

HOME STRATEGIES FOR CHALLENGING BEHAVIORS

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Presenters:



Cynthia Ramirez is a Licensed BCBA and the Behavior Support Specialist at Frankie Lemmon School and Developmental Center, Raleigh NC. Cynthia incorporates experience garnered from her more than 7 years in the field of behavior analysis, into her work with children, families and teachers. She is motivated to assist our littlest learners navigate through their school days, learn new skills and work through behaviors that may cause obstacles to their progress. She diligently collaborates with teachers and families to find solutions and supports to meet the needs of each child.

Sara Rabinowitz is a Licensed Clinical Social Worker and the Outreach Coordinator at Frankie Lemmon School and Developmental Center, Raleigh NC. Sara has worked with Individuals with Developmental Disabilities, across the lifespan, for 25 years. For the past 17 years, she has specialized in Pediatric School Social Work , with a particular focus on special needs populations. Sara's passions include working with families and siblings, early childhood social emotional development, play therapy and behavior support.



What to Expect from this Workshop:



Setting the Stage for Understanding Behavior



Steps to Consider **BEFORE Looking at Our Child's Behavior**



Getting Prepared



Key Steps and Strategies in Navigating Challenging Behaviors



Helpful Tools



Questions



Make and Take

Let's Take a Moment!

- **Let's get comfortable and take a moment to reflect on our day so far...**
- **What did we discover?**
- **Why is self reflection important in assisting our children in navigating BIG emotions?**

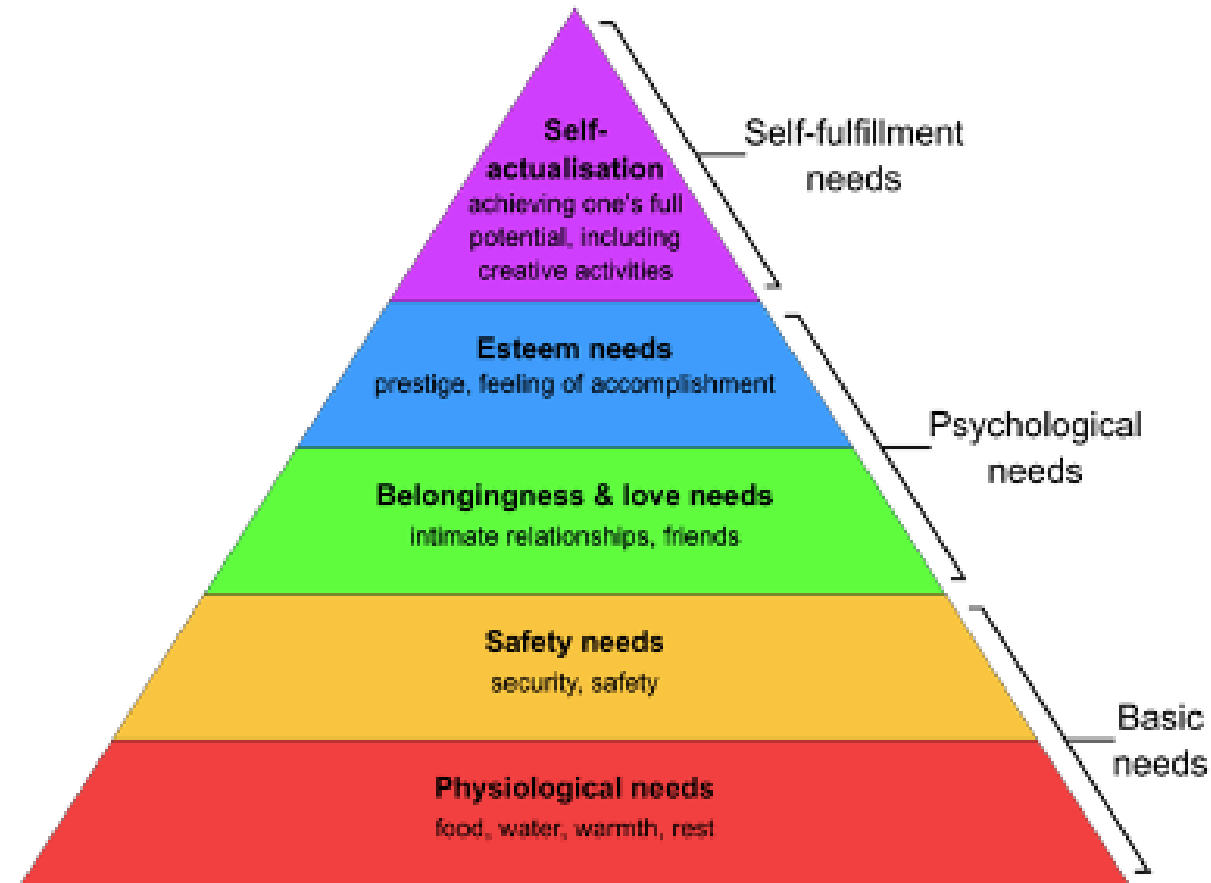


SETTING THE STAGE

- Do you remember the last time you tried to concentrate at work when you were hungry, overtired or anxious about something?
- How Effective were you in that moment?
- How much more effective were you after your basic need for nourishment, sleep or the resolution of your concern was met?



