CALMING THE CHAOS; THE POWER OF PREVENTION, POSITIVE BEHAVIOR SUPPORT AND PARENT COACHING

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Webinar

TEMPLE UNIVERSITY
Institute on Disabilities
Agenda

• Analyze behavior: The ABCs of behavior

• The difference between behaviors due to compliance, processing and skill deficits

• How to prevent problem behaviors before they occur

• How to change your behavior to change your child’s behavior and apply these concepts across all settings by matching strategies to a behavior
A Child's Behavior is an Iceberg

What you see:

Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

The Compelling Case for Analyzing Your Child's Behavior
Recognizing the Range of Behaviors

Chat Box Comments – **Where** and **what behaviors** are the most challenging for your family?
A Behavior Analogy

Think about the plate as the **setting events** – the conditions that make it possible for any behavior.

The top bun is the **antecedent** – the specific set of events or conditions that may spark a behavior to happen.

The insides of the sandwich are the **behaviors** that occur in reaction to the antecedent.

The bottom bun is what occurs directly after the behavior (sometimes referred to as the **consequence**) that can be used a predictor of the same behavior occurring again under the same circumstances.

Reinforcement/Punishment
ABC’s of Behavior Example – Dinner Time

what occurs before a behavior
an observable and measurable act of an individual
any event that follows a behavior
  • Reinforcement
  • Punishment

Antecedent

Behavior

Consequences

Everyone is finished and getting up from the table.

Get up, push in my chair. Carry my plate to the sink. Put my cup in the dishwasher.

Mom smiles at me and says, “Great job! Thanks for the help in cleaning up your dishes– you can have some TV time now.”
Function of Behavior

The purpose that a behavior serves:

1. To get something
   - Peer attention
   - Adult attention

2. To avoid, delay, or escape something
   - Non-preferred tasks or activities
   - Adults
   - Peers

3. ***Sensory impacts (Neurologically based)
   - Seeking sensory input from the environment
   - Avoiding sensory experiences from the environment
what occurs before a behavior

an observable and measurable act of an individual

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Everyone is finished and getting up from the table.

Get up, push in my chair. Carry my plate to the sink. Put my cup in the dishwasher.

Mom smiles at me and says, “Great job! Thanks for the help in cleaning up your dishes– you can have some TV time now.”
Understanding Sensory Impacts

**Meltdown / Sensory Issues**

- A reaction to feeling overwhelmed.
- For some kids, it happens when there’s too much sensory information to process.
- A tantrum can trigger a meltdown.
- “Fight or flight” response kicks in with excess sensory input that overflows in the form of repetitive yelling, crying, lashing out or running away.
- Typically ends in fatigue or when the sensory input in the environment is changed.

**Display of Temper / Tantrum**

- An outburst that happens when a child is trying to get something she wants or needs.
- Yelling, crying or lashing out isn’t an appropriate way for her to express his feelings, but she’s doing it for a reason.
- She has some control over her behavior.
- Her tantrum is likely to stop when she gets what she wants—or when she realizes she won’t get what she wants by acting out.

- [https://www.youtube.com/watch?v=T4HC-XjP05E](https://www.youtube.com/watch?v=T4HC-XjP05E)

www.understand.org
# Understanding How Deficits Affect Behavior

<table>
<thead>
<tr>
<th>Possible Problem Areas</th>
<th>Adult Response to these Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILL DEFICITS</strong></td>
<td><strong>Teach</strong> deficit social, academic, communication, or emotional knowledge. <strong>Coaching role</strong></td>
</tr>
<tr>
<td>Lacks knowledge of the skills Does not know the proper response</td>
<td></td>
</tr>
<tr>
<td><strong>PERFORMANCE DEFICITS</strong></td>
<td><strong>Accommodation</strong> strategies to assist student to make appropriate choices or interact with the environment appropriately.</td>
</tr>
<tr>
<td>Processing deficits interfere with task</td>
<td></td>
</tr>
<tr>
<td>AD/HD, Autism, Learning Disabilities, Anxiety, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>COMPLIANCE DEFICITS</strong></td>
<td><strong>Positive</strong> behavior management strategies: motivation, rewards, incentives to make appropriate choices</td>
</tr>
<tr>
<td>Child makes a poor choice...consciously Child decides to test limits</td>
<td></td>
</tr>
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</table>
## Example Behavior Events

