

Facing the Challenge Part II

6



Positive Solutions for Families



*The Center on the Social and Emotional
Foundations for Early Learning*

Learner Objectives

- Identify that the problem behavior has meaning.
- 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.

Suggested Agenda

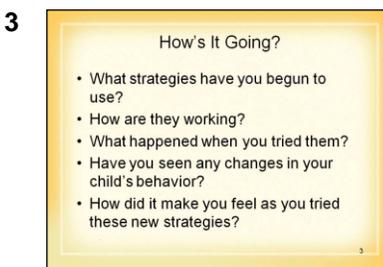
1. Introduction
2. Behavior Has Meaning
3. Be a Detective
4. Developing a Plan
5. Using the Support Plan
6. Making Your Own Plan

Materials Needed

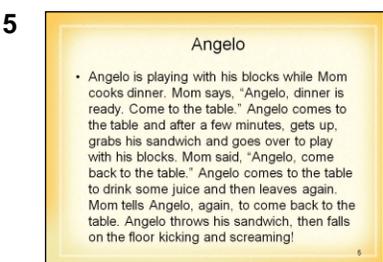
- PowerPoint or Overheads
- Chart Paper, Markers, Tape
- Ground Rules from Session 1
- Goals from Session 1
- Video

Handouts

- *Positive Solutions for Families* Workbook Activities
- *Family Routine Guide*



(Activity # 28)



Post “Ground Rules” developed during the first session.

Show **Slide 1: Solutions for Families.**

Welcome back to the *Solution for Families* series. This is our last session, *Facing the Challenge – Part 2*.

Show **Slide 2: What’s Happening Today?** Today we will talk about some strategies you can use to deal with the behavior problems that continue even though you are using all of the parenting practices we have discussed in our previous sessions.

Show **Slide 3: How’s it Going?** 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 1 (show goal chart from Session 1)?

Now, complete your **Parent Encouragement and Positive Comment Form!**

Show **Slide 4: Challenging Behavior.** Let’s begin by looking at some descriptions of children who are having challenging behavior. I will read each little story to you, and I want you to think about what that child might want or not want. Think about what the child’s behavior is “saying.” What is the child trying to tell us?

Let’s look at the first one.

Show **Slide 5: Angelo**

Read aloud the slide about Angelo. Ask the group for responses; affirm that Angelo’s behavior seems to be saying, “I don’t want to sit at the table.”

6

Fabio

- Mom is making cookies with Fabio and his sister Kate. Fabio is stirring the cookie dough and taking bites of the dough! Kate tries to take the spoon away. Fabio grabs the bowl, and Kate starts crying. Mom takes the bowl away from Fabio. Fabio throws himself on the floor and begins crying.

7

Kyra

- Kyra's mom is giving her a bath. Bath time is one of Kyra's favorite routines! Mom tells Kyra that it is time to get out of the bath. Kyra starts splashing and throwing water. She begins crying and shaking her head to say, "No." Mom lets Kyra play a few more minutes.



8

Tami

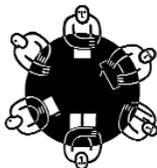
- Tami is playing dress-up when Dad tells her that it is time to clean up and to get ready for dinner. Tami runs behind the chair with her purse and baby. When Dad comes to pick her up, she begins kicking and hitting. Dad puts her down and tells her not to kick. He then leaves the room to set the dinner table.



9

Nina

- Nina and her grandma are at the grocery store. It is taking longer than Grandma thought because she had to pick up a special order. Grandma is talking to the butcher, and Nina's pushing her doll in the play cart. Nina begins to pull things from the shelves. Grandma tells her to stop. Nina throws her cookie down. Grandma picks up the cookie, throws it away, and continues talking to the butcher. Nina throws her doll on the floor. Grandma picks her up and says, "If you can't behave, I guess I will have to carry you."



Large Group discussion

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Challenging Behavior Works!



Remember!
Children engage in challenging behavior because it works for them!

Show **Slide 6: Fabio**

Read aloud the slide about Fabio. Ask the group for responses; affirm that Fabio's behavior seems to be saying, "I want to hold the mixing bowl." This story is a little more complicated; the group may say that Fabio's behavior means he does not want his sister to have a turn. However, if we took the bowl away to put in the refrigerator, would Fabio still have a tantrum? Probably. He wants the bowl.

Show **Slide 7: Kyra.**

Read aloud the slide about Kyra. Ask the group for responses; affirm that Kyra's behavior seems to be saying, "I don't want to get out of the tub."

