

Challenging Behaviors Seminar for Educators and Professionals

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Good Ideas

- Needed for later today
- Keep a list of ideas you hear about that you'd like to start using in your parenting/consulting/teaching
- Everyone has to have at least three good ideas on his or her list!

Outline

- Solving your problems—maybe!
- Lessons from Supernanny: What She Gets Right and What She Gets Wrong
 - The 11 things everyone needs to hear
 - Prevention
 - Intervention
- Promoting Engagement in Home and Classroom Routines
 - Defining and identifying “routines”
 - Key caregiving behaviors that keep children busy
 - Engagement with adults, other children, and materials
- Sit and Watch and Other Procedures
 - Contingent observation
 - Extinction procedures
 - Schedules of reinforcement
 - Token economies
 - Common behavior problems

Solving Your Problems

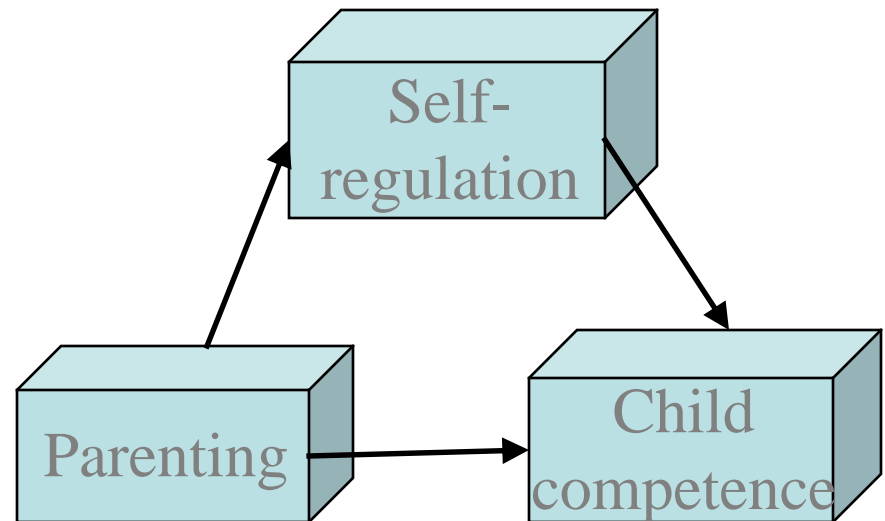
- One case for McWilliam consultation
- Additional cases for McWilliam and Associates consultation
- What principles emerged from the solutions?

How to Maintain Classroom Discipline: Good and Bad Methods Training Educational Video

- <http://www.youtube.com/watch?v=gHzTUYAOkPM&feature=related>

The Evidence Base

- Competence-promoting parenting practices are linked with children's academic and psychosocial competence through their association with children's self-regulation (Brody, Flor, & Gibson, 1999)



- A family-professional relationship based on partnerships has been found to be associated with parent empowerment and parenting capabilities (Dunst & Dempsey, 2007)

When you are a mother you are never really alone in your thoughts. A mother always has to think twice, once for herself and once for her child.

-Sophia Loren

The fact is that child rearing is a long, hard job, the rewards are not always immediately obvious, the work is undervalued, and parents are just as human and almost as vulnerable as their children.

-Benjamin Spock, Dr.
Spock's Baby and Child Care, first published in 1945

Child Risk Factors for Conduct Problems

- Child biological risk factors
- Family risk factors
- School risk factors

Parenting Style

- Uninvolved
- Indulgent
- Authoritarian
- Authoritative

Lessons From Supernanny

- Observation
- Feedback/criticism
- Lessons
- Materials, activities, & structure
- Encouragement or criticism
- The miracle happens
- “Good-bye, Jo-Jo”

Rethinking Supernanny

- The naughty step
- 1 minute for every year
- Saying “sorry” at the time
- Criticism

Pamela's Story

- From Discovery Health Channel program, produced by the New York Times, on behavior problems.
- Look for the ***key ingredients*** in the approach

Conjoint Behavioral Consultation

- Problem identification
 - Functional behavior assessment interview
 - Antecedents
 - Behaviors
 - Consequences
 - Collect baseline data (ABC)

Functions of Behavior

- Is the child doing this
 - For attention?
 - To get something?
 - For escape?
 - Because it's stimulating?