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Perceived Function</th>
<th>Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Let’s go! It’s time to leave for school!”</td>
<td>Child hides in bedroom until parent comes to find her.</td>
<td>Parent raises voice to remind again, child laughs and then runs down the stairs to the car.</td>
<td>Gain adult attention</td>
<td>Possible compliance?</td>
</tr>
<tr>
<td>“Let’s go! It’s time to leave for school!”</td>
<td>Child stays in bed and is crying.</td>
<td>Parent raises voice to remind again, child cries harder and is not moving from the bed.</td>
<td>Avoid task? Avoid adult? Avoid peer?</td>
<td>Performance? (anxiety)</td>
</tr>
<tr>
<td>“Let’s go! It’s time to leave for school!”</td>
<td>Child is on the bed with one shoulder stuck in the neck spot.</td>
<td>Parent raises voice to remind again and child says a muffled, “I can’t! I need help!”</td>
<td></td>
<td></td>
</tr>
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</table>

**Example 1:**

**Antecedent:** “Let’s go! It’s time to leave for school!”

**Behavior:** Child hides in bedroom until parent comes to find her.

**Consequence:** Parent raises voice to remind again, child laughs and then runs down the stairs to the car.

**Perceived Function:** Gain adult attention

**Deficit:** Possible compliance?

**Example 2:**

**Antecedent:** “Let’s go! It’s time to leave for school!”

**Behavior:** Child stays in bed and is crying.

**Consequence:** Parent raises voice to remind again, child cries harder and is not moving from the bed.

**Perceived Function:** Avoid task? Avoid adult? Avoid peer?

**Deficit:** Performance? (anxiety)

**Example 3:**

**Antecedent:** “Let’s go! It’s time to leave for school!”

**Behavior:** Child is on the bed with one shoulder stuck in the neck spot.

**Consequence:** Parent raises voice to remind again and child says a muffled, “I can’t! I need help!”

**Perceived Function:**

**Deficit:**

| ? | ? |
Changing Behaviors Proactively

When you understand which function a behavior serves for a child you can...

adapt or modify the Antecedent events...

which in turn will impact the behavior...

that you will reinforce differently until...

you get the behavior you want!
Behavior Mantra

“It is easier to prevent a behavior from occurring, than to deal with it after it has happened.”
Creating Successful Family Environments:
Important for all Deficit Categories
(Skill, Performance, Compliance)

• Predictable
• Consistent
• Positive
• Safe
Areas for Structuring Routines: Important for Skill & Performance Deficits

- Getting up in the morning
- Meal time
- Bed time
- Homework
- Procedures for when there are family visitors
- Transitioning into and out of the car
- Using the bathroom
- Organizing dirty laundry / putting clean laundry away
- Setting and following curfews
- Technology usage
- Others?
Teach new rules / routines before expecting compliance:

- Review for at least two weeks (younger children and children with skills deficits) and focus on what you want, avoiding negative statements.

- Pre-correct prior to a transition to remind child of the expectations.

- Conduct boosters when schedules change so that child knows the expected routine you want him/her to follow.
Eliminating the Negative Script – Focusing on what you want your child to do.

BEFORE

A girl is standing on a bed with toys scattered around. She is pointing at something and saying, "That's disgusting! Look at the apple cores on your bed. You live like a pig!"

A girl is sitting on the bed with a bucket of garbage next to her. She is pointing at the girl and saying, "Apple cores belong in the garbage."

AFTER
Preventing Problem Behaviors: Handling Triggers
Important for Performance Deficits

• Remove or reduce importance of trigger.
• Provide cues for an alternative behavior.
• Be very clear and calm in giving directions.
• Respond to negative behaviors in a positive manner.
• Try not to take this behavior personally (sensory-related.)
Setting up Consequences Ahead of Time: Important for Compliance, Skill & Performance Deficits

What happens when I follow the rules?

