

Resolving Your Child's Challenging Behavior

A Practical Guide to Parenting with Positive Behavior Support



Karen Elfner, M.A.
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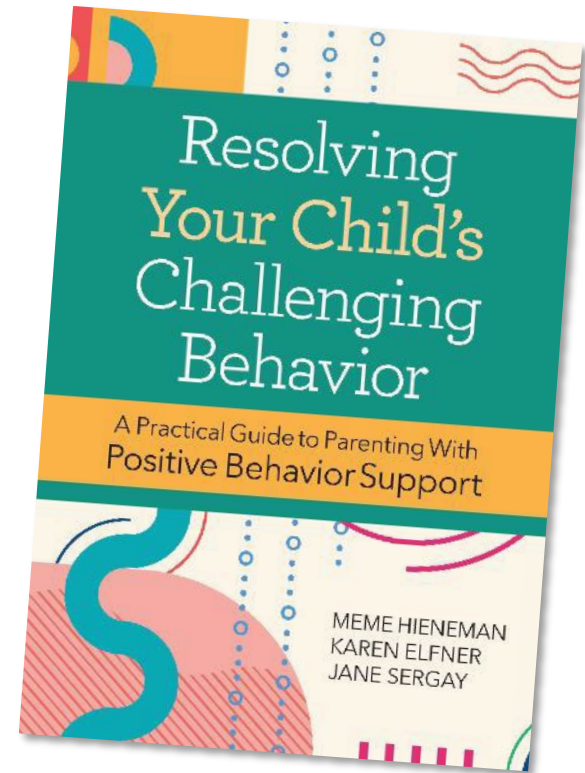
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Resolving Your Child's Challenging Behavior

- The second edition of the how-to guide for parents to resolve their children's challenging behaviors
- Updated and expanded information on critical topics including behavior replacement, self-management, proactive behavior strategies, and much more
- Parent workbook with downloadable forms, worksheets, planning documents, and more

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Book Giveaway

We're giving away a FREE copy of

**Resolving Your Child's
Challenging Behavior**

and

**Helping Your Family
Thrive**

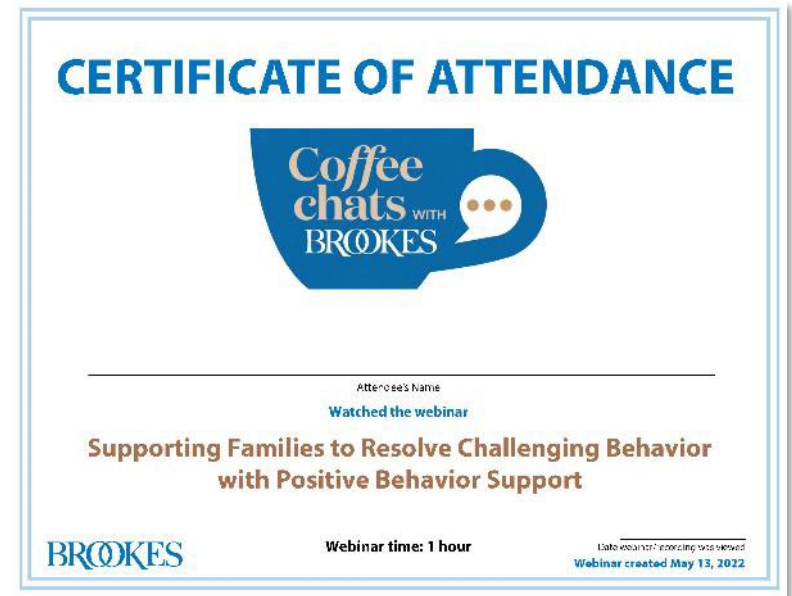
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Certificates

Certificates of attendance are available for all webinar and recording viewers.

More information will be provided at the end of the webinar.



