

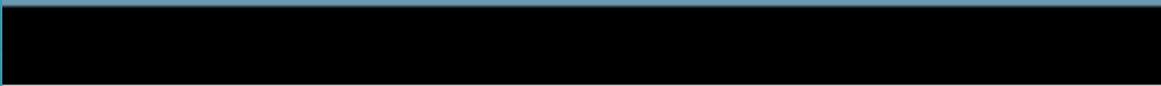


# Supporting Positive Behaviors during Learning at Home

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FORMED FAMILIES FORWARD



**PANDEMIC  
LEARNING**

# Who we are...

- ▶ Formed Families Forward, a family-led resource center in No Va
- ▶ Provide training and direct support to foster, adoptive and kinship families who are raising children and youth with special educational needs, and professionals who work with our families.
- ▶ We offer free training, *Stronger Together* peer support groups, consultations to families, events, resources, classes, and systems navigation. New Respite program!
- ▶ Family partner to Virginia Tiered Systems of Supports (VTSS)
- ▶ Kelly = Mom, Exec Director, GMU adjunct faculty

[www.FormedFamiliesForward.org](http://www.FormedFamiliesForward.org)

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# Poll – What behaviors occurred in your home during spring virtual learning?

- ▶ Out of seat, lots of movement
- ▶ Avoiding tasks presented live, virtually
- ▶ Avoiding tasks between sessions or during independent work
- ▶ Increased verbal or physical conflict with siblings
- ▶ Refusals to participate or log in
- ▶ Increase in verbal challenges to parent or caregiver related to school work

# Positive Behavior Support

- ▶ An evidence-based approach
- ▶ Supports adaptive behavior and addresses behavioral challenges
- ▶ Combines the principles of applied behavior analysis with approaches from other disciplines (e.g., ecological and community psychology, biomedical science, education)
- ▶ Goal is to improve the utility of behavioral intervention within typical home, school, and community environments.
- ▶ 3 core features: **lifestyle enhancement**, **assessment-based intervention**, and **comprehensive support plans** (Hieneman & Fefer, 2017)

Video from the  
Association for Positive  
Behavior Supports



<https://www.tellyawards.com/winners/2020/online/general-information/positive-behavior-support-at-home/233933>

## What stood out?

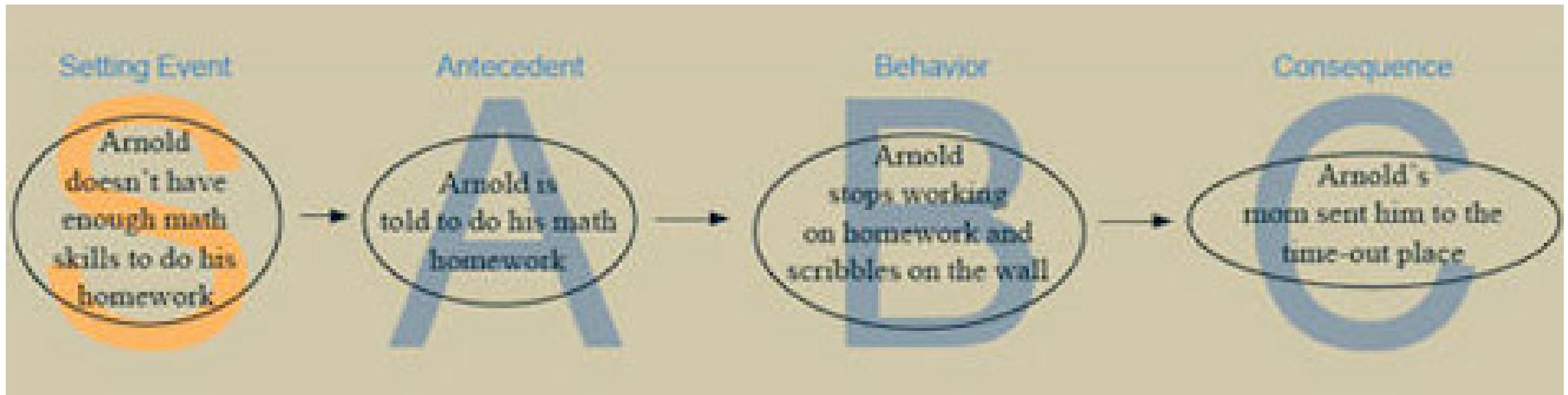
- ▶ Go to [www.menti.com](http://www.menti.com) and use the code **28 61 11**
- ▶ Type in three words or concepts that spoke to you!

