

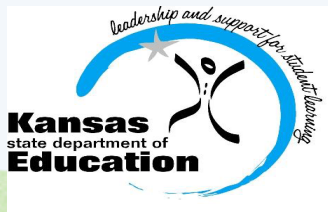
Addressing Problem Behavior: Prevention is the KEY!

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Presenter Information

- First and foremost I'm a parent of two great kids!
- Degrees in Applied Behavior Science (formerly Human Development and Family Life) and Special Education from University of Kansas (**Rock Chalk!**)
- TASN Behavior Specialist/Kansas MTSS Core team



Presentation Objectives

- Review the basic concepts of behavior principles
- Learn how to determine the meaning of your child's behavior
- Discuss strategies to prevent problem behavior
- Get started on a plan to carry out at home
- Learn about helpful resources



Take Away Messages

What confirms what I already knew	What did I learn	What do I want to know more about

About my kiddo

<p>Strengths- <i>What does my child do well?</i></p>	<p>Challenges- <i>What struggles does my child have?</i></p>	<p>Interests- <i>What things does my child like?</i></p>
<p>Accomplishments- <i>What has my child done well?</i></p>	<p>Fears- <i>What worries me if my child's behaviors don't improve?</i></p>	<p>Hopes & Dreams- <i>what do I want for my child? What does my child want?</i></p>



00:00



Definition of DISCIPLINE-

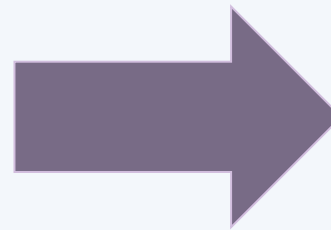
Moving From

Reactive

Punishing/Punitive

Reprimands

Loss of Privileges



Moving Towards

Proactive

Preventative

Teaching and Rewarding

Intervening Early

A New Way of Thinking of Behavior Problems

If a child doesn't know how to read,

we teach

If a child doesn't know how to swim,

we teach

If a child doesn't know how to multiply,

we teach

If a child doesn't know how to drive,

we teach

If a child doesn't know how to behave,

we... teach??? punish???

Punish?



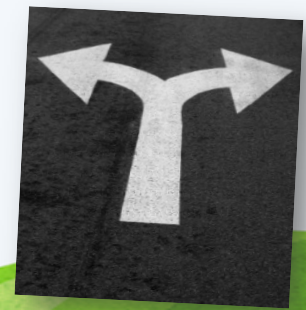
Why can't we finish the last sentence as automatically as we do the others?

All behaviors, no matter how strange or maladaptive, serve a purpose.



Two Approaches to Challenging Behavior

1. The *child is the problem* and needs to be dealt with using punishment and discipline.
2. The child is *using the behavior to have a need met* and needs to manage negative behaviors and learn desired behaviors.



Disadvantages of Using PUNISHMENT to Manage Behaviors

- Punishment reinforces the person giving the punishment and may inadvertently reward the behavior.
- Punishment may lead to control battles and escalate behavior.
- Punishment may cause emotional or aggressive behavior in the person being punished. **Pain and humiliation typically escalate behavior.**
- Punishment might result in the person avoiding the punishing environment or the person who is punishing. *For example, a child who is punished by one parent may avoid that parent or not exhibit the behavior while with that parent but does with the other parent.*
- Punishment models negative behavior and sets a poor example and creates a negative example.
- Punishment is short term solution that has no effect on increasing appropriate behaviors in the long term. It does not teach an alternative behavior.

Just think, if you were criticized or punished everyday at work how you might feel about that environment!



The easiest way to
change a behavior...is to
point out what someone is
doing right!



Routines

1. Write down as many routines as you can think of. Getting ready for school, after school, homework, bath/bed time etc.
2. Circle the ones that are the most stressful.