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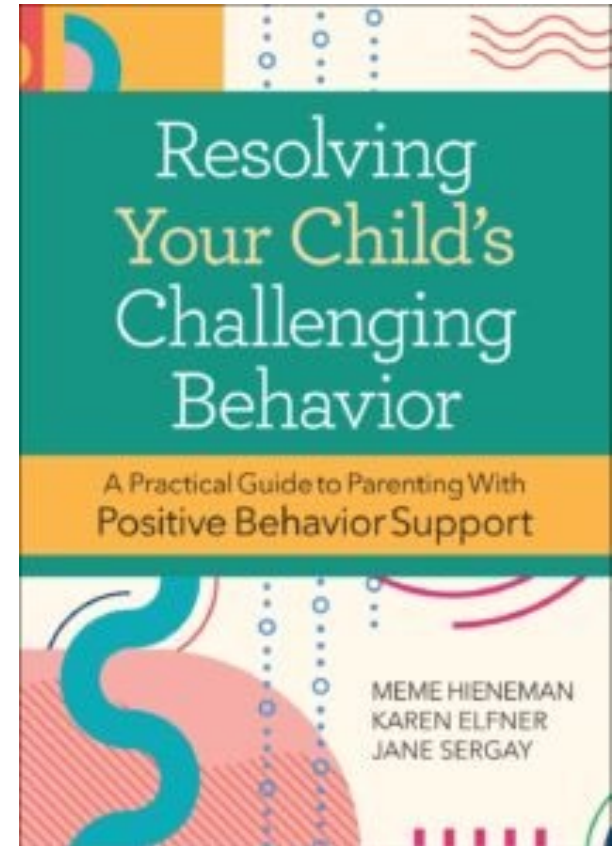
What Is Positive Behavior Support?

Positive behavior support (PBS) may be best viewed as a framework and a process for understanding behavior, structuring our homes and interactions, and resolving behavior problems.

PBS is based on the assumption that if we can determine the purpose of our children's behavior and how that purpose serves them we are in a better position to address their behavior.

Elements of Effective Support

- Working Together
- Understanding Patterns
- Preventing Problems
- Teaching New Skills
- Responding Effectively
- **Changing Lives**



Hieneman, Elfner, & Sergay, 2020

What Would You Do?



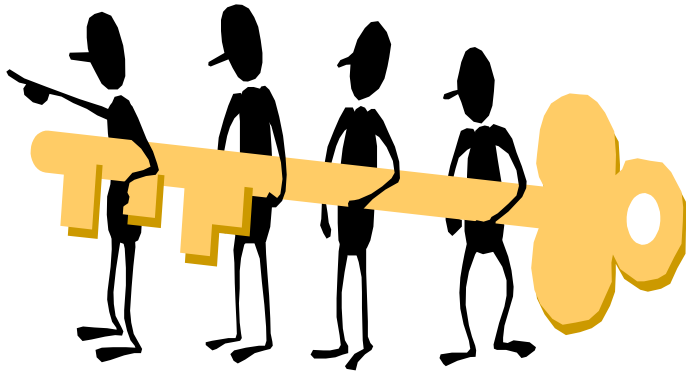
Grant has 5-7 tantrums per day, lasting up to 45 minutes, and sometimes hurts his little sister.

Suzie refuses to complete schoolwork and chores, resulting in low grades and hassles at home.



Working Together

Why?



Engaging everyone who cares for the child on a regular basis

Who?

- Child
- Parents/Caretakers
- Teachers/Assistants
- Therapists
- Physicians
- Friends

Step 1: Establish Goals

- Broad goals for child and family
- Specific behaviors of concern
 - Define behavior
 - Prioritize (“The Big Ds”)
- Find a starting point

Grant

Learning to play cooperatively
Keeping sister safe

- **Tantrums**: yelling, swinging his arms, throwing items, running into objects, dropping to the floor, running away, and crying for long periods, pushing or pinching his sister

Suzie

Improving grades and prospects
Reducing family hassles

- **Participation**: Completing assignments (maintaining a B average) and chores on list at home without saying no, arguing, or raising her voice

Step 2:

Gather & Analyze Information

- Understanding Behavior
- Gathering Information
- Figuring Out Patterns

Understanding Behavior

Antecedents

(happens
before)

Who?

Where?

When?

What?

Behaviors

What a child
says or does

Consequences

(happens
after)

Gets?

Avoids?

