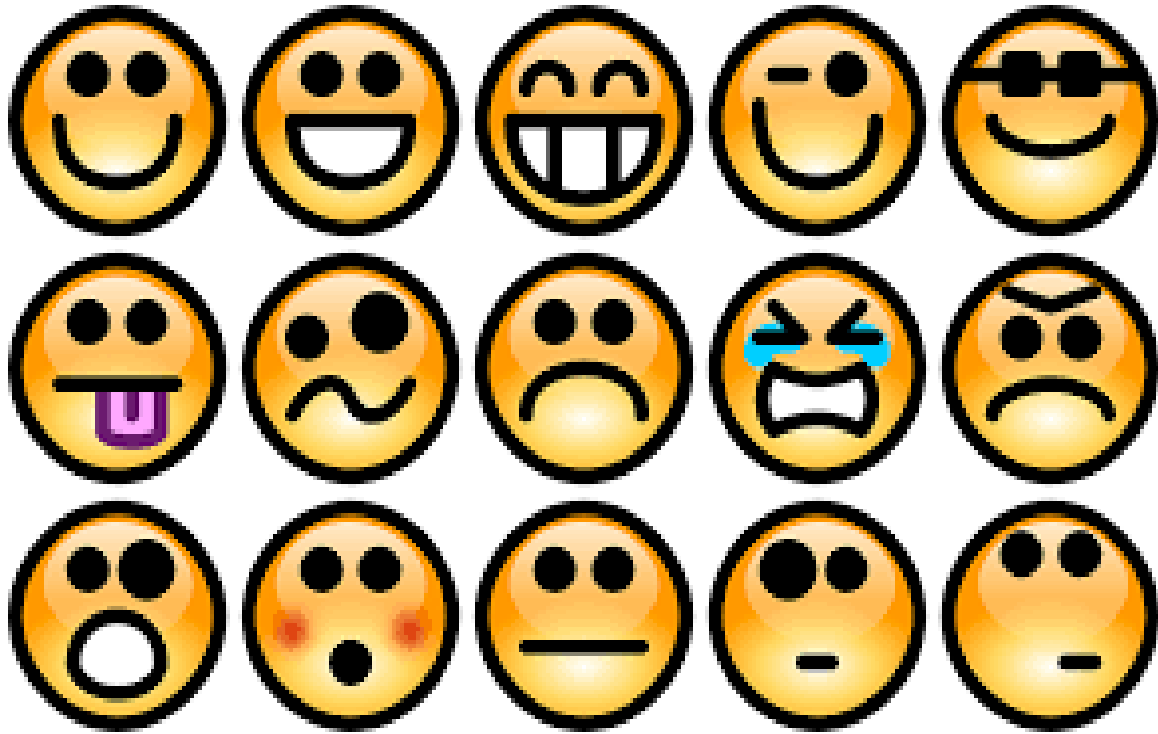
Corrective feedback

- Immediate and contingent!
- Specific and informative or descriptive
- Focused on the correct versus incorrect response – what should be happening
- Includes what we can do next time
- Delivered with appropriate tone
- Ended with students giving the correct response



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Name It to Tame It



- *Notice* the feeling
- *Label* the feeling
- *Name* the feeling

Turtle Technique

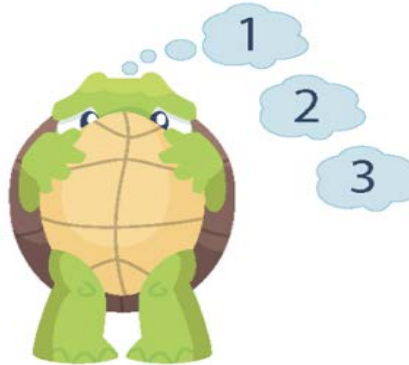
Source: Positive Solutions for Families Program, National Center for Pyramid Model Innovations. ChallengingBehavior.org



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.