AND

What happens when I break a rule?
Consequences:
Important for Compliance, Skill & Performance Deficits

- Most effective when related to the rule
- Intent is instructional in nature
- Preserve child’s dignity

1. Reminder of the rule
2. A warning
3. An action plan
4. Practicing the behavior

Adapted by Curwin & Mendler, *Discipline with Dignity*, 1999
#1 Consequence Strategy

Pay more attention to the behaviors you want than the behaviors you don’t want!
## Consequences vs. Punishment

<table>
<thead>
<tr>
<th>Rule</th>
<th>Consequence</th>
<th>Punishment</th>
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</thead>
<tbody>
<tr>
<td>All food must stay on the table.</td>
<td>Pick up the food that fell onto the floor.</td>
<td>Apologize to the entire party for messing the floor during dinner.</td>
</tr>
<tr>
<td>If you want to speak, wait until mom/dad has finished talking with another adult.</td>
<td>Wait 1 minute before speaking.</td>
<td>Sitting on the front step for the entire time a visitor spends at the house.</td>
</tr>
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Important Information when using “Planned Ignoring”

Some behaviors occur for reasons other than attention.

- **Consider for children with performance or skills deficits:** hunger, reducing pain, escaping a task, or communicating a need. If you suspect skills deficits or performance deficits, planned ignoring may not be an appropriate strategy to use.

- **Consider for children with compliance deficits:** other types of reinforcers may be needed, such as, preferred activities (listening to music playing a game) or desired items (jewelry, cup of juice).
Diffusing Agitation: What you can do as an adult

**Performance Deficits**
- Recognize there is a problem
- Active listening
- Help the child label emotion
- Reduce situational demands
- Offer choices (2)

**Compliance Deficits**
- Recognize there is a problem
- Active listening
- Help the child label emotion
- Reduce situational demands
- Provide or withdraw attention
- Avoid power struggles
- Offer choices (2)
- Use interrupting strategies

Adapted from Curwin & Mendler, *Discipline with Dignity*, 1999
NEVER

IN THE HISTORY OF CALMING DOWN. HAS ANYONE EVER CALMED DOWN BY BEING TOLD TO CALM DOWN.
When Challenging Behaviors Occur: What you can do as the adult

**Performance Deficits**
- Present non-threatening posture
- Give some distance (personal space)
- Use a calm, even voice tone
- Respect privacy as much as possible, remove from the area if needed
- Avoid escalating the situation and remain respectful
- Remove potentially dangerous objects
- Provide / give support or breaks to another adult

**Compliance Deficits**
- Present non-threatening posture
- Give some distance (personal space)
- Use a calm, even voice tone
- Respect privacy as much as possible, remove from the area if needed
- Present options and acknowledge cooperation
- Avoid escalating the situation and remain respectful
- Set clear limits
- Remove potentially dangerous objects
- Use distracting statements

Adapted from Curwin & Mendler, *Discipline with Dignity*, 1999
After Challenging Behaviors Occur: What you can do as the adult

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<tr>
<th>Performance Deficits</th>
<th>Compliance Deficits</th>
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<tr>
<td>- Provide cues for positive behaviors</td>
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</tr>
<tr>
<td>- Attend to positive behaviors</td>
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</tr>
<tr>
<td>- Provide quiet time</td>
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</tr>
<tr>
<td>- Consider / analyze what led up to the challenging behavior</td>
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</tr>
<tr>
<td>- Hold off teaching an alternate behavior until child is back a calm state so as not to engage in escalation</td>
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Balancing Parent Coaching and Behavior Detective

• Search for ways to build the social knowledge of your child across a variety of settings.
• Use the ABC’s to analyze what impacts your child’s behavior the most.
• Seek to understand the reason for why your child’s challenging behavior is reinforced (continues to occur.)
• Look for possible deficits your child may have in the following order: skills, performance and compliance.

Balancing Antecedent and Consequence Strategies

• Use antecedent strategies the most!
• Be aware of sensory issues that may be impacting performance.
• Remember to use corrective consequences in combination with teaching skills instead of punishment.
The key to changing your child’s behavior is changing your responses to your child’s behaviors. Positive behavior strategies help create predictable, consistent, positive and safe family environments.
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