Show **Slide 8: Tami.**

Read aloud the slide about Tami. Ask the group for responses; affirm that Tami's behavior seems to be saying, "I'm not ready to stop playing."

Show **Slide 9: Nina.**

Read aloud the slide about Nina.

Ask the group for responses; let discussion happen; affirm that Nina's behavior seems to be saying, "I want you to pay attention to me!"

Activity: Ask the group if anyone has a child who persists in using a challenging behavior. When folks raise their hands, ask them if this way of thinking about behavior makes sense to them. Ask if someone might share what they think their child is getting or getting out of his/her behavior. Once they have stated the reason, encourage them to describe their story. When they finish, thank them for sharing. Explain that as we get better about figuring out why, we will figure out what to do about it"

Show **Slide 10: Challenging Behavior Works!** Remind participants again 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 don't like that they use challenging behavior to express themselves, and often we don't like the message. For example, if your child has a tantrum in the grocery store because she wants to buy a toy and you said, "No," we can recognize that the behavior is saying, "I want a toy," even if we don't like the message.

11

Remember to Be a Detective!



- Figure out the meaning of your child's behavior!
- What is your child trying to tell you?

11

Show **Slide 11: Remember to Be a Detective**—Try to figure out the meaning of the behavior.

12

Examine the Situation



- Clues to figure out the meaning of behavior can be found in 3 things:
 - What happened **before** the behavior
 - What the child **did**
 - What happened **after** the behavior

12

Show **Slide 12: Examine the Situation**. Sometimes it takes a little detective work to figure out what the behavior is about. You have to step back and examine the situation. The clues for discovering the meaning of behavior can be found in 3 things:

1. What happened before the behavior
2. What the child did
3. What happened after the behavior

13

Angelo

Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.



13

Show **Slide 13: Angelo**
Read slide.

Show **Slide 14: Angelo** (cont.).

Angelo/Before

Let's look at Angelo again. What happened before his behavior? What does that tell you? (Wait for response.) Yes, Mom asked him to come to the dinner table; his behavior is in reaction to that.

14

Before Angelo

- Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

14

Show **Slide 15: Angelo** (cont.).

Angelo/The Behavior

Now let's look at what Angelo did when his mother asked him to come to the table and guided him to his chair. What did he do? (Wait for responses.) He had a major tantrum! That lets us know the request for coming to the table was met with major resistance.

15

Angelo The Behavior

- Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. **He falls on the floor, begins kicking and screaming, and shouts, "No!"** His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

15

Show **Slide 16: Angelo** (cont.).

Angelo/What Happened After

Now let's look at what happened after his behavior. What did Angelo eventually get? (Wait for response.) Did his need get met? Do you think he might try this behavior again?

16

Angelo

- Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" **His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.**

What Happened After

16

17

Behavior Can Mean Many Things!

- “I want you to pay attention to me.”
- “I want that (toy, food, paint, etc.)”
- “I want to play with you.”
- “I don’t want to stop what I am doing.”
- “I don’t want to clean up!”

17

Show **Slide 17: 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 may not like the message, but we can identify and understand it.

18

Developing a Plan

- Three Essential Parts:
 - Use prevention strategies to try to keep challenging behavior from happening.
 - Teach your child new ways to communicate or new skills for participating in routines or expectations.
 - Make sure your child’s challenging behavior won’t work for him/her.

18

Show **Slide 18: Developing a Plan**

Once you can identify the meaning of the challenging behavior, you can identify a plan to change it. For example, if you know the soup is too bland, you can add some spice. If all you know is that it’s “not right,” there is not much you can do about it. We are going to talk about what goes in the plan with a goal of reducing your child’s problem behavior and teaching him or her new skills to use.

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

- 1) Use prevention strategies to try to keep problem behavior from happening.
- 2) Teach your child new ways to communicate or new skills for participating in routines or expectations.
- 3) Make sure that your child’s problem behavior won’t work for him or her.

19

Prevention

- Try to minimize the possibility that your child will have challenging behavior!
 - Simplify the task.
 - Explain what will come.
 - Make your child comfortable.
 - Use a job chart.
 - Show a picture.
 - Reduce distractions.
 - Offer help.
 - Prepare the activity ahead of time.
 - Make the activity fun!