Is the child doing this

- For attention?
 - Reduce attention to the inappropriate behavior and increase attention to appropriate behavior
- For escape?
 - Bribe (Premack), shape up the child's tolerance (i.e., set criterion), distract
- To get something?
 - Bribe (Premack), shape up the child's tolerance (i.e., set criterion), distract
- Because it's stimulating?
 - Provide alternative stimulation, turn behavior to something productive

Some Things to Consider About Behavior

- Challenging behavior that persists over time is working for the child
 - The child consistently gains access to something or avoids something
- Challenging behavior is often related to a skill deficit (social skills, language, etc.)

Conjoint Behavioral Consultation (cont.)

- Solution identification
 - Consider the FBA data
 - Agree on solution to try
 - Collect data

Conjoint Behavioral Consultation (cont.)

- Examine data

Behavior Plan

- Undesired behavior (be specific)
- Desired (replacement) behavior (be specific)
- Setting for intervention
 - Including manipulation of antecedents
 - Can include prevention
- Reinforcement assessment?
- Contingencies
 - When undesired behavior occurs
 - When desired behavior occurs
 - Type of reinforcer
 - Schedule of reinforcement
- Data
 - Frequency?
 - Duration?
 - Logistics of data collection
 - Experimental analysis?

1. First, it gets worse

- Introduction to Challenging Behavior
- <http://www.youtube.com/watch?v=8eCfnrGu5xo&feature=related>

2. Pick your battles

3. Prevention is better than attempting a cure

4. Be consistent but recognize that
life isn't consistent

5. Ignore what you don't want

6. Attend to the desired behavior

7. Negative attention can still be reinforcing

8. Spend quality,
nonconflictual
time with your
children

9. Structure can help

10. Have realistic expectations

11. Discipline is teaching

Behavior Management Principles

1. First, it gets worse
2. Pick your battles
3. Prevention is better than attempting a cure
4. Be consistent but recognize that life isn't consistent
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From CSEFEL

- http://www.vanderbilt.edu/csefel/resources/training_preschool.html#mod3a, under “Video Clips” choose
 - Brendan Before PBS – 40 seconds, child refuses to enter building (preschool age)
 - Observation Vignette #2 – 45 seconds, not sharing spirals into aggression and ends with a temper tantrum (preschool playground)
 - Observation Vignette #3 – 45 seconds, Brendan cries and pushes when waiting for his brother to have a turn on the computer (home)
 - Observation Vignette #6 – 60 seconds, child with disability displays self-injurious behavior (hits head; preschool classroom)

Prevention

- Write down one way to prevent problem behaviors from occurring during each of the following times:
 - Meals
 - Dinner preparation
 - Circle time
 - Outside, at “school”