# Foundations of Behavior

- ▶ Many emotional and behavioral reactions are learned.
- ▶ We exhibit behaviors **for a reason**; they meet a need.
- ▶ Behavior is changeable.
- ▶ Changing inappropriate student behaviors requires changing ADULT behaviors.



# Individual Interventions - Back to the ABC's!



Setting Event

Antecedent

Behavior

Consequence

# Get Curious about the Behavior

*Focus on one behavior. Look for the answers to the BIG 5 to plan positive ways to address a challenging behavior.*

- **WHO** is engaging in the problem behavior?
- **WHAT** is the problem behavior? (Be specific. What's observable?)
- **WHEN** is the behavior occurring? How often?
- **WHERE** is the problem behavior occurring?
- **WHY** is the problem behavior occurring? What does the child get or avoid? What is need behavior is meeting?



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# Problem Behaviors Serve a *Function*

- ▶ Problem behaviors, like most behaviors, do not keep occurring unless they are meeting a need.
- ▶ A child may be **escaping** or **avoiding** encounters with a particular person or activity like school or work. They may be **seeking someone's attention** or approval or get a **reward**; they may be trying to **control** something or seeking **safety**.

# More on Function

- ▶ If the consequences for problem behaviors are not based on the function, a child may be getting or doing what they want by performing the problem behavior.
- ▶ Engaging pleasantly in virtual class and chatting in inappropriate emojis are both behaviors that get attention.
- ▶ Very different behaviors often serve the same function.
- ▶ The outcomes of these behaviors are very different for the child.

# Warning: Function $\neq$ Intent

- ▶ The function may be conscious and intentional or not.
- ▶ Behavioral responses represent how a person's nervous system is constantly regulating the body's response to stress. When a child experiences persistent behavioral challenges, it is an indication the child's nervous system is automatically adjusting and responding to those various forms of stress. (Delahooke, 2019).

# Where is your leverage?

- ▶ **Setting:** What situations “set up” the behavior?  
(Ex. change in routine, babysitter, *weak skills*)
- ▶ **Antecedent:** What situations “set off” the behavior? (Ex., starting a task; requesting child to turn off TV; transitions)
- ▶ **Behavior:** What is the intensity, frequency, duration of behavior of concern? What are adults doing during this behavior?
- ▶ **Consequence:** What is the “payoff” for this behavior?

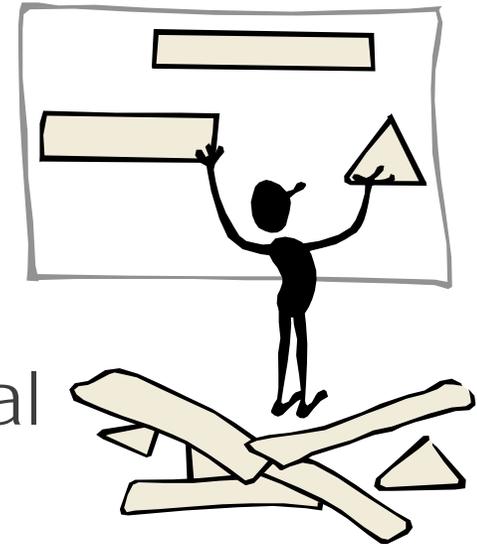
# Problem Behaviors are Contextual

Problem behaviors occur **in response to environmental or ecological events** and may have multiple causes.

