



BEYOND THE BEHAVIOR BLUES

WHY IS THIS CHILD BEHAVING THIS WAY, AND HOW DO I
MAKE IT STOP?



Playhouse
CHILDREN'S THERAPY

bdipplayhouse.com



Typical Behaviors:

Behaviors that are similar to and occur at the same rate as the behaviors shown by most children, regardless of race, culture and demographics

COMMON TYPICAL BEHAVIORS INCLUDE:

- ▶ Speaking out of turn
- ▶ Difficulty Sharing
- ▶ Manageable difficulty with separation from parent/caregiver
- ▶ Inability to sit for extended periods of time
- ▶ Getting overly excited on occasion
- ▶ Infrequent upset/meltdown



Atypical Behaviors:

*Behaviors that are unusual or not commonly seen
within a specific age group*

ATYPICAL BEHAVIORS

- Difficulty transitioning to new activities
- Extreme meltdowns
- Aggressive behavior
- Avoiding social contact with familiar adults/peers
- Extremely high activity level
- Excessive need for control when performing activities or when playing with peers
- Unsafe or violent behavior when upset
- Inability to approach new places or activities
- Difficulty engaging in routines within the day

WHY DO WE SEE BEHAVIORS:



Possible Functions of negative behaviors:

- ▶ **Gaining access to tangible items:** toy, game, candy, playtime outside, etc.
- ▶ **Attention needing:** attention from others as a result of behaviors (positive or negative attention can be reinforcing!)
- ▶ **Escape/Avoidance:** Getting away from a task, situation
- ▶ **Automatic Reinforcement:** reinforced by an internal sensory event-gaining input to body or brain



THE ABC'S OF BEHAVIOR

BEHAVIOR CHART

WHY MAKE A BEHAVIOR CHART?

- ▶ Making a behavior chart allows for concrete data to analyze behavior
- ▶ The more we know, the more we can intervene!
- ▶ DOCUMENT:
 - Liability reasons
 - It may be improving and you may not know it
 - Helps you stay objective and keep your cool
 - Helps us find clues to understand behaviors

ABC'S



A- ANTECEDENT

Events or conditions that precede the behavior

- A request is denied
- A consequence for a negative behavior is given
- A crowded room
- Noise
- Physical state (tired, hungry)
- Sleep issues
- Lack of social attention
- Demand/request was made by caregiver
- Child was given feedback for incorrect response
- An activity was chosen that is not of preference
- Transitions occurring from one activity to another
- Unable to communicate needs/not feeling heard
- Task demand is too high/task is too difficult
- Separation from caregiver

B- BEHAVIOR

Define it in detail

- Describe the intensity: How long did it last? How many times did it happen?
- Include the Location
- Include the time of day
- List the people involved in the incident
- Be specific: clearly define the behavior so another person would be able to identify and observe the same behavior

C- CONSEQUENCE

Possible events/incidents which may be reinforcing the behavior

- Avoid a demand/request made by a caregiver
- Avoiding a non-preferred task
- Avoiding a person
- Escaping a setting
- Over reaction or attention from adults/peers
- Sensory seeking input
- Anger reduction strategy

DISCIPLINE

The process by which the behavior is followed by an action that reduces the likelihood of the behavior happening in the future

- ▶ Redirection
- ▶ Timeout
- ▶ Natural Consequence

DISCIPLINE:

- ▶ **Should be immediate if a child is at risk of harming themselves or others**
- ▶ **Get down on the child's level, look directly in their eyes, and firmly state what the child did was wrong and provide explanation of WHY it was wrong**
- ▶ **If tolerated, utilize shoulder prompt to focus child's attention**
- ▶ **Never address the child from across the room**

WHEN TO USE REDIRECTION AND HOW

Redirection is a way to change or avoid possible negative behaviors before they start-- this involves being mindful of possible triggers and anger signs from the child

When to use: Used when child is exhibiting cues of frustration, a possible melt down, or when the child will respond negatively. Set the child up for success... not disaster!

How to use: Change the subject, ask the child to help you with a task, recommend some quiet time or preferred task, change the activity or environment, set the tone with your tone, set the action with your action, use forced choices

TIMEOUTS

- ▶ Can be given when a warning has been previously provided to stop a negative behavior, when redirection did not work, or when immediate discipline needs to occur
- ▶ Should be in a specific spot such as a chair or a space on the floor.
- ▶ Duration of timeouts for a typical child should be 1 minute for each year of child's age
- ▶ A visual timer or auditory timer should be used to reinforce the timeout so the timer rather than the teacher not responsible for duration or release
- ▶ Once timeout is complete, review with the child why they were in time out and have them finish their work or complete the consequence for their negative action (say sorry, pick up thrown items, etc.)
- ▶ Should help the child take responsibility for what they did- allow for understanding of wrongdoing
- ▶ After time, caregivers need forgive and forget!

NATURAL CONSEQUENCE:

The “punishment” fits the “crime.”

The selected consequence or disciplinary action is associated with the behavior.