Morning

Afternoon



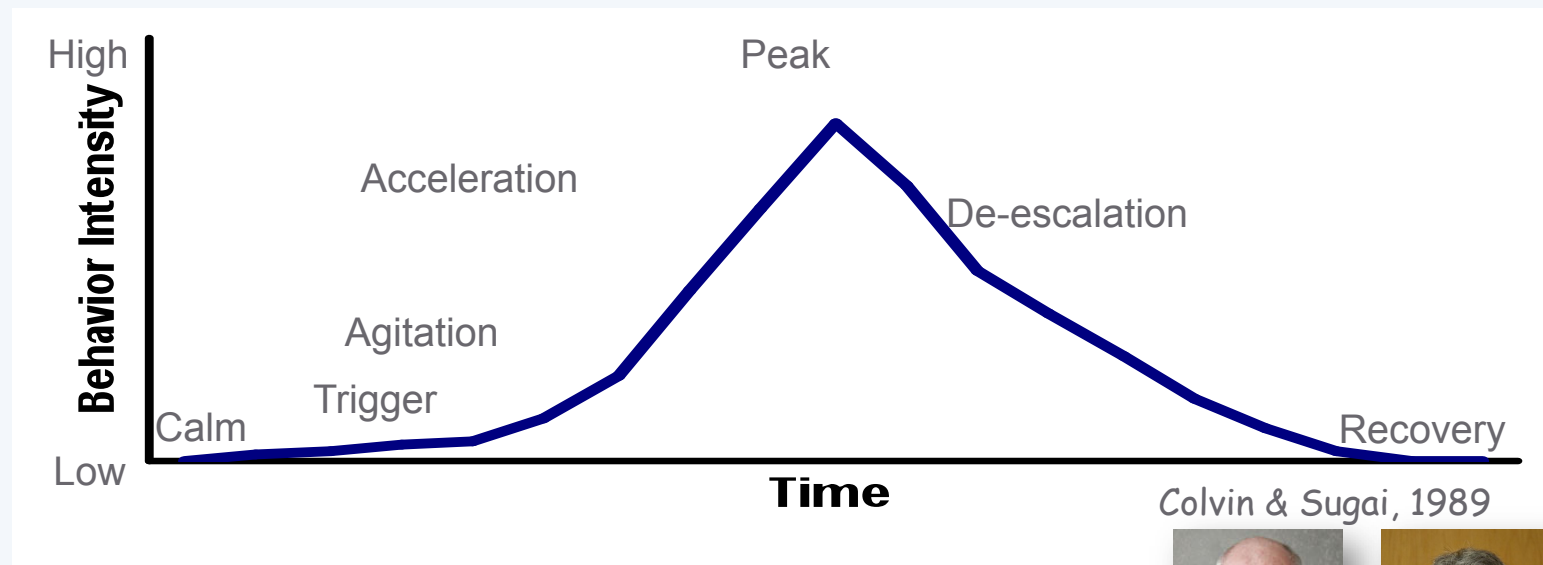
Evening



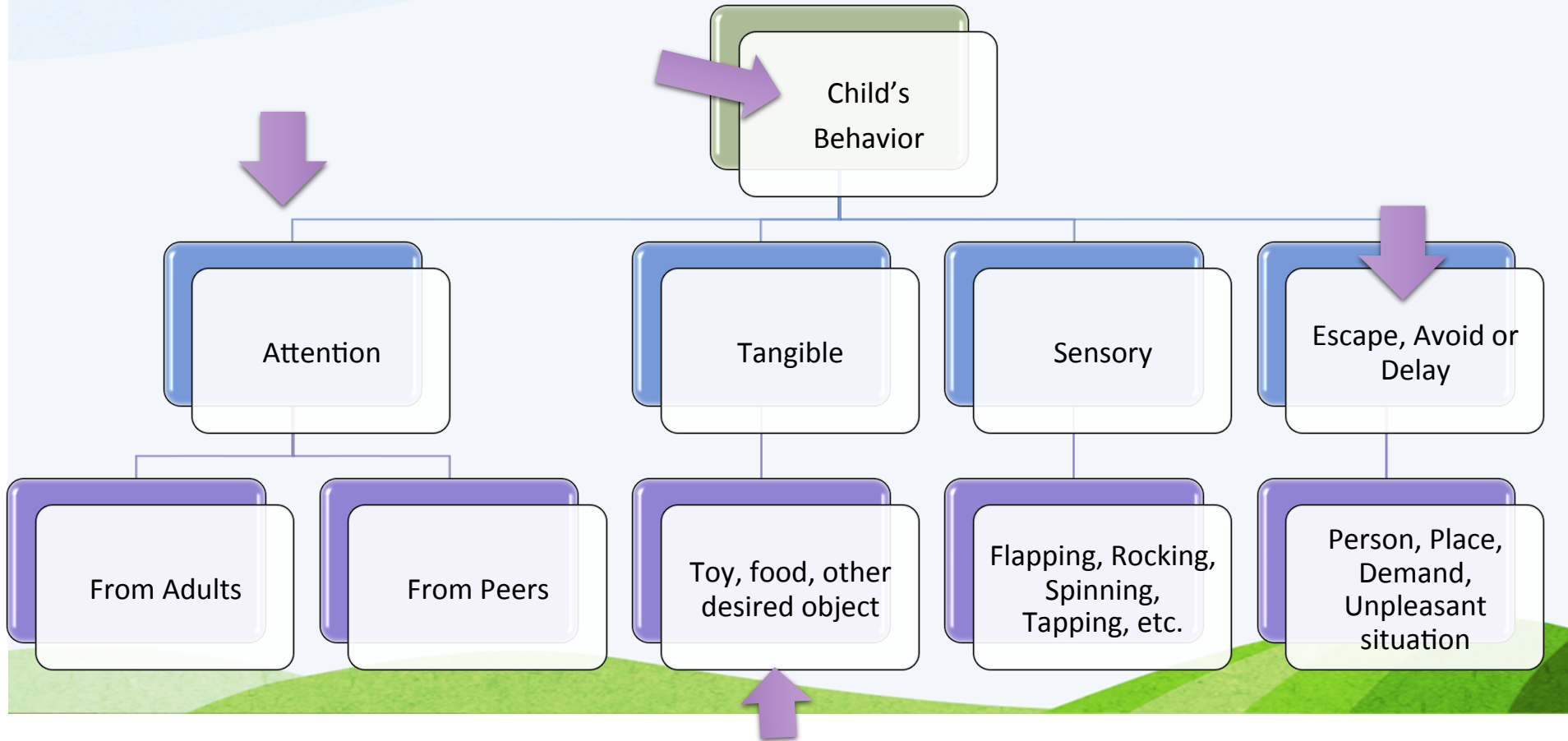
Weekend



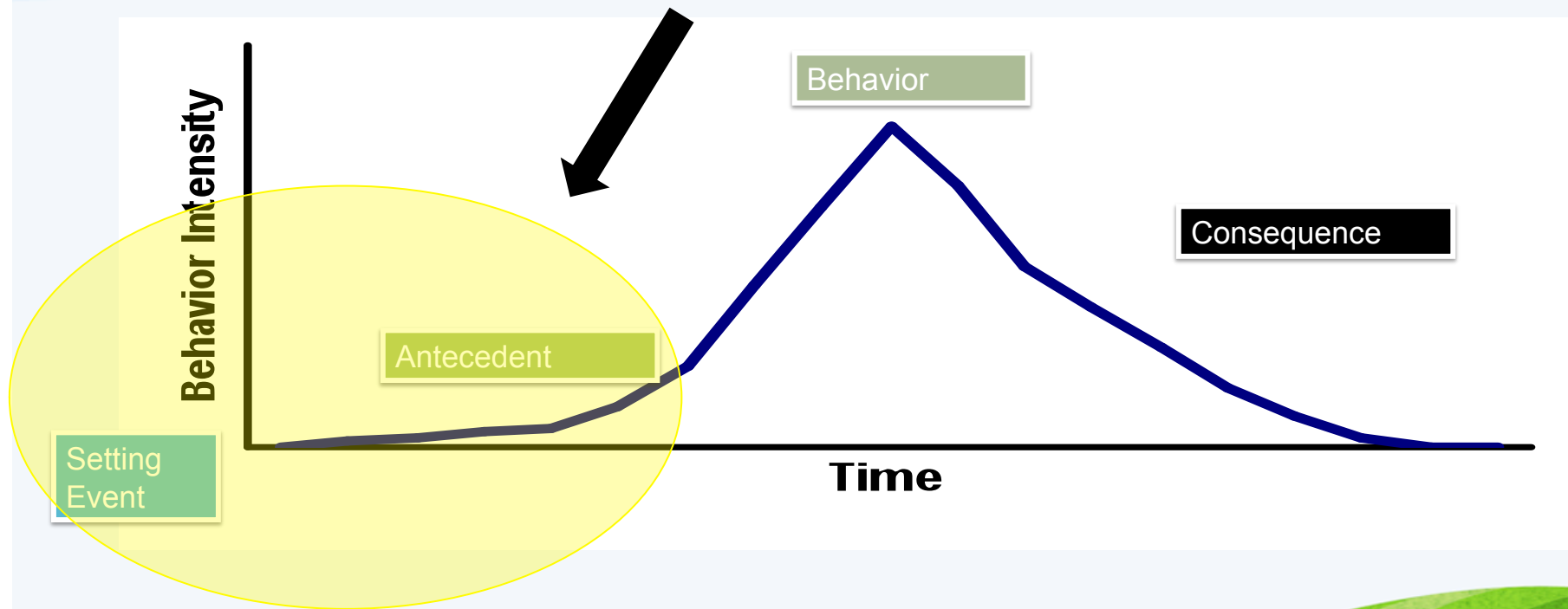
The Acting Out Cycle



Function-based Thinking: Behavior is Communicative



“The best time to intervene on problem behavior is when the behavior is not occurring” (Carr et al., 2002, p.9)





DETERMINING THE MEANING OF THE BEHAVIOR

Describe the Problem Behavior:	
In which daily routine(s) does it occur:	

What Happened Before?

- | | |
|--|--|
| <input type="checkbox"/> I told or asked my child to do something | <input type="checkbox"/> An object was out of reach |
| <input type="checkbox"/> My child was playing alone | <input type="checkbox"/> I was giving attention to others |
| <input type="checkbox"/> Changed or ended my child's activity | <input type="checkbox"/> My child was doing an activity he/she didn't like |
| <input type="checkbox"/> My child moved from one activity to another | <input type="checkbox"/> The task/activity was difficult for my child |
| <input type="checkbox"/> I removed an object from my child | <input type="checkbox"/> My child requested something |
| <input type="checkbox"/> I told my child "No," "Don't," "Stop" | <input type="checkbox"/> Other _____ |

What Happened After? How did it end?

- | | |
|--|---|
| <input type="checkbox"/> I gave my child attention | <input type="checkbox"/> I hugged my child |
