

### In This Session

#### Learning Objectives

- ▶ Review powerful prevention strategies and learn two new prevention strategies.
- ▶ Learn specific strategies that can be used to respond with purpose to child behavior in home and community settings.

#### Agenda

1. Welcome (2 min)
2. Reflect on Apply It and Try It (20 min)
  - a. Activity 1: Affirmations (3 min)
3. Prevention is Powerful – A Few More Strategies (23 min)
4. Understanding Response Strategies
5. Logical Consequences (22 min)
  - a. Activity 2: Apply It and Try It (5 min)
6. Redirection (20 min)
7. The Power of Keeping it Positive (8 min)
8. Safety Net Procedures (4 min)
9. Closing (3 min)

#### Family Materials

- ▶ Positive Solutions Family Handbook
- ▶ Resources
  1. Reinforcer Inventory

#### Facilitator Materials

- ▶ Ground Rules from Session 1
- ▶ Chart Paper, Markers, Tape
- ▶ PowerPoint
- ▶ Positive Solutions Family Handbook

#### Icon Key



Chart Paper



Role Play



Group Activity



Discussion



Family Handbook



Apply It and Try It

# Welcome

Post “Ground Rules” developed in the first session.



## Show Slide 1: Positive Solutions for Families – Responding With Purpose

Welcome back to our sixth *Positive Solutions for Families* Session. We are happy you are here. We are approaching the end of our time together. After today we will have one more session, but we have a lot to cover between now and then.



## Show Slide 2: What's Happening Today?

Today we will be exploring ways to respond to challenging behavior. During the last session we focused on new skills we can teach children. But our goal in this session is to have a better understanding of a few new ways to prevent challenging behavior and some intentional ways we can respond when challenging behavior occurs.



## Show Slide 3: Apply It and Try it Reflection

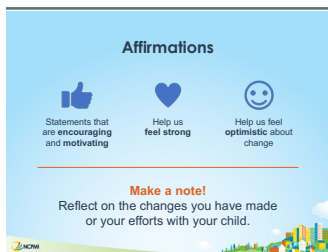
We are going to start by discussing in small groups how the two activities went this past week. We want to get back into our groups from the last session: 1) the group focused on teaching their child a problem-solving strategy and 2) the group focused on teaching their child to calm down. First share what emotional vocabulary words you focused on with your child. Then share your experience with trying a calm down or problem-solving strategy. In your small group, think about these questions:

- ▶ How did you feel about trying the strategies?
- ▶ How did your child respond?
- ▶ Was any part of this challenging?

After you share in your small groups, we will have a few moments to share as a large group.

*Allow a few groups to share back and provide time for discussion. Summarize after sharing. You might say, “Sounds like a few of you tried teaching a range of emotions, including a few unique ones” or “Reading the scripted story, Tucker Turtle Takes Time to Think at Home is a great way to get children used to hearing about the calm down steps and practicing tucking in like a turtle. Hopefully, you are feeling affirmed in your ability to help your children calm down and manage big emotions.”*

## Activity 1: Affirmations



### Show Slide 4: Affirmations

As we have done in previous sessions, it is important that you take a moment and think about the hard work and effort you are putting in at home. Turn to Session 6, **Activity 1** in your Family Handbook. You can use this space to write down an affirmation about what you accomplished last week *or* use this time to think of those affirmations. You have been trying so many new things with your child. We hope you are feeling strong and optimistic about changes.

*Allow 2 minutes for families to write a quick response. If there is time, you could invite a few participants to share what they wrote as their affirmation.*

## Prevention is Powerful – A Few More Strategies



### Show Slide 5: Let's Review the ABC's

The goal today is to continue to discuss strategies that you can use to help your child learn new skills and behavior. One thing we will want to revisit before jumping into the strategies is to review the ABCs of behaviors. We focused on this in Session 3 when we were being behavior detectives. Remember, something always happens before a behavior and something always happens after a behavior.