Classroom Environment	Child-Specific Condition	Setting Events	Instruction or Curriculum Issues
Seating Noise level Disruptions Temperature Lighting	Nature of disability Medication effects Allergies Illness Anxiety Fatigue Trauma history	Peer issues Teacher (adult) interaction New person(s)	Work too difficult Work too easy Assignment length Directions for tasks Transitions

# You know this...

- ▶ **Punishment does not teach new skills.** Reactive procedures, such as suspending each student as a punishment for acting-out, will only address the symptoms of the problem
- ▶ **If we do not teach a child what to do instead of the problem behavior, the child will probably continue to misbehave.** Punishment rarely solves foundational attention or other problems. These behaviors will reoccur, regardless of punishment, unless there is a plan that addresses the underlying causes.



# OK, now we get what and why behaviors occur – what can we do?

- ▶ First, **PREVENT**
- ▶ When possible, set child up for success.
- ▶ We want to make it effective and efficient for child to succeed at learning at home in a way that benefits child and adults in their world.
- ▶ “Tier 1” approaches from the video. Remember, changing behaviors is more about what **adults** do

# Prevention

- ▶ Alter expectations
- ▶ You can make changes at the SETTING EVENT
- ▶ You can make changes at the ANTECEDENT
- ▶ Think ahead and prepare so the setting event and/or the antecedent are less likely to contribute to a challenging behavior.
- ▶ Routine! Structure! Expectations!

### School Example

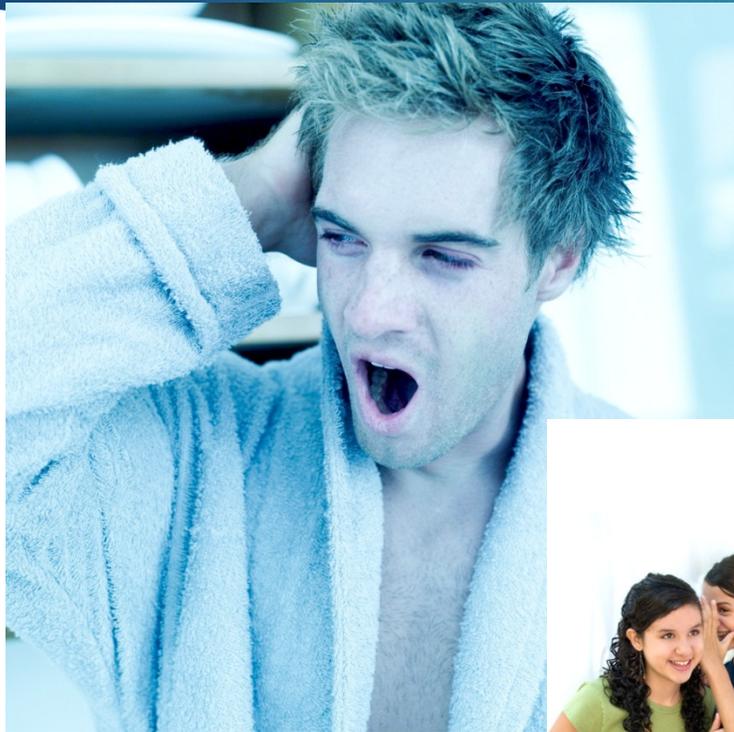
	Classroom	Cafeteria	Dismissal
Be Respectful	Raise your hand before speaking	Throw your food away when done eating	Listen to teacher instructions
Be Responsible	Turn in your homework when it is due	Bring your lunch money to lunch	Have your backpack ready
Be Safe	Walk when holding scissors	Keep feet on the floor	Walk in the hallways

### Home Example

	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth

	<b>Be Respectful</b> <i>Example: Kind Language</i>	<b>Be Responsible</b> <i>Example: Do Your Best Work</i>	<b>Be Safe</b> <i>Example: Wash Hands</i>
<b>Teach</b>	Describe what kind language does (and does not) sound like in your home. Demonstrate kind language and ask children to practice kind language with you.	Describe what "doing your best" means in your home. Examples might include focusing on your work, reading/listening to all instructions before beginning, asking for help when needed, and sticking with it until done. Discuss what this looks like (and does not look like) across the types of learning activities.	Describe and demonstrate how to wash hands (using various posters available from CDC). To ensure your children wash their hands for 20-30 seconds, have them pick a portion of a favorite song to sing.
<b>Remind</b>	At the start of the day and each new activity where kind language is expected, remind kids to be kind. For example, "Playing games together is fun, and let's remember to be kind with our words."	At the start of the day and at the beginning of new or difficult activities, remind children to "do their best work."	Before meal preparation, before eating, after using the bathroom, or after touching their face, remind children to wash their hands.
<b>Reward with Positive Feedback</b>	When your child is kind, provide specific praise. For example, "Thank you for being kind when your sibling was having a hard time."	When you see your child doing their best, provide specific praise. "It's great to see you doing your best! I think you'll be proud of your work!"	When you see your child washing their hands, provide specific praise—for example, "Awesome handwashing! Thanks for keeping our family safe."