ABC Observation

What happened <u>before</u> behavior	What the child said or did	What happened <u>after</u> behavior

Finding Patterns

When is the behavior...	<u>Most likely</u>	<u>Least likely</u>
When		
Where		
With whom		
What activities		
What do they...	<u>Get</u>	<u>Avoid</u>

The “Why” of Behavior

- Function = WHY the child engages in the behavior
 - What is the purpose of the behavior?
- 4 Most Common Functions of Behavior:
 - Escape/Avoidance (to get out of something)
 - Attention (to get attention)
 - Tangible (to get something)
 - Automatic Reinforcement (to get sensory stimulation)

THINK: GET or GET OUT OF



Grant

- *When someone interferes with Grant's play by using his toys or not following "his rules", he tantrums. This often results in adults and children giving in to his demands or suggesting another activity.*

Suzie

- *When adults tell Suzie to complete chores or schoolwork, she ignores them, refuses, or argues. This delays completing the work and sometimes the adults give up altogether.*

Step 3: Develop a Plan

- Prevent Problems from Occurring
 - Avoid bad situations altogether
 - Make difficult circumstances better
 - Add cues that prompt good behavior
- Teach Skills to Replace Behavior
- Manage Consequences of Behavior
 - ↑ rewards for good behavior
 - ↓ rewards for bad behavior

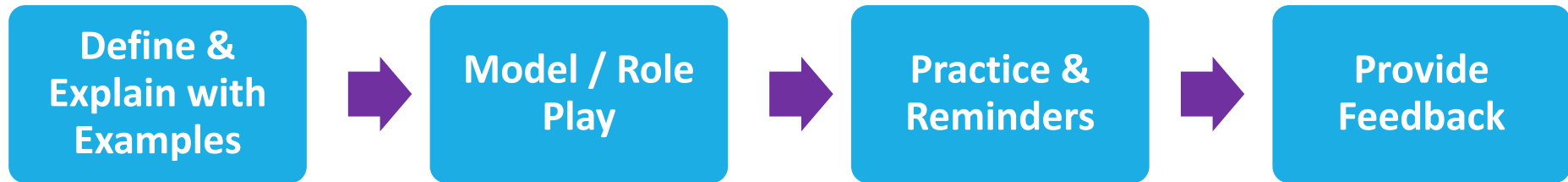
Common Skills that Need to be Taught

- Communication
- Social interaction
- Organization
- Daily living
- Problem-solving
- Self-management
- Leisure skills

“Does _____ know how to _____?”

First define and create specific examples, then break down further into steps or components (as needed)

Method to Teach New Skills



- Determine criteria for success
- Goal is to reduce support and improve independence over time

Sample Skill Development

Self-Management

Calm down tools:

1. Count to three before responding
2. Take 5 deep breaths to relax
3. Request space from family members when needed (self time-out)

Perspective taking:

1. Reminders to put self in their shoes
2. Use of emotion ID card to guess how others are feeling (made into a game)
3. Prompt “May I have _____?” to ask permission to use others’ belongings

Grant's Behavior Support Plan

When someone interferes with Grant's play by using his toys or not following "his rules", he tantrums. This often results in adults and children giving in to his demands or suggesting another activity.

Prevent	Teach	Manage
Discuss rules of the game beforehand Ask permission to use his toys – separate or label his toys Provide warnings if you will change the rules	Teach Grant to <ul style="list-style-type: none">• explain his rules• take turns ("we'll do it my way/your way")• leave or change an activity when upset	Reward cooperation by following Grant's rules and doing what he enjoys Avoid giving in to his demands or changing activities for tantrums

Lifestyle Changes:

- Increase supervision any time Grant is playing with his sister
- Enroll Grant in a play group with same-age peers

Suzie's Behavior Support Plan

When adults tell Suzie to complete chores or schoolwork, she ignores them, refuses, or argues. This delays completing the work and sometimes the adults give up altogether.

Prevent	Teach	Manage
Provide a list of chores and assignments that are required Allow Suzie to choose how and when she will complete the work Provide help/simplify tasks as needed Check tone of voice	Teach Suzie to <ul style="list-style-type: none"> • develop her own lists and schedule • break tasks down • take breaks/switch tasks when frustrated • Monitor her own grades and progress 	Make privileges (e.g., electronics) available only after Suzie has done her work Reduce the amount of work required when Suzie is cooperative Avoid arguing – just redirect Suzie

Lifestyle Changes:

- Spend time every week just hanging out with Suzie
- Review academic schedule to make sure it is reasonable
- Schedule family chore time when everyone works

Step 4: Use the Plan

- Create an action plan
- Use strategies consistently
- Monitor the outcomes
- Adjust accordingly

What needs to be done?	By Whom?	When?