Six Food Mistakes Parents Make

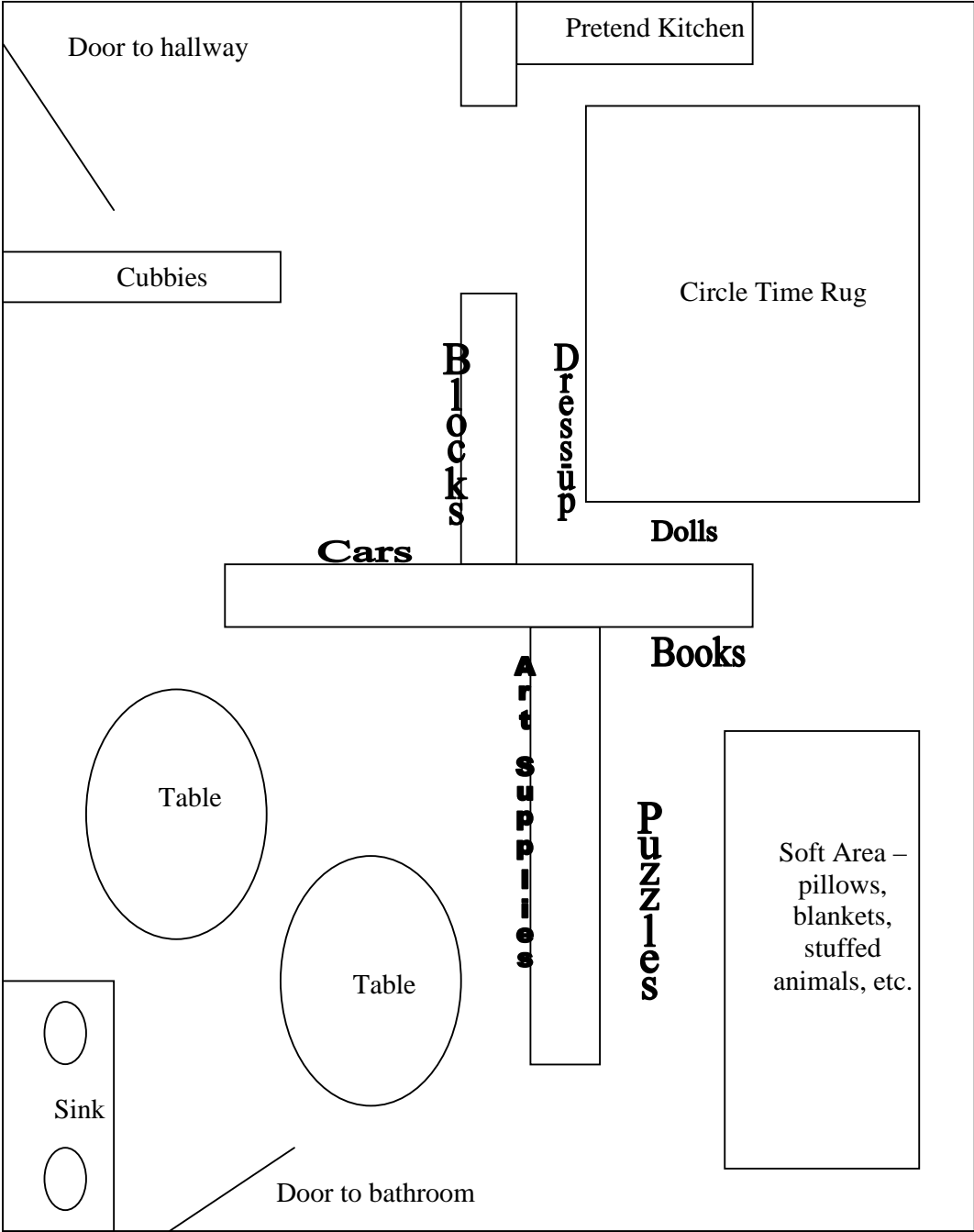
1. Sending children out of the kitchen
 - Instead, involve them in food prep
2. Pressuring them to take a bite
 - Penn State study: Children offered stickers and television to eat vegs and drink milk. Later, kids expressed dislike for the foods they'd been rewarded for eating.
3. Keeping “good stuff” out of reach
 - Another Penn State study, consumption of cookies previously restricted more than tripled compared to cookies served on plates