MASLOW'S HIERARCHY OF NEEDS (1954)



Co-Regulation BEFORE Self Regulation

“emotional co-regulation is the pathway to a child’s self-regulation and resilience” -Mona Delahooke, Brain-Body Parenting

- We have to make sure that we reflect on our own emotional regulation first. Children learn to Co-Regulate within safe and nurturing adult relationships.
- Co-regulation with trusted, safe adults is the springboard for learning the skills for Self Regulation.
- “Secure Your Own Mask First”
- Find your support community

Looking Beyond Observable Behaviors

Behavior is like an Iceberg

- We see the outward behaviors above the surface
- Need to consider what is going on under the surface
- What clues does the behavior give us about what the child is trying to communicate



The Brain-Body Connection

- Flipping Your Lid - Dr. Dan Siegel
- When a child is experiencing a **Big Reaction**, we must first help them regain their equilibrium through co-regulation
- A calm connected body-brain provides the best opportunity for learning new skills.



*When Big Reactions
Happen.....
Make a Deposit!!*



A Big Reaction can happen at times when a child is feeling depleted/anxious/frightened/wronged in some way but may not have the skills or understanding to communicate this to us.

Making a “Deposit” at these times can help with regulation and set the stage to learn new skills for navigating challenging situations.

- Love/Safety
- Food
- Hydration
- Movement
- Sleep



Get Your Whole Support Community Onboard With New Behavior Strategies!

When you decide to start addressing behaviors that are challenging, in a new way, make sure you share your strategies and plan with all the people in your child's support community.

Change happens with consistency over time.

Keep a daily log

Reflect on how **YOU** are doing in the process. Ask for help and take breaks when possible.



Let's Get Ready For Some Proactive Strategies

1

Figure out the function

- What is the reason my child is exhibiting this behavior?

2

Pick a replacement behavior/s

- What can I teach them to replace inappropriate behavior?

3

Put inappropriate behavior on "extinction"

- Stop reinforcing the behavior

4

Teach & reinforce replacement behavior

- What strategies can be put in place to increase appropriate behavior?

Function (Reason) of Behavior

- ❖ Attention
 - ❖ Negative or Positive
- ❖ Tangibles
 - ❖ A physical item or an activity
- ❖ Escape
 - ❖ Escape from a non-preferred activity
- ❖ Automatic/Sensory
 - ❖ It "feels good"



Common Replacement Behaviors

If behavior is maintained by *attention*:

- Communication
 - "Dad/mom" "Hey!" "Can I have a hug"; tapping on shoulder/on your leg, waving

If behavior is maintained by *wanting something tangible*:

- Communication
 - "I want ___" ; pointing ; grabbing hand and leading adult ; getting it themselves

Common Replacement Behaviors

If behavior is maintained by *escaping something non-preferred*:

- Communication
 - "I need a break" ; "I need help"
- Tolerance (slow exposure)
- Escape from sensory overload? Headphones, sunglasses, etc.

Common Replacement Behaviors

—
If behavior is maintained by *sensory input*:

- What body part is seeking input?
 - Mouth? → Chewy
 - Limbs? → Arm/leg/body squeezes
 - Core body? → Compression vests

Extinction

- Not allowing the old/inappropriate behavior to...
 - Gain Attention
 - Gain access to something tangible
 - Escape something non-preferred
- An extinction burst will most likely happen!
 - The old/inappropriate behavior will increase in severity and/or duration before it decreases



Teaching & Reinforcing

Prompts to teach behaviors:

- Gesture (i.e. pointing)
- Model
- Physical (touch of the elbow, hand over hand)

Positively reinforce

- Praise, physical input, tangible rewards, edibles

Consequence Strategies

Ignoring

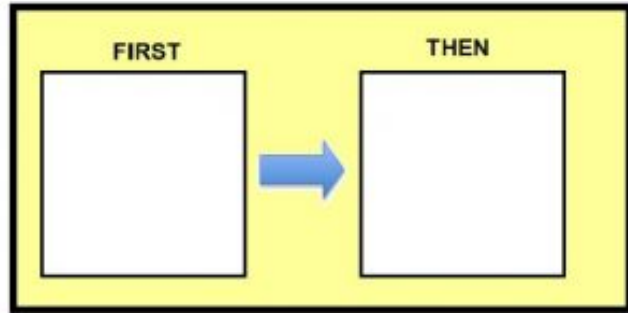
- ✓ Ignore the child **and** the behavior
- ✓ Ignore the child but **not** the behavior
 - ✓ This is if a behavior is unsafe
- ✓ Ignore the behavior but **not** the child
 - ✓ Ex: a child frequently asks the same question over and over again (even when it's been answered)
 - ✓ You can't ignore the child for significant portions of the day, but you can continue interacting with the child in engaging in "small talk" or making other demands (e.g. OK, Jimmy, let's set the table for dinner"), meanwhile you don't respond to the "repeated questioning"

