

Family Education & Support Caregiver Program

Name of the Topic Area: Session Four -Behavior Support

Duration: 60 Minutes

Module learning objectives:

Participants will be able to:

1. Identify different reasons children misbehave.
2. Describe the basics of how to create behavior change.
3. Identify basic premise of rules and consequences.
4. Describe a new stress reduction exercise.

Methodologies:

1. Review “Stress Table.”
2. Sentence completion exercise.
3. Handouts “Behavior Support,” “Why do our kids misbehave the way they do?” “Think of it this way,” “FEAR in labels,” and “Is a ‘Bad Kid’ Really a Kid who Feels Really Bad?”
4. Handouts “Another Way to Look at Kids’ Behavior,” “Figuring out the Who-What-When & Where’s of the Problem Behavior,” “Designing a Game Plan,” “Selecting Rewards,” “Constructing the Plan,” “Sample Behavior Plan,” and “How is it Going?”
5. Handouts “Rules & Consequences” and “Effective Discipline is Positive Discipline.”
6. RELAX YOUR "STRESS TRIANGLE" handout.
7. Sentence completion exercise.

Facilitator’s Actions:

1. Review ground rules.
2. Review stress table.
3. Facilitate members stating one positive thing they did differently during the interim with sentence completion exercise. “What I did differently this week was_____.” This may be related to what each member said they would work on at the end of the previous session.

4. Exploring children's behavior patterns.
 - a. Generate a brief discussion regarding why children misbehave (or exhibit undesirable behaviors). Refer to "Behavior Support," "Why do our kids misbehave the way they do?" and "Think of it this way" handouts.
 - b. Generate discussion on parents'/caregivers' concerns about their children's diagnoses. Encourage support among group members to ensure others see their children as individuals.

5. Review how to develop a plan to support positive behaviors.
 - a. Review "Another Way to Look at Kids' Behavior," and ask for feedback from members about adults common perceptions that children misbehave "on purpose." Acknowledge that some behaviors are absolutely within their child's control and some more difficult for the child to regulate. The purpose of this discussion is to open caregivers' thoughts about misbehavior to include other possibilities.
 - b. Prepare a generic problem common to youth based on the caregivers' children's ages. Use the example to walk members through "Figuring out the Who-What-When & Where's of the Problem Behavior," "Designing a Game Plan," "Selecting Rewards," "Constructing the Plan," "Sample Behavior Plan," and "How is it Going?" handouts.
 - i. The facilitator may want to discuss "Figuring the Who-What-When & Where's of the Problem Behavior" handout in the following way. Although it is beneficial for careful observation and data collection to occur to identify these factors, it is understandable that this may not be possible due to families' schedules. If this is the case, ask the caregivers to write down these factors as specifically as possible.
 - ii. Regarding the "Sample Behavior Plan," this is only one example. It can be altered to simplify as needed.

6. Regarding the "Rules & Consequences" and "Effective Discipline is Positive Discipline" handouts. Some clinicians may choose to not use these handouts based on their theoretical approach to behavior strategies and parenting techniques.

7. Review "RELAX YOUR "STRESS TRIANGLE" handout. Ask members to try these exercises a couple of times before the next session.

8. Close session.

- a. Facilitator leads group in sentence completion exercise, “One thing I learned during today’s group is _____. Before the next meeting, what I will try to do differently is _____”.
- b. Remind participants they will report to the group what they tried over the week that they learned during today’s group.

Materials:

1. Handouts, paper, pens.