Six Food Mistakes (cont.)

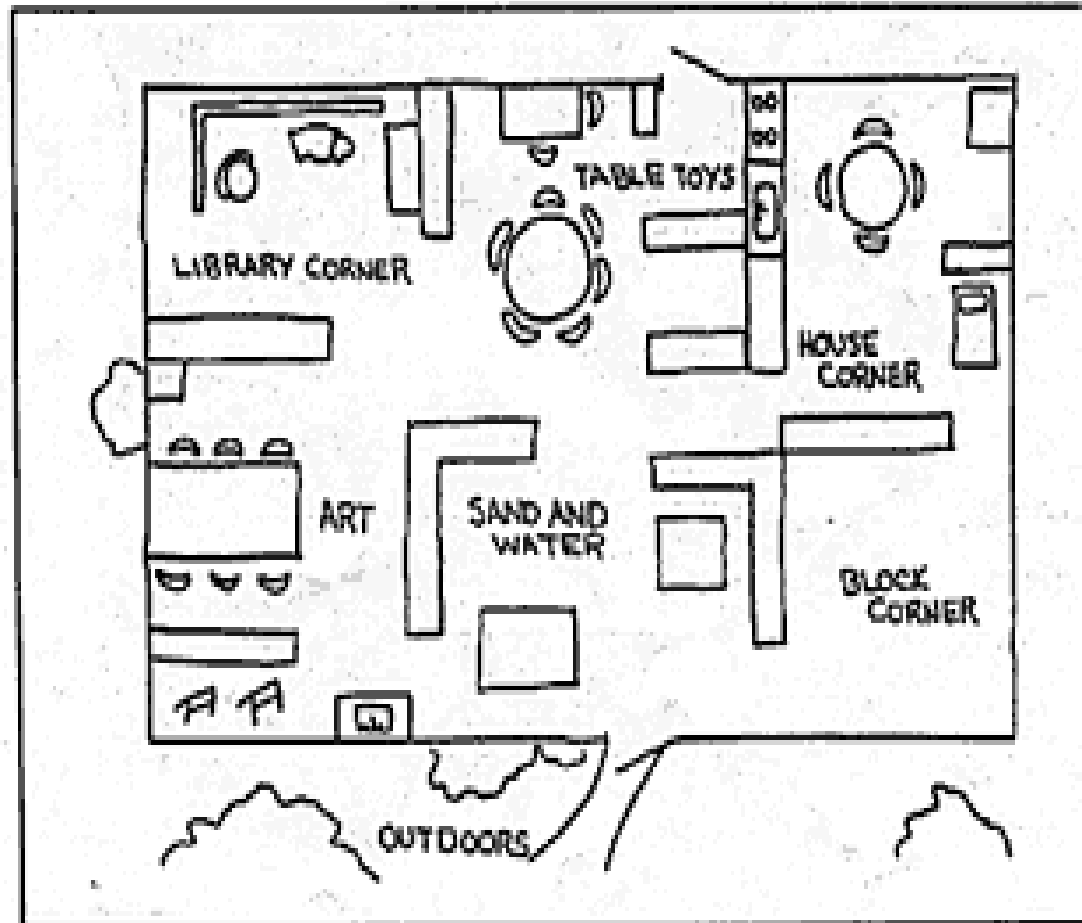
4. Dieting in front of your children
 - Risk of eating disorders or chronic dieting
5. Serving boring vegetables
 - Add a little fat as tradeoff for nutritional boost (unlocking fat-soluble nutrients)
6. Giving up too soon
 - Susan B. Roberts' (Tufts) "rule of 15": Try a food at least 15 times. Also, use shaping, food bridges, mixing.

