

In This Session

Learning Objectives

- ▶ Identify the meaning of behavior by examining what happens before and after the problem behavior.
- ▶ Identify the three parts of a behavior plan: preventions, new skills to teach, and new responses.
- ▶ Learn to use the *Family Routine Guide* to identify supports for use with children during daily routines.

Agenda

1. Welcome (2 min)
2. Reflect on Apply It and Try It (12 min)
 - a. Activity 1 (4 min)
3. Be a Detective (15 min)
4. Developing a Plan (4 min)
 - a. Prevent (8 min)
 - b. Teach (14 min)
 - c. Reinforce/Response (8 min)
5. Meet Brendan (10 min)
6. Making Your Own Plan (15 min)
 - a. Activity 2: Family Planning
7. Closing (5 min)

Family Materials

- ▶ Positive Solutions Family Handbook
- ▶ Family Routine Guide

Facilitator Materials

- ▶ Ground Rules from Session 1
- ▶ Chart Paper, Markers, Tape
- ▶ PowerPoint
- ▶ Chart paper with goals from Session 1
- ▶ Positive Solutions Family Handbook
- ▶ Family Routine Guide

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 – Putting It All Together With a Plan

Welcome back to our last *Positive Solutions for Families* Session, Putting it all Together in a Plan. We are happy you are here!



Show Slide 2: What's Happening Today?

Today we will talk about some strategies that you can use to deal with the behavior challenges that continue even though you are using the parenting practices that we have discussed in our previous sessions.



Show Slide 3: Apply It and Try it Reflection

Before we begin, let's talk about how things are going at home. What strategies have you begun to use, and how are they working? Would anyone like to share?

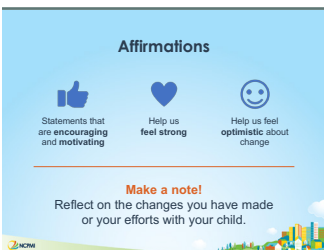
Follow-up questions:

- ▶ What strategies have you tried at home?
- ▶ What happened?
- ▶ Have they affected your child's behavior?
- ▶ Have you seen other changes?
- ▶ How did you feel about trying the strategies?

Did any of you try to use Logical Consequences? How did that go?

Have these strategies and strategies from previous session helped you achieve some of our goals from session one?

Show chart paper with goals listed from Session 1. Allow participants time to discuss and connect with each other. Continue to make connections among responses and participants.



Show Slide 4: Affirmations

I want you to take a moment and think about the hard work and effort you are putting in at home. Turn to Session 7, **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. Remember, there is brain science about how using affirmations are helpful in helping you feel 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.

Be a Detective



Show Slide 5: Challenging Behavior Works!

Remember that children engage in challenging behavior because it works for them. When children engage in challenging behavior it is to get something or someone or to get out of something. We do not like it that they use challenging behavior to get their needs met and often we don't like the message. For example, if your child has a tantrum in the grocery store because they want you to buy a toy and you said, "no", we can recognize that the behavior is saying "I want a toy" even if we do not like the message.



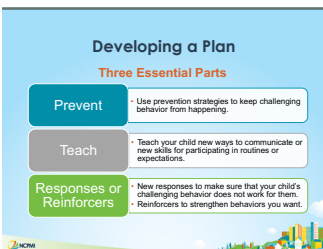
Show Slide 6: Behavior Can Mean Many Things!

Behavior can mean many things. Here is a list of some of the things your child's challenging behavior may be communicating. Remember, we might not like the message, but we can identify and understand it.

In session 3, we learned how to use the ABC's of behavior to determine the purpose or function of challenging behavior. You had a form that was helping you be a "Behavior Detective." If you look back in Session 3, **Activity 2**, in your Family Handbook, you will find several copies of the form. We are going to revisit the forms you completed to keep track of the ABC's of behavior. Would anyone be willing to share one ABC they did for their child and what they figured out about the behaviors?

Ask for several share backs, if a participant offers a non-functional interpretation of their ABC...guide them through thinking about it again and landing on a function for the situation. Questions you might ask are "When your child did X and you thought the behavior was X (e.g., manipulative, disrespectful, mean); what was your child trying to get or get out of?" Another question that can be helpful in determining function of behavior is asking "If there was one thing you could do to make the behavior stop, what would that be?"

Developing a Plan



Show Slide 7: Developing a Plan

Once you can identify the meaning of the challenging behavior, you can identify a plan to change it. We are going to talk about what goes in the plan with a goal of reducing your child's challenging behavior and teaching them new skills to use.

The 3 Essential Parts of the Plan. You should always have 3 parts in your plan.

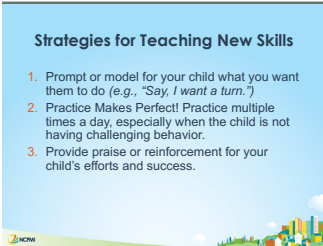
- 1. Prevent** – Use prevention strategies to try to keep challenging behavior from happening.
- 2. Teach** – Teach your child new ways to communicate or new skills for participating in routines or expectations.

[illegible]

Teach

Right! All of the strategies listed here will be about helping the child who has challenging behavior when they want an object or activity that another child has. What are the options here for teaching new skills? *(Allow time for a response).*

Notice that some of these are strategies that we have discussed previously, and you have materials for teaching.



Show Slide 10: Strategies for Teaching New Skills

1. Prompt the child or model for the child what you want them to do (e.g., “Say, I want a turn” “Wait for the timer to ring! Then it is your turn”).
2. Practice multiple times a day (practice makes perfect), especially when the child is not having challenging behavior.
3. Provide a lot of praise or reinforcement for your child’s efforts and success.