*Note to Facilitator: Have this on the slide as a reference. You do not need to read verbatim.*

**“A” stands for Antecedent.** *Antecedent refers to what happened directly BEFORE the behavior happened.*

**“B” stands for Behavior.** *Behavior refers to what the child did. You want to ask yourself, “What did my child’s challenging behavior look like?”*

**“C” refers to the consequence** *of your child’s challenging behavior. Consequence simply means what happened AFTER the behavior.*

We use the ABCs to help us determine the meaning, or function, of challenging behavior. The function of the behavior is what the child is trying to communicate. Your child either wants to obtain, or get, something (e.g., attention, toy, food) or is trying to avoid or escape something or someone (e.g., a demand, attention, stimulation). When we understand the meaning, we can better use the strategies we are going to share today.

When we are talking about additional strategies today, some of the strategies will help to prevent challenging behavior. Others might be after challenging behaviors occur. Here is an important message: Please do not feel like you should attempt all these strategies at once. Take your time. Think about each strategy. Choose one to try out and then practice until you are comfortable using it. Think about all of the prevention strategies we have discussed so far: Let’s do a share back of all the things you have tried so far. Who wants to tell us something they have tried so far based on what we

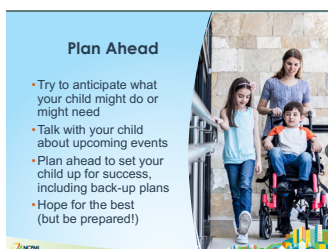
have covered in the first 5 sessions together? Or perhaps someone wants to share a success story of using a prevention strategy?

*Allow time for families to share back from the lists of strategies (e.g., family rules, visual schedule, offering choices, teaching a specific routine, providing directions before an activity, using a transition cue or warning). Summarize the responses. You might say, “Wow. It is really encouraging to hear all the different strategies you are using.”*



## Show Slide 6: Help Us Have a Good Day!

This is a reminder to you as families of how all the things you have tried so far are setting your child up for success and helping them have a good day.



## Show Slide 7: Plan Ahead

By now you have spent a lot of time thinking about different strategies to try before challenging behavior occurs. Let's discuss a few more things you can try to at home with your children.

The first is having a plan. Planning ahead is a great prevention strategy. Try to anticipate what your child might do or might need in various situations. Plan ahead to set your child up for a successful experience. Not everyone likes surprises. And almost no one enjoys disappointment. The reality is that surprises, disappointment, and uncertainty are inevitable parts of life. We can't surround our children with a protective bubble that guarantees all will go exactly as anticipated or planned. And the fact is that learning how to accept, adjust, and cope with surprises, disappointments, and uncertainty are very important skills to have. It's just that when you're three, four, or five years old, it helps to have support for coping with new circumstances, changes, and disappointments.

We want to encourage you to give some serious thought to how your child reacts to surprises and disappointments. We can learn a lot from patterns of past behavior. Some children tend to recover quickly while others are more likely to collapse into a complete meltdown. How does your child react to surprises or to disappointment? Who wants to give an example?

*Call on a few participants. Allow time for an example of how a child handles surprises or disappointment and summarize the responses.*

Talk with your child about upcoming events. Depending on your child's ability to understand, you can keep it as simple as "here's where we're going and what we're going to do" ("We are going to walk to the park to swing on your favorite swing!") or as wide-ranging as discussing some things that could happen and about what can be done if it occurs ("We are going to walk to the park and if someone is swinging on your favorite swing, we can play in the sand box until it is our turn to swing.").

As you make your plan, think about what your child will need for things to go well and what your child might need if things begin to fall apart. A plan is made to “hope for the best, but prepare for the worst.”

For example, if you have to wait while you get a new tire put on your car and your child has to wait with you. How might you be prepared for that situation?



*Allow time for a few participants to share and summarize responses. Be prepared to offer a few ideas if needed, such as “Bring toys, books, or crayons and paper that your child can use in the customer lounge. Give the service manager your cell phone number in case you want to take your child for a walk outside. Bring a snack. Hope for a 30-minute wait, but plan for an hour.”*

Do you have other examples of how you “hope for the best - but prepare for the worst” in your family? Allow time for a few participants to share and summarize responses.