- ▶ **Example: If a child throws a toy, he loses that particular toy and cannot play near the friend he is playing with because he might hurt the friend.**
- ▶ **Example: If a child yells at his mother in a store, they must leave the store because respectful behavior is required in stores.**

Note: In order to utilize a Natural Consequence, we must understand the purpose of the behavior. If the purpose of yelling at the mother was because the child doesn't want to be at the store, then leaving the store is not a good choice for a consequence. In that instance, it would be better for the mother to IGNORE the yelling and continue shopping without reacting (for as long as she can stand it).

REINFORCEMENT:

Positive: something gained from an experience...
attention, getting a break, food/snack, preferred toy

Negative: something taken away from an experience/behavior... a challenge, a negative stimuli, a toy

FACTORS INFLUENCING REINFORCEMENT

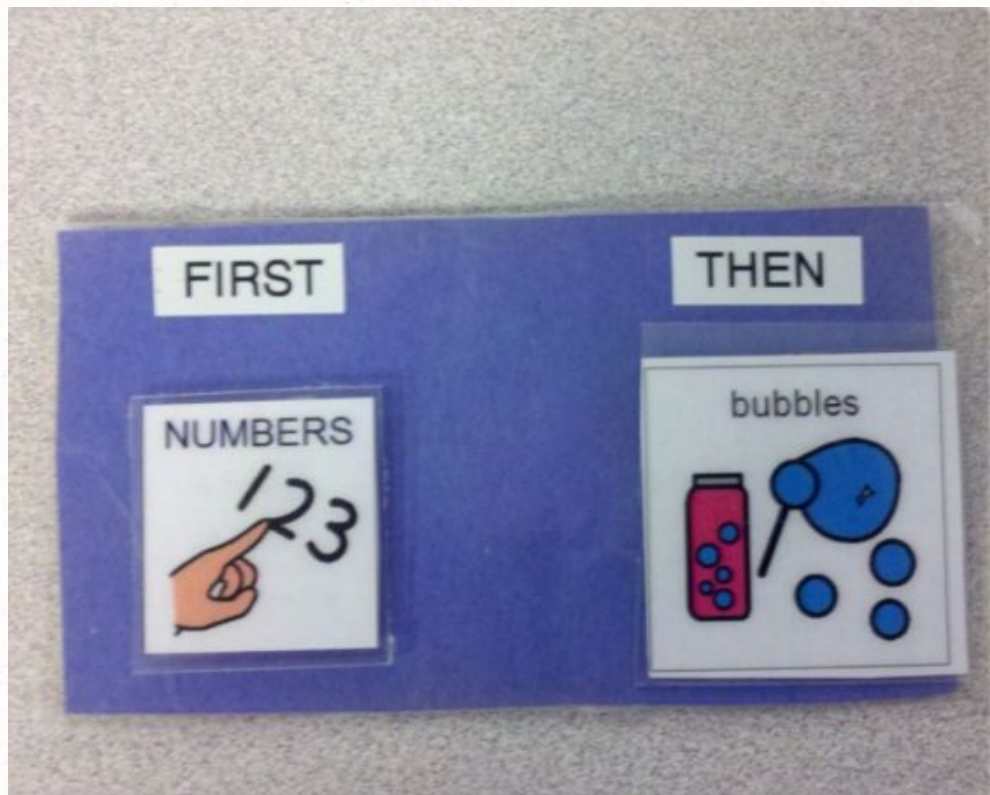
- ▶ Immediacy
- ▶ Contingency (the consequence is more likely to reinforce the response, and the consequence doesn't occur unless the response precedes it → Naturally reinforcing events tend to be more reinforcing)
- ▶ Consistency of reinforcement
- ▶ Meaningfulness to recipient

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Prevention Strategies

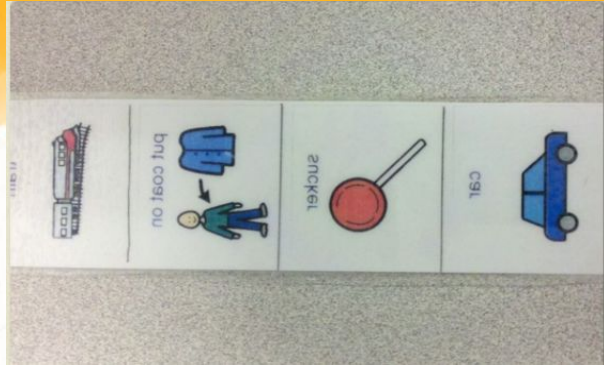
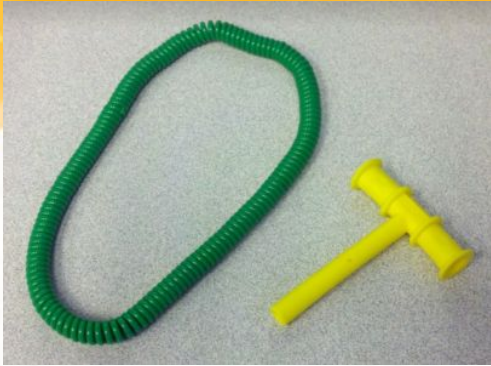
PREVENTION STRATEGIES:

- ▶ “I am working for” card
- ▶ Stop Light image
- ▶ Social Stories
- ▶ Quantifying expectations
- ▶ Timers (visual or auditory)
- ▶ Visual schedules or cues
- ▶ Wait toys
- ▶ Personal Space rug
- ▶ Forced Choices
- ▶ Using Buddies
- ▶ Jobs/responsibilities



PREVENTION STRATEGIES

- ▶ Movement Opportunities: allowance for children to stand at table top work, seat at the end of the table, heavy work, theraband tied around chair legs, jobs/items to be carried
- ▶ Be specific about expectations: Don't say "Christopher, behave!", Say "Christopher, use a quiet voice"
- ▶ Catch them being good and be specific with your praise
- ▶ Role play in advance of an anticipated difficult situation.



My Book of Strategies

To Keep Calm
And Cool

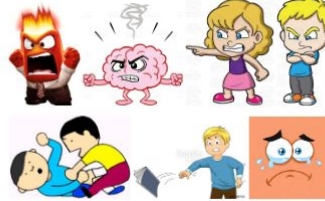


istockphoto.com - 349551429



How do I know I'm getting UPSET?

Mind goes blank	Insult the other person	Face turns red
Body or hands Shake	Start sweating	Throw things
Heavy or Fast breathing	Stare at the other person aggressively	Scowl or make an angry face
Scream, raise voice, or yell	Clench fists	Feel sick to the stomach
Punch walls	Feel hot	Become Aggressive
Become argumentative	Go quiet and "shut down"	Crying
Pace around the room	Headaches	Can't stop thinking about the problem



I can ask for a break

If I get frustrated I can ask for a break



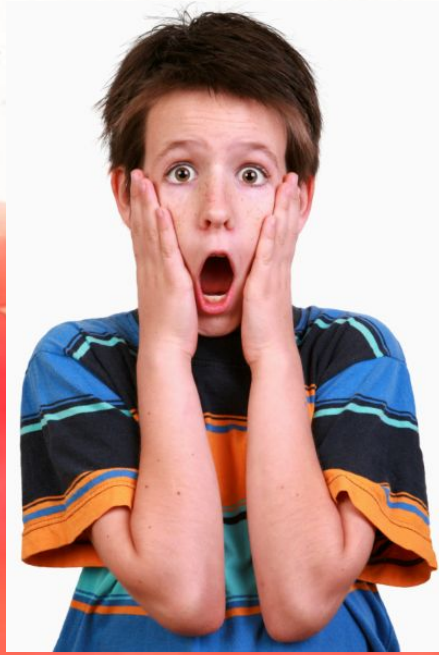
I can take a deep breath in
And let all my air out



I can use my words to let others know
How I feel

How Do You Feel Today?





WHAT?!?!

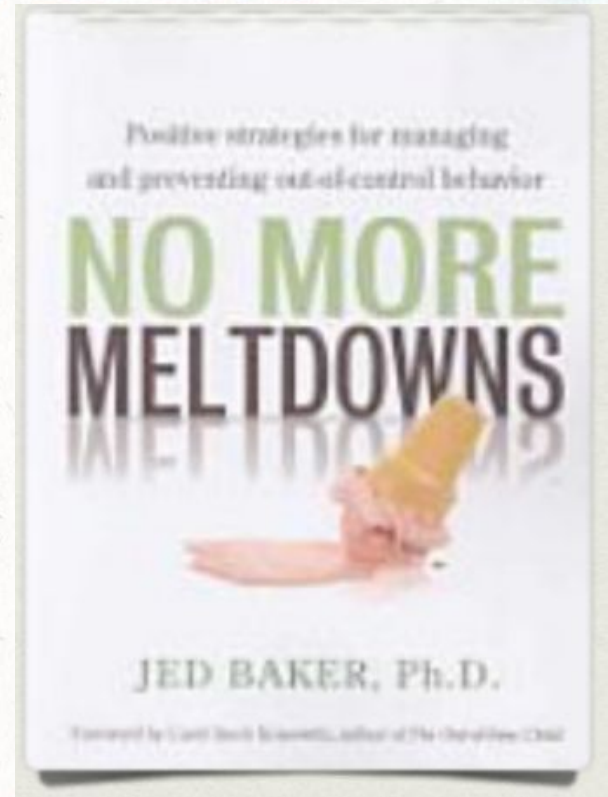
Unfortunately, it may get worse before it get's better.

Don't give up!

RECOMMENDED RESOURCE:

No More Meltdowns

By: Jed Baker, Ph. D.





BRAINSTORMING

Let's talk about some of your current behavior challenges!

MAKING A REFERRAL

Who: Any child who doesn't respond to traditional interventions, exhibits atypical behaviors, shows significant delays, and/or is impacted in some way by their limitations

When: ASAP before it gets worse and the child's self esteem and relationships are impacted

Why: All of the behavior intervention in the world will not address an underlying issue. Coping isn't okay, we want the best for our kids!

How: Invite parents to take part in a free consultation or screening at BDI Playhouse Children's Therapy

708-478-1820

bdisplayhouse.com



THANK YOU!