Teaching Functional Communication

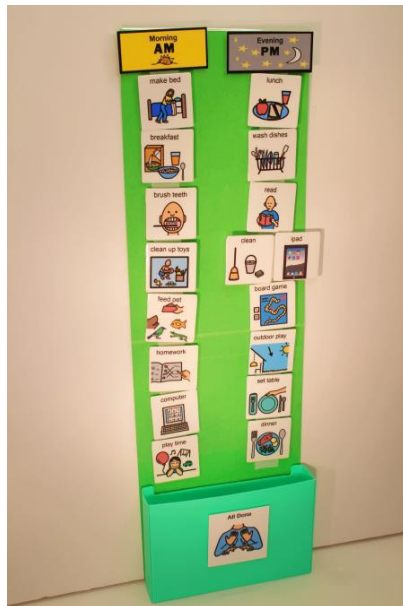
- ✓ Teach more functional or appropriate way of communicating instead of engaging in problematic behavior
- ✓ Communication include gestures, signs, words, PECS or augmentative devices

Prevention Strategies

Avoid situations or people (don't go to movies or house of worship)	<ul style="list-style-type: none"> • Avoid certain places i.e., restaurants, shopping, places of worship • Avoid places where there is a long line • Avoid instructions from mother, rather than father • Avoid playing with certain peers
Control the environment (put locks on doors)	<ul style="list-style-type: none"> • Keeping doors closed/locked • Teachers may control their classroom environment by seating children away from others who tend to "set them off" or by using partitions
Do things in small doses (go shopping for less than an hour)	<ul style="list-style-type: none"> • Limit the time in certain settings (i.e. 10 mins of grocery shopping (2-5 items) vs. 40 mins of grocery shopping) • Limit long car rides/long trips • Attend only portions of family gathering
Change order of events (child must dress before TV)	<ul style="list-style-type: none"> • Helpful for a child who has difficulty stopping an enjoyable activity when asked to follow an instruction • First-Then boards
Respond to early signs of the problem (distract child or change demands)	<ul style="list-style-type: none"> • A look in the child's eyes or sense the child is becoming more irritable • Parents may find ways to assist the child in order to manage the behavior • Ex: if a child is showing early signs of agitation when asked to get dressed, a parent may provide extra assistance with dressing so that the child can complete the task more easily
Change how you ask or respond (don't say "no"; give choices)	<ul style="list-style-type: none"> • Some learners have big reactions when demands are said in a certain way (especially in a transition or access to an item is denied) or hearing "No" • Changing how the child is asked to do something can prevent the explosive response • Ex: provide choices when making request or giving a child a transition warning (i.e. 5 mins)
Address setting events (sleep loss, illness, hunger)	<ul style="list-style-type: none"> • Examples: being tired, hungry or sick, different person involved for the day, missing medication dose • Any of these are likely to affect how a child behaves at home, school or daycare • There are times when it is better to minimize the number of demands on a child to prevent setting him off in the first place *it is better not to give a demand at all than to give a demand and then give in
Use visual or auditory cues (pictures, lists, timers)	<ul style="list-style-type: none"> • Pictures, written lists or timers can serve as a reminder of a pending transition, task in the daily routine • Use of these cues can prevent behavior problems and promote the child's independence and acquisition of daily living skills • Ex: Choice boards, visual timers, first-then boards, visual stories, social stories



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I am working for

 count to ten	 take a slow deep breathe	 tell someone	 think of something funny	 have space away from others	 joke					
 stop, think, calm down	 I feel angry			 colour a picture	 read a book					
 listen to music				<p>other words for angry</p> <table border="0"> <tr> <td>cross</td> <td>raging</td> <td>annoyed</td> <td>irritated</td> </tr> <tr> <td>furious</td> <td>infuriated</td> <td>irate</td> <td>hopping mad</td> </tr> </table>	cross	raging	annoyed	irritated	furious	infuriated
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I can choose something to help me to feel better..

continued...

Timers (to time access to reinforcer, time how long until they get reinforcer, time how long they have to do something non-preferred)

Teaching them coping strategies for when they get frustrated

Teaching them to go to alternatives (engaging in other less-preferred things) when what they want isn't available

Visuals (first, then strip; schedule; token system)

Questions?