## Show Slide 8: Know What is Reasonable

While it might sound very simple, this is a very powerful strategy. It is important to know your child’s abilities and limitations. Expecting too much or too little can lead to problems and frustrations for you and your child. Keep your expectations realistic. When you consider your child’s abilities and limitations, it’s very important to take a look at the entire picture. For example, Let’s say that you want your child to pick up their toys before bedtime.

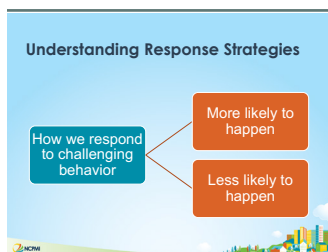
First, ask yourself: Does my child understand what “picking up your toys” actually means? Have I showed my child what it means to pick up your toys? Is my child physically able to pick them up and put them where they belong? Sometimes the answers may be obvious. And sometimes you might not be so sure.

Second, even when you are certain your child understands and is able, there is still the chance that your child does not. Think about the history with the task. Do you have to remind your child to get started over and over? Do you find yourself getting frustrated? Reasonable expectations include not only what your child can do, but also how likely they are to actually do it.

So, what is a reasonable expectation when it comes to a desired behavior such as picking up toys? There is not a single answer that applies to all young children. But when it comes to your child’s specific abilities and history, you might want to consider “starting smaller and growing taller.” For example, what about giving a reminder to begin picking up toys instead of waiting for your child to remember without being reminded? What about picking up one toy for every two toys your child puts on the shelf? There is nothing wrong with lowering the bar a bit in order to get started. You will have more opportunities to acknowledge success and build from there instead of getting stuck in frustration.



# Understanding Response Strategies



## Show Slide 9: Understanding Response Strategies

I am going to shift topics to how we respond to challenging behavior with a purpose. We are going to discuss several different ways to respond to challenging behavior in a manner that can help decrease challenging behavior.

How we respond to a challenging behavior, even if we think it *should* reduce or stop the challenging behavior, makes it more or less likely to happen. Think about this common situation: Your child is screaming and yelling, so you say, “please use an inside voice.” But if you know the meaning (or the function) of the yelling is to get your attention, then by talking to them and giving them a reminder, you are giving them attention for yelling at you. The consequence of reminding them might make the yelling occur next time your child wants to get your attention.

Can anyone think of another example from your child or in watching other parents when how the adult responds to challenging behavior might accidentally make that behavior more likely to happen in the future?



*Allow participants to share a few examples and summarize responses. Be prepared to share an additional example if participants are not able to share. You might share: “Your child engaged in a tantrum after they were told to clean up their toys, so you sent them to time out for yelling and screaming. They did not want to clean up and got what they want by being in time out-no cleaning up.”*

We are talking about consequences or how we respond to challenging behavior because even when we have implemented prevention strategies and we are super positive in our parenting; challenging behavior can still occur. We expect that some challenging behavior will happen with young children since they are just beginning to learn social interaction skills and how to respond to the expectations of others. We will discuss how to purposefully respond to a child’s challenging behavior when it happens and how to provide purposeful consequences for behaviors, for both positive behaviors and challenging behaviors.

# Logical Consequences



## Show Slide 10: Logical Consequences

Logical consequences are consequences that are related to the behavior in some way. Here are a few examples:

- ▶ A child continues to throw blocks at their sister after a redirection – so the parent says, “Remember. Toys stay on the floor. I am going to put these away until the next time you play.”
- ▶ A brother and sister are fighting – so the parent sends them to play in separate rooms.
- ▶ Your child gets out of the car seat – so you pull over, stop the car, and say, “I can’t drive until you are in your car seat.”

Logical consequences are an alternative to punishment. They are responses to the child's behavior that are logically related to the behavior. Logical consequences give the child a chance to learn what happens when they do not follow the expected behavior. For example, if you break the toy, you won't be able to play with it anymore. The child sees the results of their behavior.