Questions/Discussion

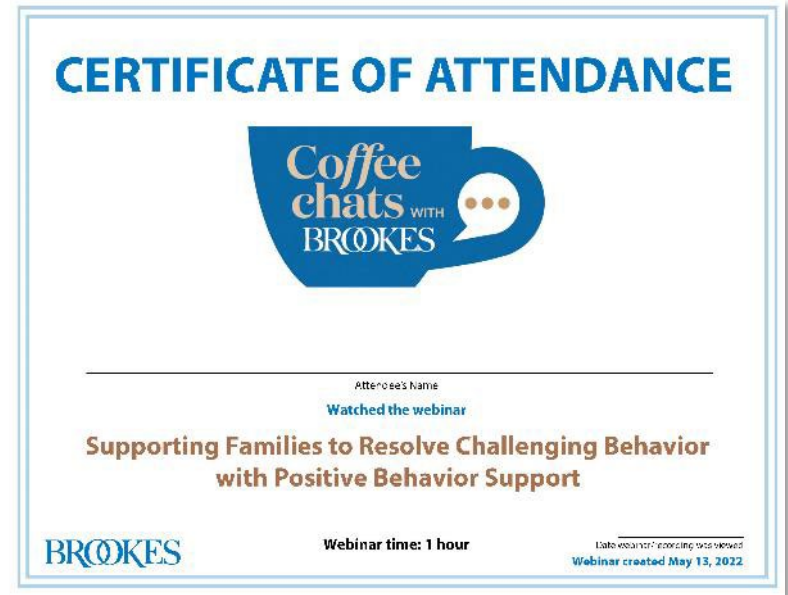
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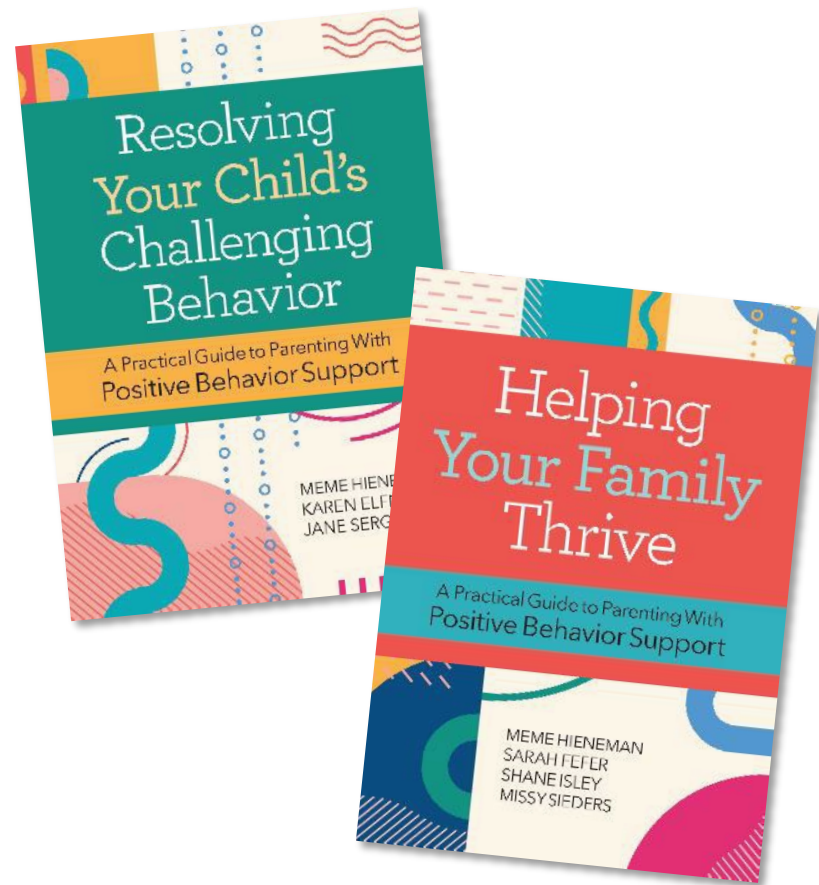
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