5 Steps for Preventing Challenging Behavior

- Arrange your classroom
- Create a schedule
- Focus on child engagement
- Use behavior-specific praise
- Know your intervention procedures



Diane Trister Dodge & Laura J. Colker (1992, p. 16)



Indiana University



Reggio Emilia Aesthetic Code



GOOD
GOOD
GOOD
GOOD
GOOD

Bad For every one criticism,
give your child ten compliments.

GOOD
GOOD
GOOD
GOOD
GOOD

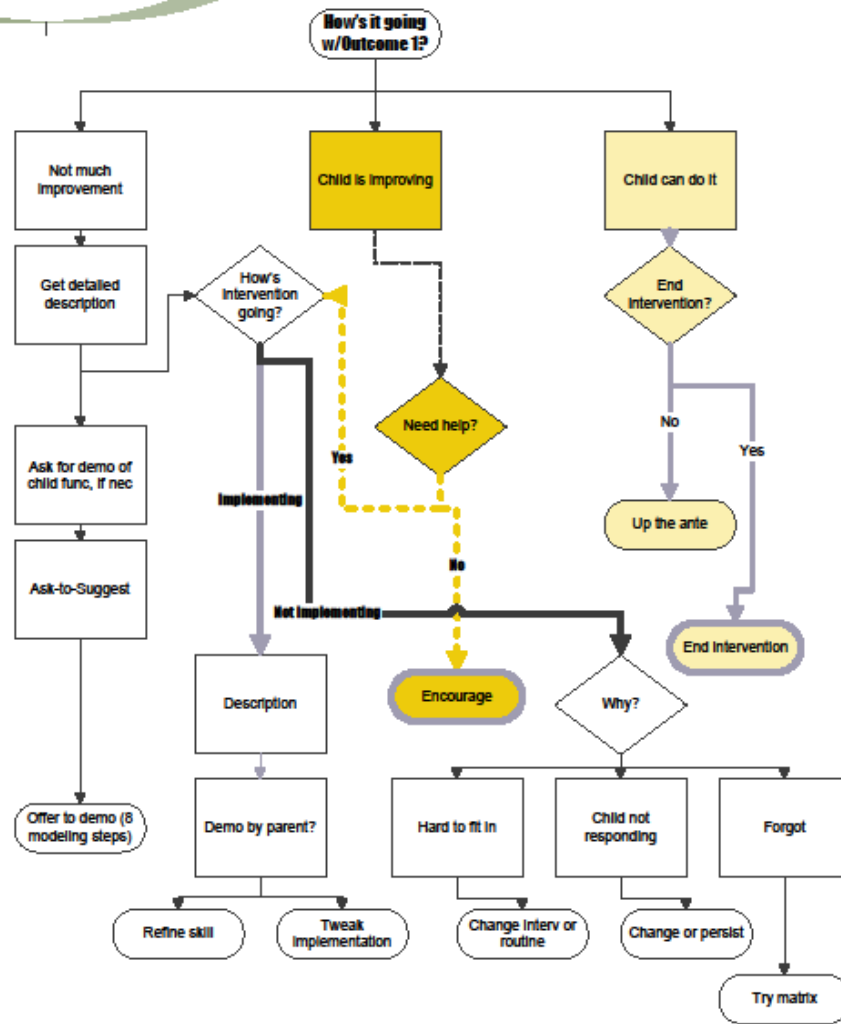
Intervention

- A child screams often when he doesn't get his own way. What to do?
- A two-year-old bites other children, often for no apparent reason. What to do?
- A child uses foul language when frustrated. What to do?

<http://www.youtube.com/watch?v=5SX-57q0crA&NR=1>

9:15

Behavioral Consultation in Home Visits



- http://www.vanderbilt.edu/csefel/resources/training_infant.html#mod3, under “Video Clips” choose
 - Looking at Behavior That is Concerning – 30 seconds, not sharing spirals into aggression (toddler classroom)

Promoting Engagement in Home and Classroom Routines

- Defining and identifying “routines”
- This is the structure of family and “classroom” life
- A routine defines space, activity, and people characteristics of a time of day or event
- These can be adjusted to influence child behavior
 - Prevention or intervention

BTW, Define *Behavior*

- How should you react to the statement “Benny has a lot of behaviors”?

Key caregiving behaviors that keep children busy

- Write down three ways of interacting with children that keeps them busy
- During reporting back, write down others' ideas

Engagement with adults, other children, and materials

- With adults

With peers

<http://www.youtube.com/watch?v=X7mOzWQSnaQ&feature=related>

Twin baby boys laughing at each other

With materials

Stereotypic Behavior

- http://www.youtube.com/watch?v=SDe9mX6_or0&feature=related
- <http://www.youtube.com/watch?v=6TcCBF6kJm0&feature=related>

Sit and Watch and Other Procedures

Sit and Watch

...a variation of time
out

Shhhhh!

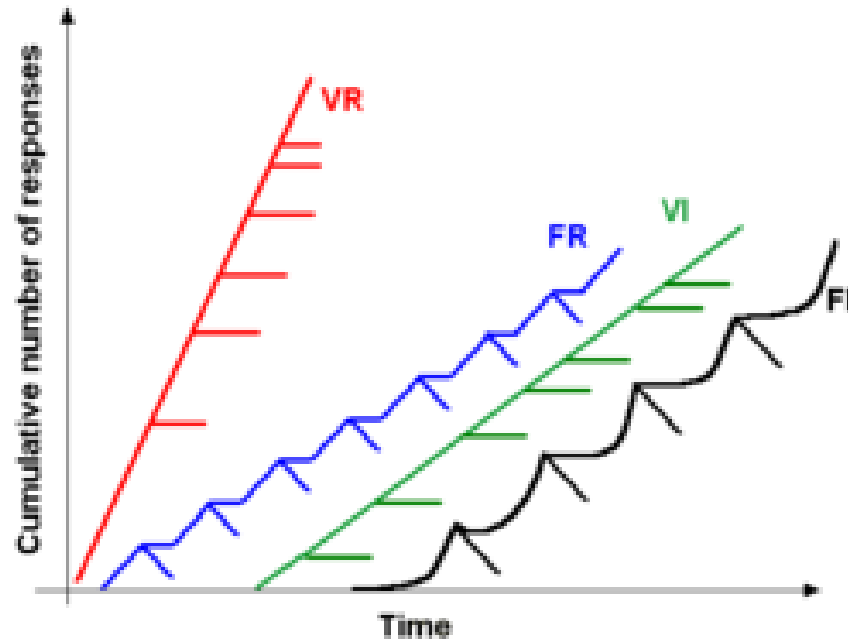
- 2 warnings
- Take the child to the side of the activity
- Very briefly, say, “Sit here and watch until you are ready to (play) nicely.”
- Return to the activity and have fun
- If the child leaves to return to the activity, welcome him or her
- Don’t be concerned about amount of time in sit and watch
- If the child leaves to do something else appropriate, it’s fine
- If child resumes undesired behavior, return him or her to sit and watch
- Do this as often as you can stand
- Again, do not insist on the child’s staying in sit and watch
- If it isn’t working this time, redirect the child to another activity that is not highly desirable but that is unlikely to be problematic