Here are a few tips to make logical consequences effective:

- ▶ Logical consequences must be practical and enforced. Only select options that you are willing to enforce.
- ▶ Don't intervene before the consequence takes place. If you feel empathy for your child, offer a chance to try again. If the behavior continues after you have provided a chance to try again and the behavior continues, be consistent and follow through with the logical consequence.
- ▶ Choices should be stated calmly, clearly, and respectfully. Consequences should not be arbitrary, threatening, or punitive.
- ▶ Plan the consequences ahead of time. Options for actions or consequences should be logically linked to the activity.

Logical consequences help guide children in learning how they are expected to behave in the real world. Talk about the consequence with your child before the activity or routine where the behavior is likely to occur. Remember that logical consequences help to teach your child about behavior that is expected and why it is expected.

Let's look at some scenarios in which families used a logical consequence as a response to a challenging behavior.

**Logical Consequences in Action**

Scenario 1:  
**Dustin refuses to wash his hands before snack**

Dustin's mother restates the rule to Dustin:  
*"You must wash your hands to eat."*  
Dustin continues to refuse.

His mother responds,  
*"You can wash your hands and have a snack, or you can continue playing while your brothers have a snack. If you need my help with washing hands, I can help you."*

**Logical Consequences in Action**

Scenario 2:  
**Kyra throws blocks in the kitchen**

Her dad reminds her of the rule,  
*"Toys need to stay on the floor in the kitchen."*  
When Kyra continues to throw the blocks,  
her dad provides her with a choice:  
*"Blocks stay on the floor in the kitchen, or they will need to be put away."*

## Show Slide 11-12: Logical Consequences in Action

1. Dustin refuses to wash his hands before snack. Dustin's mother restates the rule to Dustin: "You must wash your hands to eat." Dustin continues to refuse. His mother responds, "You can wash your hands and have a snack, or you can continue playing while your brothers have a snack. If you need my help with washing hands, I can help you."
2. Kyra throws blocks in the kitchen. Her dad reminds her of the rule "toys need to stay on the floor in the kitchen." When Kyra continues to throw the blocks, her dad provides her with a choice: "Blocks stay on the floor in the kitchen, or they will need to be put away."

Something else to consider as you are explaining consequences to your child ahead of time is providing a rationale for the consequence. Letting Dustin know *why* he needed to wash his hands or telling Kyra *why* the blocks need to stay on the floor in the kitchen could, depending on their age and abilities, help them understand and accept that certain expectations need to be followed. Children may also need support in following directions, such as when Dustin's mother offered help washing hands.

## Logical Consequence Challenge

1. Child keeps dumping water out of the bathtub.
2. Child leaves their toys on floor.
3. Child paints the table and floor with finger paint.
4. Child does not put on their pajamas in time for their favorite show.
5. Child continues to bang a toy when asked to be quiet.



## Show Slide 13: Logical Consequence Challenge

We are now going to break into small groups so that we can challenge ourselves thinking through logical consequences. You will have about 5 minutes. See how many your small group can work through. Here is the list of practice scenarios:

1. Child keeps dumping water out of the bathtub.
2. Child leaves their toys on floor.
3. Child paints the table and floor with finger paint.
4. Child does not put on their pajamas in time for their favorite show.
5. Child continues to bang a toy when asked to be quiet.

*Read through list of scenarios and break participants into small groups. After 5 minutes, call the groups back. They might not get through all 5 items, that is ok.*

Let's review some of your ideas. Who want to share a logical consequence for #1?

*Go through each scenario, invite a group to share their idea, and summarize responses.*

## Activity 2: Apply It and Try It



## Apply It and Try It

- List a few challenging situations
- Write down possible logical consequences for each situation

Activity 2



## Show Slide 14: Apply It and Try It

Look in your Family Handbook at **Activity 2, Logical Consequences**. Take some time and think about three challenging situations that have occurred with your child. Write those down in the spot provided in the workbook. Then write down possible logical consequences for each situation. Feel free to turn to those around you for ideas—they might have a great idea for a logical consequence.