# Behavior is often predictable



# O HALT those behaviors before they start!

- ▶ Overwhelmed
- ▶ Hungry
- ▶ Angry
- ▶ Lonely
- ▶ Tired

Your Turn! Chat in one or two advance warnings that let you know your child/ren are headed for problems

# Sensory approaches

- ▶ Consider physical, auditory, visual, and organizational approaches. Some examples are standing desks, weighted pillows, carpet squares, ear plugs or headphones, posting schedules, lighting changes.
- ▶ Also consider sensory accommodations. For some children: when hands and mouths are busy, the brain more easily focuses on the task.



# Calming Activities for an Active Child:

1. Resist matching the child's operating speed! Use a soft voice and slow down your speech and movements while talking.
2. Consider ways to slow the pace of work: break tasks into smaller chunks.
3. Mix up different task demands (info in vs. info out; written, verbal, kinesthetic production)
4. Give sensory breaks- longer or even during work. For example, push down heavily on the child's shoulders, with equal and constant pressure
5. Give child heavy work at clean up time; putting heavy books or objects away, moving/pushing chairs in, wiping down tables etc.

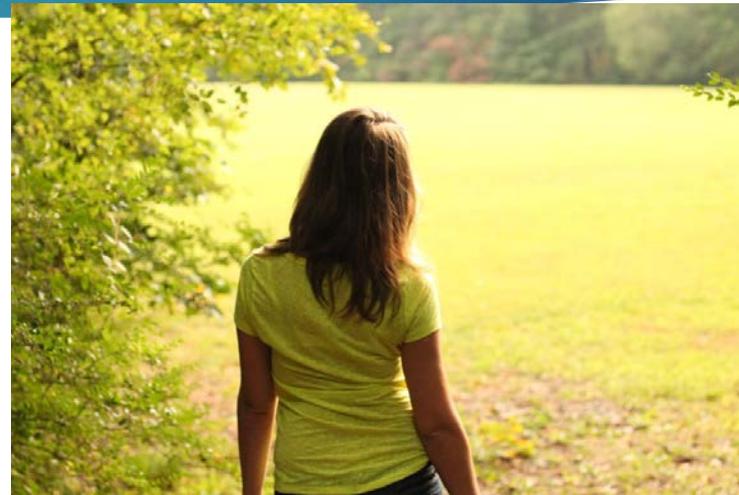
# More Calming Activities

6. Plan ahead, allow enough time between and during activities. If possible, spend time outside during breaks. Visual and auditory timers can help bring child back into worktime.
7. Provide opportunities for the child to jump on a mini trampoline, bounce on a therapy ball or sit on one instead of a chair. Consider a standing desk during lessons or independent work.
8. Offer quiet fidget toys, chew toys/tubing, or squish/stress balls while sitting, listening or during desk work or synchronous lessons
9. Encourage twirling, spinning, rolling and swinging when possible.

# Go To's if a Power Struggle is Coming: Turn and Take



Selective ignoring-  
**turn** the other way!



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**Take** a Hike!  
Sometimes the best move is  
the move away!

# Discussion Time!

- ▶ Chat your question or comment in.
- ▶ Lisa will call on you and unmute you if possible.
- ▶ We have limited time so please keep the question or comment brief and succinct!
  
- ▶ Remember to Like us on Facebook- <https://www.facebook.com/FormedFamiliesForward> and follow us on Insta and Twitter
- ▶ Please complete the BRIEF evaluation at end. Join us for next two sessions too!