- <http://www.youtube.com/watch?v=8eCfnrGu5xo>, 0:00 to 1:15 shows noncompliance and aggression during naptime (preschool classroom)

Example of Alex

- “Mommy, Mommy, Mommy”
 - Timer with distracting activity
- Taking off shoes
 - Shaping—delaying time when OK to take off
- Aggression
 - Token economy for intervals of appropriate behavior (DRO)

Schedules of Reinforcement

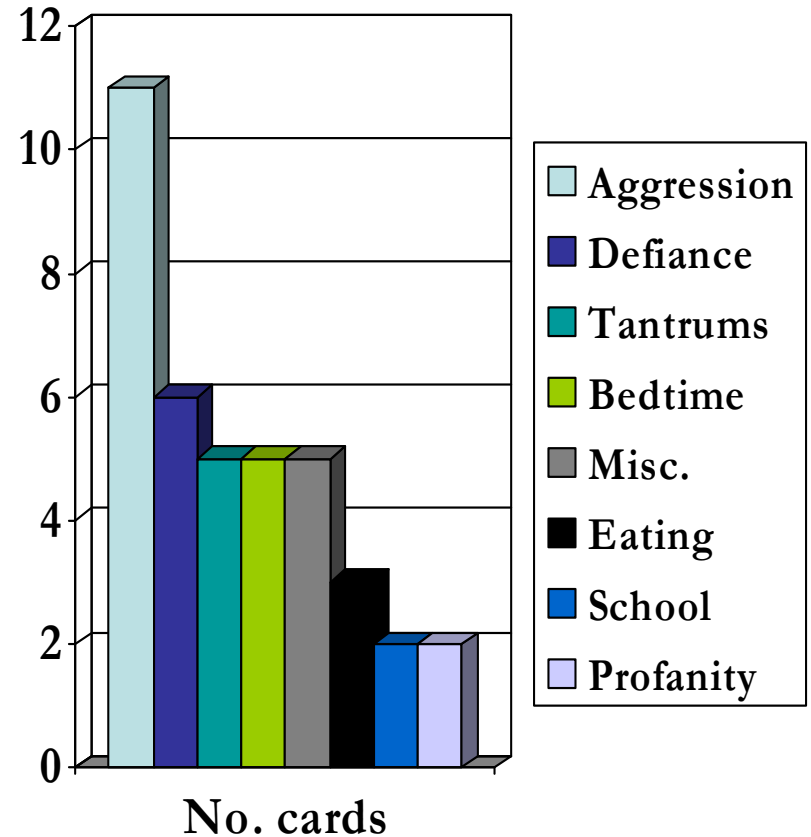


Token Economies



Residents' Concerns

- Physical aggression and biting (11 cards)
- Opposition or defiance (6 cards)
- Tantrums (5 cards)
- Bedtime/sleep (5 cards)
- Miscellaneous (5 cards)
- Eating/food (3 cards)
- School related (2 cards)
- Profanity (2 cards)



No matter how calmly
you try to referee,
parenting will
eventually produce
bizarre behavior, and
I'm not talking about
the kids. Their behavior
is always normal.

-Bill Cosby

Parent Coaching

- What
 - Professionals working with parents
 - To meet parents' goals for their children
 - To address parent-identified challenges
 - To improve families' quality of life
- To support
 - The development of parenting competencies
 - Increased knowledge and best use of personal strengths
 - Sharpening family interaction capabilities

Parent Coaching is designed for those parents who want *support* in *changing* some aspect of their interactions with their children

- To manage their children's behavior more effectively
- To play with them more happily
- To teach them more successfully
- Etc.

- Research has supported family-centered positive behavior support (Dunlap et al., 2001), focusing on
 - Recognizing, respecting, and accommodating families' individuality
 - Creating a context for family-centered participation
 - Taking a comprehensive perspective
 - Developing and maintaining a team partnership

Working With Families

- Ears
 - Listen
 - When
 - ABC
 - Function
- Empathize
 - Respond to feelings first
- Educate
 - Key strategies
- Encourage
 - “You can do it”

What Was Learned

- Families with parenting or behavior questions want compassion as well as information
- Reinforcement principles underlie most behavioral suggestions
- Make suggestions for implementation within routines
- Parents should not generally consequence school misbehavior

In Groups

- Decide on three ideas you like
- After you've decided on those three, identify a barrier for putting it into practice
- For each barrier, identify a solution

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Need Help With Challenging Behaviors?

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