Let’s stick with this routine and figure out how the parent might teach the child to wait for a turn. Does anyone have an idea of what you might say to a child about waiting for a turn?

Allow time for responses and work through an example that works.

Great, we have a general plan for how to teach wait for a turn, let’s figure out when we can teach it. Think about times of day when your child is likely to be successful at waiting for a turn. Remember that we want to teach over and over again and in different situations (practice makes perfect) so that when the child needs to use the skill (when they might not want to), they are able.

Who has ideas for when we might teach waiting for a turn?

Get as many unique responses the group has, add your own if they are not across diverse routines.

Respond



Show Slide 11: New Responses: How Do I Respond when Challenging Behavior Occurs?

When you begin to implement your plan, your child will still have some challenging behavior. It’s not going to change just because you developed a plan. It’s sort of like one of us joining a gym. It’s a good first step, but you won’t lose weight just because you made a commitment to begin exercising! So, you need to make sure that your plan includes new ways for you to respond to challenging behavior when it occurs.

The most common strategy you can use is to say to your child (very calmly) – “You can use your words, tell me ____ or show me ____.” And then give your child what they want. The goal here is to have your child use the new skills to get their needs met. Sometimes we can’t let children have what they want. For example, you must sit in your car seat, you must take medication, you must get dressed, you must take a bath, and you must stay in your own bed.

Note that this might prompt discussion, and as the presenter, you should allow it and facilitate responses.

On these occasions, tell the child you know what they are feeling or wanting, and then restate the rule. You can follow that with a choice, “You must sit in your car seat, but you can hold your bear or hold your blankie.”



Let’s look at another routine in the *Family Routine Guide* to talk about New Responses. Go to p. 38 in the guide. This is about shopping. For this routine we are going to look at strategies to use when the function of the challenging behavior is what? *(Allow time for a response).*

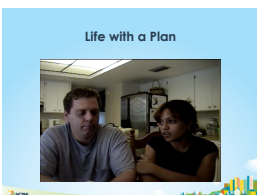
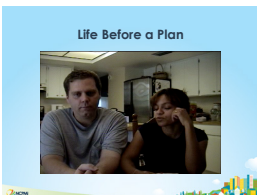
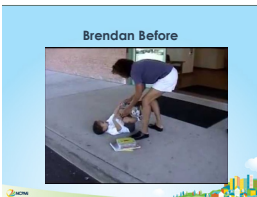
Right, so this is about challenging behavior because the child wants to avoid shopping and wants to leave or go home.

In this routine, we see a good list of what we might do to prevent the challenging behavior. We also see three suggestions of new skills to teach. What are those skills? *(Allow time for a response).*

Even though we have taught the new skills and have used some preventions, the first few times we rework this routine we might have challenging behavior. If we do, how might we respond? *(Allow time for a response).*

Read and explain each response. Note the strategies that have been taught in previous sessions (validate emotion, use first/then, visual schedule).

Meet Brendan



Show Slides 12-15: Brendan

I want to share some videos with you about a family whose child with autism had challenging behavior in many routines. They used this approach and had great success getting a handle on their routines. The routine we have on video is a trip to the public library. The parents indicated that the library was a difficult public place for them to visit due to their son’s behavior. In fact, every time they visited the library they were asked to leave.

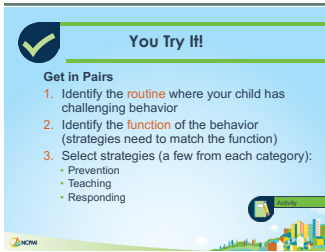
I am going to show you the video of what that looked like.

Here are his parents talking about how hard it was before they used this approach with their child.

Now look at the routine with a plan. They taught Brendan what the expectations were in the library through a scripted story using photographs taken in the library and mapping out the steps and expectations into a story book. They also created cue cards to cue him to whisper, walk, and hold hands in the parking lot.

Let’s hear them reflect on how their life is “with” a plan. You might hear the parents talk about PBS. This is an acronym for Positive Behavior Supports, which is another term for a plan that is based on determining the function, or meaning of behavior, and includes the 3 essential components of a plan: prevent, teach, and responding strategies.

Making Your Own Plan



Show Slide 16: You Try It!

With the time that we have left, we are going to get in pairs, and help each other look at the *Family Routine Guide* and select some strategies that may help your child in a routine.

Your first step is to identify the routine where your child has challenging behavior that you want to address.

Second, identify the function of the behavior to get to the set of strategy suggestions that will be the best match.

Third, select Prevention, Teaching, and Responding strategies that are a good match for you and your family.



Remember that you want to pick the strategies that you think will work best for you, your child, and the way your family engages in the routine. You might also think of strategies to use that are not listed in the guide. You have lots of great ideas in your *Family Handbook* that you can review to get ideas. Think of including ideas that might have worked well for your child since you started *Positive Solutions for Families*. You each have several copies of the *Family Planning Sheet* in your Family Handbook, **Activity 2**, where you can write down your ideas. I will come around and give you help if you need it.

Closing



Show Slide 17: Positive Solutions for Families – You Did It!

Our time is up! This completes our final *Positive Solutions for Families* series. Thank you for participating in the group. We hope that you have learned a lot of new ways to help your child understand your expectations and express their emotions. If you try to implement what we have discussed and your child still has challenging behavior, try the approach we have discussed in this session. If your child still has additional needs, please ask for help. You can call me, contact your child's teacher, or call to speak to someone who can tell you about services in the community that can help you.

Thank participants for coming and sharing their family's experiences. If appropriate for your training context, provide certificates of completion and a congratulations...or have a social time at the end of the session.