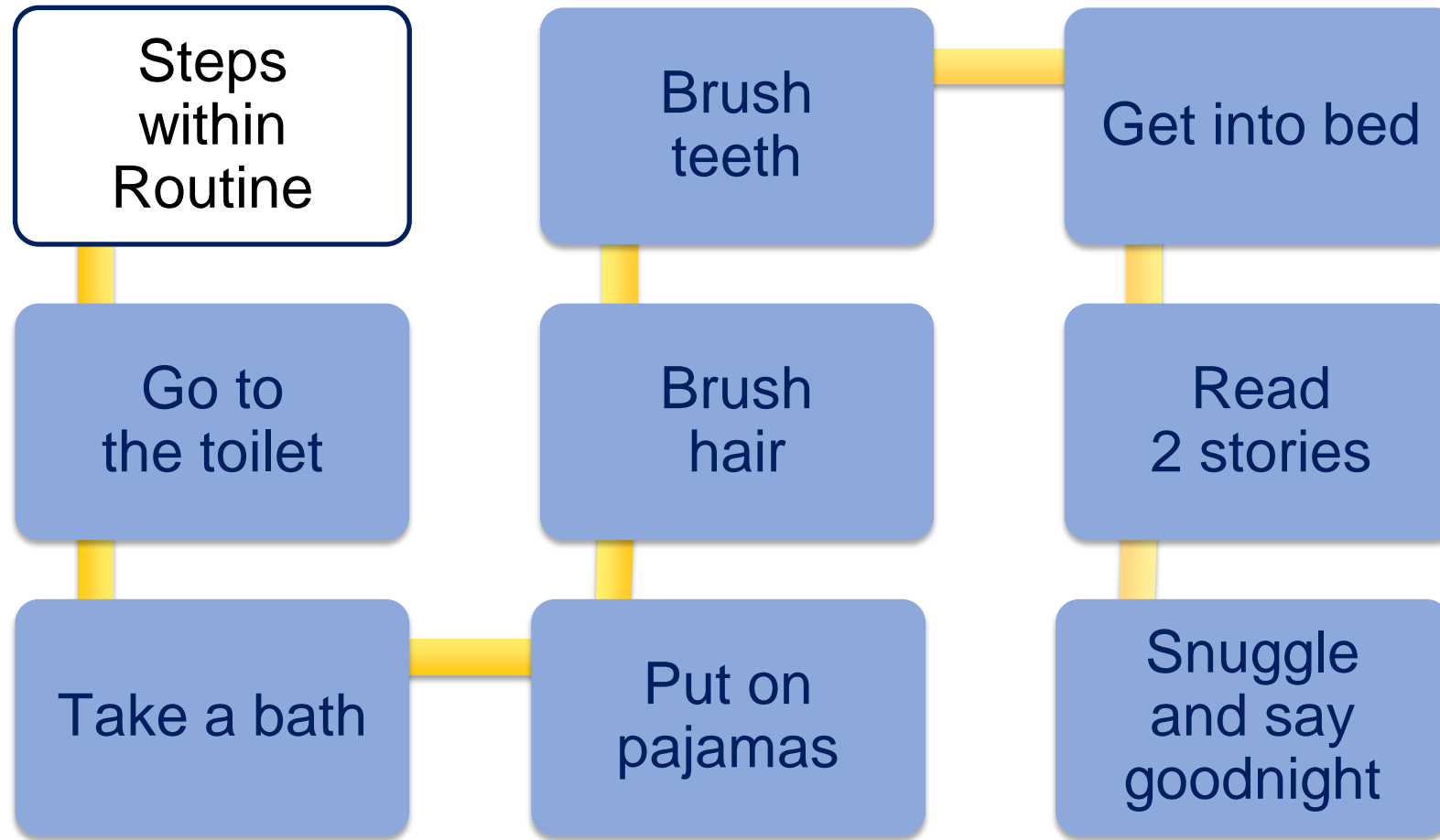


Step 4. Come out when you are calm and think of a solution.