*Allow participants a few minutes to write down ideas in the handbook. Then describe the Apply It and Try It activity.*

Now that you have some ideas to use at home for logical consequences, your first Apply It and Try It activity for this week is to try out at least one of the logical consequences from the list above with your child and see how it goes. Use this handbook page as a reminder of the logical consequence you might attempt.

## Redirection

## Redirection

Interrupting a behavior and redirecting a child to another activity.



- Gently guide your child away from the sink to a set of toys.
- Sit and begin to play with your child.



- "Let's go upstairs and read some of your new library books."

## Show Slide 15: Redirection

Using logical consequence is just one way we can respond with purpose to challenging behaviors. Redirection is another strategy you can use when responding to challenging behavior. Adults can interrupt a challenging behavior and redirect a child to another activity. You can do this by physically moving your child or verbally distracting them. As you think about your child's challenging behavior and each unique situation in which challenging behavior occurs, you might see that redirection is a better fit than

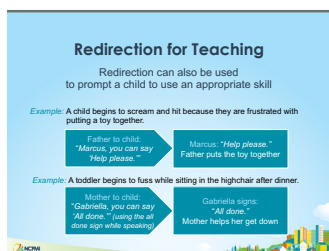


using a logical consequence. Or you might try to use redirection first and then follow with a logical consequence.

For example, a child is playing in the sink and splashing water all over the bathroom. So, the mother physically moves the child away from the sink and guides the child to a set of toys to play with. The mother sits down on the floor and begins to play in a way that is inviting to the child. This is an example of a physical redirection.

Here is another example. A child might be trying to gain the attention of an adult who is on the phone with an important call. Another adult would then say to the child something like “Hey Ezekiel, let’s go upstairs and read some of your new library books.”

Another example, a child is upset and having a temper tantrum because they were asked to turn off the television. The mother redirects the child by saying, “Wow, it is beautiful outside. I feel like going in the backyard to enjoy the day.” The child may become interested in going outside and no longer is upset about turning off the television. The mother is able to provide positive attention to the child once they are engaged, such as saying, “I see that you are excited about going outside too. Thank you for finding your shoes.”



## Show Slide 16: Redirection for Teaching

Redirection can also be used to prompt a child to use new skills. For example, Marcus begins to scream and hit his father because he is frustrated with putting a toy together. The father says to the child, “Marcus, you can say ‘help please?’” Marcus says help please, and the father then puts the toy together. The father will continue to provide positive attention and encouragement when Marcus asks for help instead of screaming and hitting when he needs help.

Another example, a toddler begins to fuss while sitting in the highchair after finishing dinner. The adult says, “You can say “all done” (she uses the sign for all done while speaking) Gabriella.” Gabriella signs, “All done.” And the adult helps Gabriella get down from her highchair.



## Show Slide 17: Redirection Activity

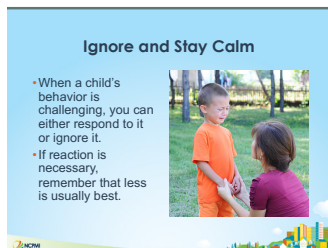
Since we worked through logical consequences in small groups, let’s work through some redirection practice as a whole group. We will go through examples of challenging behavior and then develop ideas for redirection.

*Read through each scenario and invite responses from 1-2 participants per item. The goal is to have a variety of redirection-physical, verbal, and some that involve “teaching.” You might not get through all items. Use your judgment as to how many you will get through and prioritize challenging behaviors you have heard families mention during previous sessions.*

1. Child grabs a toy from their sibling.
2. Child throws sand in the sand box.
3. Child pulls hair when patting the dog.
4. Child cries “I don’t want to clean up” when asked to pick up toys.



5. Child says, “This is yucky” and spits out food.
6. Child begins whining for attention when their parent is making dinner.



## Show Slide 18: Ignore and Stay Calm

How many times have you heard the comment-just ignore that behavior? Ignoring is another useful response strategy. When a child’s behavior is challenging, you can either respond to it or ignore it. That’s right, you don’t need to respond to every challenging behavior your child uses. There are some challenging behaviors that are just annoying and might not need any response from the adult and there are some situations where the challenging behavior is to get your attention and ignoring the behavior (if not harmful to others) will make sense.