19

Show **Slide 19: Prevention.**

Here are just a few ideas about what you might use as prevention strategies. Our goal here is to minimize the possibility that your child will use challenging behavior. For example, if your child uses challenging behavior when you say, “Time for bed,” you might give him/her a warning that helps him/her get ready for the final direction of “bedtime.” You might say, “10 minutes to bedtime,” and then 5 minutes later, “5 minutes to bedtime”; and then state the direction, “Bedtime”. It may also help to include choices: “It’s bedtime now; you can choose to read two books or listen to some music while you fall asleep.” It may sound like I am recommending that you are accommodating your child when he is misbehaving. And in some sense, I am. I am recommending that you change the conditions of the task to minimize the likelihood that your child will use challenging behavior. When you do that, your child will be calmer and better able to learn the routine, new skills, or your expectations for behavior.

Here are some examples of other prevention strategies.

1. **Simplify the task**—If you have asked your child to make his/her bed, maybe you could change your expectations and only ask him/her to pull the spread up after you have done the rest.
2. **Explain what will come**—If your child has a difficult time at the doctor's office, you might try to explain through a storybook or with pictures what will happen in the doctor's office before you get there.
3. **Make your child comfortable**—If your child cries when being buckled in the hot car seat, think of some strategies to cool it down before putting your child in it.
4. **Use a job chart**—Sometimes getting a string of verbal directions from an adult can set off challenging behavior. A job chart can display what you want your child to do, and you can put stickers on the chart to celebrate the completion of each task.
5. **Show a picture**—You will be surprised at how a picture can explain what is coming up next or be used to give a direction to your child. You might use a "sit" picture to remind your child to sit down or a photo of your child doing a routine to let your child know it is time to do that activity.
6. **Reduce distractions**—Sometimes there is too much going on, and your child can't pay attention to you or your instructions. For example, you might first turn off the TV, get on your child's eye level, and then give the instruction.
7. **Offer help**—When your child is doing a task that might be hard; for example, getting dressed, offer your help before the whining begins, or remind your child that he/she can always ask for your help.
8. **Prepare the activity ahead of time**—Children don't wait well. Actually, most adults don't like to wait, either. Prepare activities ahead of time, and minimize your child's wait time. For example, don't call your child to the dinner table if he/she is likely to be resistant until everything is ready.
9. **Make the activity fun**—Children will do better in activities if it is fun for them. For example, if your child resists bath time, think about making up a silly song, or use a washcloth puppet to help him/her get undressed and in the tub.

20

New Skills

- Ask for a turn.
- Ask for an object.
- Ask for an activity.
- Ask for help.
- Ask for a hug.
- Ask to leave.
- Say, "No."
- Say, "I don't want to."
- Make a choice.
- Follow a schedule.



Show **Slide 20: New skills**. We are going to use prevention strategies to make the routine easier for the child to do without using challenging behavior, but we are not going to stop there. We can't just make everything OK or better for children; we also must have expectations for them.

Our first effort at teaching new skills is to teach a replacement skill for the challenging behavior. For example, if your child is having a tantrum to communicate "I want a toy," wouldn't it be better if he/she just said with words that he/she wanted the toy? Here is a list of new skills we could teach a child to replace his/her problem behavior.

Read through the list of skills.

21

When We Can't Honor the Meaning of the Behavior

Child says...	You...
"I don't want to" when you want him/her to brush his/her teeth.	Teach him/her the new skills of following a schedule or using a job chart.
"All done" when sitting at dinner table.	Say "One more bite, then all done."

Show **Slide 21: When We Can't Honor the Meaning of the Behavior**. This can be a difficult part of this approach! Your child may want to communicate messages you don't want to hear. For example, if your child says, "I don't want to!" when you want him/her to brush his teeth, should we teach him/her to say that? No, we will teach him/her the new skills of following a schedule or using a job chart. But if your child says, "All done!" when sitting at the dinner table, that is better than having a tantrum to get down from the table. You can then say, "One more bite, then all done".

22

New Responses!

- Make sure your plan includes new ways for you to respond to your child's challenging behavior.
- Example:
"You need to sit in your car seat, but you can hold your bear or hold your blanket."



Show **Slide 22: New Responses**

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 he/she wants. The goal here is to have your child use the new skills to get his or her 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.

23

New Responses

- Redirect to use new skill, and then let child have what he/she wants or out of what he/she doesn't want.
- Hold your ground, but give the child a choice.
- Tell child "I know you are ___ (sad, angry, mad), but you have to ___."
- Hold your ground, and state exactly what you want your child to do in a calm tone of voice.



24

Brendan Before PBS



25

Brendan Before PBS



26

Brendan Before PBS



27

Brendan With PBS



28

Brendan With PBS



29

Family Routine Guide



- Getting Dressed/Undressed
- Brushing Teeth/Hair
- Meal/Tracks
- Play
- Outside Play
- Clean-up
- Riding in the Car
- Shopping
- Restaurants
- Going to the Doctor
- Taking Medicine
- Taking a Bath
- Bathroom Time
- When Parents Can't Play
- Transitions

On these occasions, tell the child you know what he/she is 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."