The Power of Routines

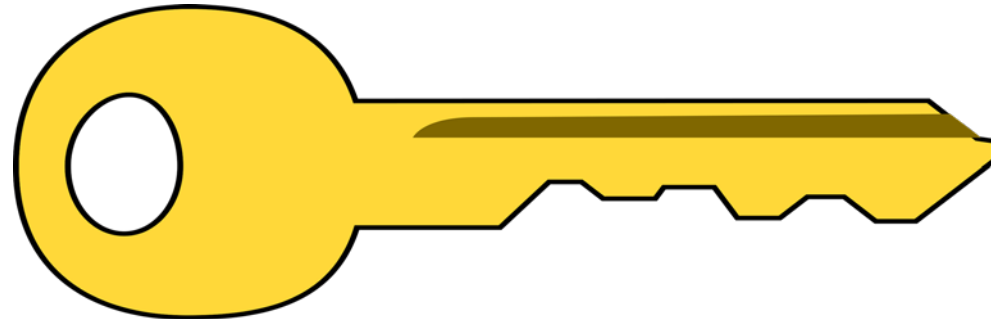
- Predictable and naturally occurring activities in a child's day
- Include caregiving, daily tasks, meals, community, and social activities

Breaking Down a Routine


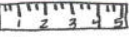






Consistency is Key

- Keep the day-to-day routines as close the same as possible
- Help your child learn to learn and follow the steps of the routine
- Share a sample of visual schedule and show how easy changes can be made



Visual Supports

AFTER SCHOOL CHECKLIST	
<input type="checkbox"/>	Healthy Snack 
<input type="checkbox"/>	Homework Done 
<input type="checkbox"/>	Reading Minutes 
<input type="checkbox"/>	Backpack Away 
<input type="checkbox"/>	Clothes Set out 
<input type="checkbox"/>	Job Done 
GOOD JOB!	

Clean the Kitchen!

- ☐ wipe down counters
- ☐ empty dishwasher
- ☐ load dishwasher
- ☐ sweep and mop floors
- ☐ clean inside of microwave
- ☐ wipe down sink and faucet
- ☐ empty trash and replace bag

 Good Job!

www.thehappierhomemaker.com

Transitions

- Involves moving from one place to another or shifting from one activity to another
- Occurs several times throughout the day
- Can be overwhelming or difficult
- When and how often they occur are usually decided by an adult

Transition cues



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Affirmations



- Statements that are **encouraging** and **motivating**



- Help us **feel strong**



- Help us feel **optimistic** about change

Offer Choices

- Offer throughout the day or when anticipating challenging behaviors
- Only offer 2 choices
- Options are reasonable and available
- Offer choice verbally (words) or visually (pictures or objects)
- Honor the child's choice immediately

Source: Positive Solutions for Families Program, National Center for Pyramid Model Innovations. ChallengingBehavior.org

Sensory approaches

- Consider physical, auditory, visual, and organizational approaches. Some examples are standing desks, weighted pillows, carpet squares, ear plugs or headphones, posting schedules multiple places, lighting changes.
- Also consider sensory accommodations. For some children: when hands and mouths are busy, the brain more easily focuses on the task.



Self care



- Sleep, eat, exercise
- Connect with others
- Art
- Get out in nature
- Gratitude
- Play
- Listen or play music
- Read
- Watch a movie
- Bubble bath, massage
- Whatever works for you!

When things don't go according to plan...

- Take a breath
- Identify the issue
- Review the plan
- Laugh
- Develop a new plan
- Ask for help



Additional tips to manage stress

- Plan and prepare
- Organization
- Routines
- Communicate with school staff
- Talk about feelings
- Allow ample time
- Accept that transitions take time both small and large
- Establish a calming space
- Sleep, eat, exercise regularly
- Keep a sense of humor
- Be kind to yourself and your children

Return to your Buggy Behavior...

What responses or strategies will you try to address the challenging behavior?

How will you know you are making progress?



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Discussion Time!

- Revisit that buggy behavior...
- MANY resources at [FormedFamiliesForward.org](https://www.formedfamiliesforward.org)
- Remember to Like us on Facebook-
<https://www.facebook.com/FormedFamiliesForward>
and follow us on Insta and Twitter
- Please complete the **BRIEF evaluation**.