*Can anyone share an example of a time they ignored their child's challenging behavior?*

If reaction is necessary, remember that less is usually best. Acting calmly with a minimum amount of attention will reduce the risk of strengthening the very behavior you wish to discourage. Remaining calm will also give you time to think about how you want to respond. The more out-of-control your child becomes the more self-control you need to use. We are modeling desired behavior for our child. When we remain calm, our child learns appropriate ways to respond to difficult situations.

Here is a great example of a challenging situation you all might have been in at one point. You just told your child that dinner is in 10 minutes, so she needs to wait for dinner instead of having a snack, which resulted in a tantrum. Who has been there before? You have options as to how you can respond.

1. Your child is frustrated, and you could respond by acknowledging her emotions and redirecting her to a preferred activity (e.g., “You seem really frustrated right now. Let’s find that coloring book you love and color a picture to help you calm down.”).

OR

2. Because you are busy preparing dinner, you could also give yourself permission to ignore this behavior. You might think to yourself, “I can help my child learn expectations or other skill to learn when they are upset or frustrated during a calmer time or a time when I have more time to respond.

*Note to the Facilitator: What about spanking? It may be the case that one of the participants will bring up spanking as an effective response, something they use, or something they have a question about. Be sure to spend some time addressing this topic if it comes up. Be prepared that the topic of spanking has a cultural component, and participants might have emotional responses. There might not be time to address some of the opinions and thoughts that participants may have that support their discipline techniques.*

*Ask participants if any of them were spanked when they were little. Then ask them to recall how it made them feel (angry, afraid, disliked/distrusted parents, sad, etc.). Ask participants to list the disadvantages of spanking (or other violent consequences) on a sheet of flip chart paper.*

Some examples of the disadvantages of spanking:

- ▶ Makes child fearful of caregiver.
- ▶ Damages relationship.
- ▶ Models violent behavior for the child.
- ▶ Adult feels guilty afterwards.
- ▶ Used in anger, the parent may lose control and really hurt the child.
- ▶ Only effective in the short term.

Then talk about how the responses discussed in this session do not share those same disadvantages. Ask participants that use spanking to identify how stressed they are when they hit their child. Offer the idea that they might want to identify strategies for reducing their stress so that they can avoid spanking and can be more effective at responding to challenging behaviors. It is also important to have them think about what the child is learning when they are spanked.

## The Power of Keeping It Positive



### Show Slide 19: Keeping It Positive! The Power of Encouragement and Positive Comments

Remember way back in Session 2, we talked about how to keep it positive? Giving specific, positive attention to the behavior that you want to see teaches your child what to do. When you see a behavior that you would like to see again, encourage it. The more positive attention we give to a child following a behavior, the more likely they will engage in the behavior in the future. This is called reinforcement; you are reinforcing the likelihood a behavior will happen again.

The important point is that we are providing encouragement and reinforcement immediately after the behavior occurs. Tell your child you appreciate their effort. For example: “Maria, you are doing such a good job waiting for your turn on the swing. Maybe next time you can go first, and Tommy can wait for his turn.”

For some children, encouragement and positive comments might not be enough to motivate the child to engage in a new skill or behavior. It might be that your child doesn’t seem to respond to your encouragement, thumbs-up, or pat on the back.

Most of us have different things we encourage ourselves with or find rewarding. Buying new jeans when we reach a goal weight, taking a long bubble bath after working in the yard, or getting a paycheck for working at our jobs. We all find different things reinforcing. So do young children. If you have a child who needs more than your positive attention to be reinforced, there is a handout titled *Reinforcer Inventory*. It can help you determine different activities and items that your child prefers. Once you have identified these, you want to look at the inventory to think about what you might use to motivate your child to engage in new behaviors or learn new skills.

*Pause and allow participants to gather their ideas. Provide any support they may need to think of things ... let them know that reinforcers come in all kinds of*

forms across a variety of categories like activities, food, toys, electronics, special occasions, and so on.