| <input type="checkbox"/> I punished or scolded my child | <input type="checkbox"/> I ignored my child |
| <input type="checkbox"/> I gave my child an object/activity/food | <input type="checkbox"/> I helped my child |
| <input type="checkbox"/> I withdrew my request or demand | <input type="checkbox"/> I used "time-out" |
| <input type="checkbox"/> I removed my child from activity/area | <input type="checkbox"/> Other _____ |

Why do you think your child was using this behavior?

What do you think he/she was trying to tell you?

What would be ok with him/her doing instead?



Activity

Think of the last time you observed a problem behavior...
Complete the table with the antecedent, behavior, and consequence

Antecedent/Trigger	Behavior	Consequence

00:00

Tips to Prevent Problem Behavior

- Teach Expectations
 - Reinforce behaviors you want to see
 - Pre-teach before difficult routines
- Engaging and Predictable Routine/Structure
- Avoid saying “No” or “DON’T”
- Give Transition Warnings
- First/Then
- Choices
- Role play during “down times”

“For a child to learn something new you need to repeat it on average eight times.”

-H. Wong & R. Wong, 2005

Why give Choices?

- Create situations in which people are forced to think.
- Choices provide opportunities for people to make mistakes and learn from the consequences.
- Choices help us avoid getting into control battles with others.
- Choices provide opportunities for others to hear that we trust their thinking abilities:
 - Builds self-confidence
 - Build relationships

Example choice scripts

- A. You're welcome to _____ or _____.
- B. Feel free to _____ or _____.
- C. Would you rather _____ or _____?
- What would be best for you _____ or _____?



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?

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Key Messages

- **Prevention is key**
- **All behaviors serve a purpose**
- **Punishment only addresses the symptoms**
- **Teach and reinforce the behaviors you want to see**
- **Intervene EARLY during the escalation cycle**
- **Have a plan!**

Final Thought



"Our first instinct is to punish misbehavior. And if a kid can't do something, all the punishment in the world is not going to empower him to be able to do it."

- Dr. Edwin Ellis

Resources

- TACSEI Technical Assistance Center on Social Emotional Intervention www.challengingbehavior.org/
- Office of Special Education Program's Technical Assistance Program on Positive Behavior Intervention and Support (PBIS) www.pbis.org
- Kansas Department of Education's Technical Assistance System Network (TASN) www.ksdetasn.org
- KPIRC www.kpirc.org
- Families Together, Inc. www.familiestogetherinc.org
- Center for Social Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>

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