Show **Slide 23: New Responses** (cont.). Read the list of new ways to respond to your child so that his/her challenging behavior is not reinforced, but that the new skill is highly reinforced instead. Point out to the group that redirecting the child in a calm manner to use the new skill is very important.

Slides 24-28: Brendan. The boy is at the public library with his mother was video that we observed in a previous meeting. The parents indicated that the library was the most 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. You will see this video again and then listen to his parents talk about what their life was like before PBS. You will then have the opportunity to watch Brendan go back to the library after they taught him what the expectations were 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. This is their first trip back to the library after the "pre" video. Then his parents will talk about how their life is "with" PBS.

Show **Slide 29: Family Routine Guide.** Bring the group's attention to the Family Routine Guide. If these ideas are new to you, it can be a little overwhelming and complicated. So, we have created this booklet with ideas about developing a plan for family activities and routines where children might have problem behavior. Let's look at the guide, and see what is included.

Review content of the guide, and list of routines with the group. Point out that each routine begins with identifying why the child might have problem behavior, and then the guide provides ideas about preventions, new ways to respond to the behavior, and new skills to teach the child.

Show **Slide 30: Using the Family Routine Guide.**

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Using the Family Routine Guide

- Routine or activity during which your child has challenging behavior.
- Why your child might have challenging behavior during this routine.
- What do you think your child is trying to tell you?
- What can you do to try to prevent the challenging behavior?
- What do you do if the challenging behavior occurs?
- Is there a new skill your child can learn to replace the challenging behavior?



(Activity # 29)

31

You Try It!
Workbook Activity #29

- Get in pairs
- Select some strategies that might help your child in a routine
- Use your Family Planning Worksheets to write down ideas
- Reflect on goals from Session 1

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Solutions for Families
You Did It!

You can use this guide for ideas about how to help your child. Does anyone in the group have a child who has challenging behavior in one of these routines? (Wait for a response.) Would someone be willing to volunteer to let us look at the guide, and pick some strategies for your child? (Select volunteer.)

Ask the volunteer: First tell me the routine or activity where your child has challenging behavior. (Wait for response.) Now, look at the reasons why a child might have challenging behavior in that routine. Do any of these fit your child? What do you think your child is telling you with his/her challenging behavior? (Wait for response and help the volunteer select a reason or identify a function.)

Now let's look at strategies you can use. Look in the column that says, "What can I do to prevent the problem behavior?" Read the strategies. Do any of these look like they might work for your child? Write down the strategies the parent selects. Now look at the column that says, "What do I do if the problem behavior occurs?" Read the strategies. Do any of these look like they may work for your child? Write down the strategies the parent selects. Finally, look in the column that says, "What new skills should I teach?" Is there a new skill that your child can learn to replace the challenging behavior or to cooperate with the routine? Write down the strategies the parent selects.

Show **Slide 31: You Try It!**

With the time that we have left, we are going to get in pairs and look at the *Family Routine Guide*, then help each other select some strategies that may help your child in a routine. You each have several copies of the *Family Planning Sheet* where you can write down your ideas. I will come around and give you help if you need it.

Show **Slide 32: Solutions for Families — You Did It!** Our time is up! This completes our final *Solution for Families: Positive Parenting*. Thank you for participating in the group. We hope you have learned a lot of new ways to help your child understand your expectations and express her/his emotions. If you try to implement all of the things that we have discussed and your child still has challenging behavior, try the approach we have discussed in this session. We all encounter children who have difficulty and need to team with other people to help fully meet their needs. If your child still has issues, 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 parents for coming and sharing their family’s experiences. While this is our last session, we would still like to encourage them to complete the *Things to Try at Home* activity in their workbook. They will pick a routine where their child might be using challenging behavior and use the *Family Routine Guide* to try some different responses and see how their child responds. And don’t forget to give yourself positive comments and encouragement for the great job you are doing!



The Center on the Social and Emotional Foundations for Early Learning



Administration for Children & Families



Child Care Bureau



Office of Head Start

This material was developed by the Center on the Social and Emotional Foundations for Early Learning with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families (Cooperative Agreement N. PHS 90YD0215). The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Health and Human Services, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. You may reproduce this material for training and information purposes. s

Session 6—Activity #28

**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

Session 6—Activity #29

Family Planning Sheet



What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?