Let's quickly write down some of the ideas you thought of. You can write them write on the **Reinforcer Inventory** if you want to. Who wants to share?



*Note to Facilitator: List the ideas families share on chart paper.*

As we look through our list, notice all the different ideas. What might be a reinforcer for one child, might not be to another. Watching a video might be reinforcing for Andre, but not that exciting for his sister. For something to be reinforcing, it must be something that particular child enjoys.

Children also learn to respond to different reinforcers as they grow and mature. Two easy ways to figure out what is reinforcing for your child are to:

- ▶ Observe them to determine what they are naturally drawn to, what they play with more often than others, what they choose when given the option to choose between different things; and
- ▶ Ask them! If your child can let you know what is reinforcing for them, including them in choosing ideas for encouragement and reinforcement is a great strategy for making it more individualized for your child.

## Safety Net Procedures



### Show Slide 20: Safety Net Procedures

Sometimes (but it should be in rare circumstances) you will have to respond in a way to your child's challenging behavior that makes sure that your child and family are safe. For example, if your child runs into the road because they want you to chase them, you'll need to provide some form of attention to make sure they are safe as quickly as possible. You might have to run after your child to physically stop them. Another example might be that your child is hurting another child or animal by being aggressive.

In the moment, the best strategies to try are to:

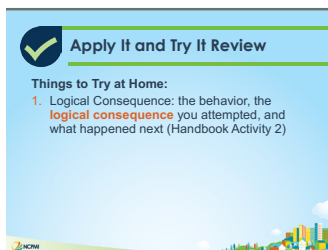
- ▶ **Block unsafe behaviors** while providing minimal attention. You can use physical guidance without making eye contact and without using spoken language. It ensures that your child is safe while providing the minimum amount of attention. For example, if a child is throwing heavy blocks at her younger sibling's head, a caregiver could step in-between the two children and pick up the younger sibling to prevent injury to the younger child, thus blocking the throw of the blocks. If a child is having a tantrum and hitting his head forcefully on the ground, a family member might place a pillow under the child's head to prevent injury, using minimal eye contact and spoken language.
- ▶ **Help your child to calm down, redirect and re-engage.** Once the child is safe, we might need to help the child calm down. Think back to the calm down strategies we discussed in our last session. It could be deep breathing,

reviewing the steps of thinking like Tucker Turtle, or spending time in a calm down area using strategies that are calming to the child. Once a child is calm, we can attempt the redirection strategies we discussed today. Redirection is a great strategy for diverting children’s attention to a different, safer activity as quickly as possible. Think about the example of the child running into the road for attention. If you had to pick up your child to return them to safety, you might redirect them with a verbal direction of, “Let’s hold hands and walk back to the playground.” When your child is holding your hand, you might provide positive attention and feedback by saying, “You are being so safe right now by holding my hand. Would you like to swing or go down the slide?” Continue to provide positive attention and acknowledge the child as they become engaged in play.

After the situation is over and everyone is calm, reflect on what happened and make a plan for how to prevent the behavior in the future, how to teach your child to use a different behavior, and how to respond to the challenging behavior should the situation arise again.

## Closing

We have discussed many ways for you to prevent challenging behavior and several ways to respond to challenging behavior and encourage our children to learn new skills.



### Show Slide 21: Things to Try at Home: Apply It and Try It Review

As a reminder, you have one Apply It and Try It activity this week. You will be trying at least one logical consequence and recording in your Family Handbook the behavior, the logical consequence you attempted, and then what happened next. Remember to always keep it positive-encourage your child and spend time connecting with your child. What happens after a behavior is very important as children are learning new skills.

In our last session, we will be discussing how all these ideas and strategies relate and come together to help you understand what to do about specific challenges. One thing we will come back to in this last session is use of the **Family Routine Guide**. You received this Guide during Session 4. You will want to bring the Family Routine Guide with you. At the end of the final session, you will leave with a plan that is specific to helping your child. Thank you for all the discussion and idea sharing that happened today.

I look forward to seeing you at our next (and last) *Positive Solutions for Families* session.