



Family Education & Support Caregiver Program Session 4

~ Behavior Support ~



Behavior Support

(a.k.a. Parent Survival)

Do you ever feel yourself getting into a rut with your child?

“What do you think you are doing?”

“I told you already...”



“Don’t do that...”

“Not when I’m on the PHONE!”

If you do, you are in good company!

Many, if not most parents or caregivers do at some time or another.

***Question: Why do our kids misbehave
the way they do?***

Answer: The behaviors work for them.

***How do the behaviors work if
the kids are always getting
into trouble?***





Think of it This Way...

Why do some people smoke, or gamble,
or drink too much, or shop too much???

Everyone *knows* these things aren't good to do.
But whatever the behavior, **IT WORKS SOMEHOW.**
Otherwise they would stop doing it.





FEAR in Labels

False Evidence Appearing Real*

Your child might be diagnosed or labeled by doctors, by counselors, at school, etc. Sometimes these labels can provide families with answers or help to get treatment or better educational planning. *But that's all they do!*

Labels can create fear in families.

She's bipolar. He's an ADHD kid. She's learning disabled. He's oppositional defiant. She's an addict. He's an Asperger's kid.

Your child is not the label or the diagnosis.

Your child is an individual and a unique person.

Remind yourself and your child and everyone else of this!



* Author unknown.

Is a “Bad Kid” Really a Kid who Feels Really Bad??



~ Another Way to Look at Kids' Behavior ~

<i>What We See</i>	<i>What We Think</i>	<i>What May be Really Going On</i>
Noncompliance Disobeying	Does it on purpose Attention seeking Stubborn	Difficulty understanding verbal directions
Repeating mistakes	Manipulative Does it on purpose	Can't see cause and effect or understand how the mistakes occur
Constantly late	Lazy, slow Poor parenting Does it on purpose	Doesn't understand concept of time Can't get organized
Can't sit still	Attention seeking Bothering others Does it on purpose	Neurologically based need to move Sensory overload
Poor social skills	Poor parenting Doing it on purpose	Not able to pick up on social cues. Does not know what to do in social settings
Touching others	Doing it to bother others Deviancy	Doesn't understand personal space



Figuring out the Who-What-When & Where's of the Problem Behavior

- **Who** is present when the behavior happens?
Who is around when the behavior does not happen?
- **What** is going on when the behavior happens?
What is going on when the behavior doesn't happen?
- **When** does the behavior usually happen?
When does the behavior not occur?
- **Where** does the behavior happen?
Where does the behavior not happen?

~ Designing a Game Plan ~

Start with two or three easier behavior goals.



Preventing How will you change the environment...the *who-what-when-where*s that are linked with the problem behavior?

Teaching What other behavior or skill does the child need to learn that will reach his/her goal in a better way?

Reinforcing How will the child be rewarded or reinforced when s/he uses the positive behavior? ***Remember to notice any and all positive behaviors with your words or facial expressions !***

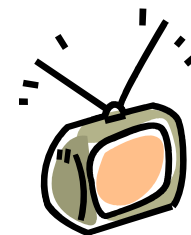
Logical Consequences What will the consequence be if the child uses the negative behavior? How will you connect the consequence to the behavior? ***Follow through with consequences!***

Reacting How will you react to the problem behavior in a way that does not “feed into” the child’s purpose, cause you greater upset or stress, or punish the child?

~ Selecting Rewards ~

Rewards should be:

- *highly desirable* to the youth.
- practical for you.
- and should *not be easy to get* in other ways !



Take out Trash	
Mon	<input checked="" type="checkbox"/>
Tues	<input type="checkbox"/>
Wed	<input type="checkbox"/>
Thurs	<input checked="" type="checkbox"/>
Fri	<input type="checkbox"/>
<hr/>	
3	<input checked="" type="checkbox"/> = \$ 5.00

~ Rules & Consequences ~



Rules

Discuss your rules and expectations in advance.
Use only those rules that you intend to enforce.
Don't impose harsh or unexpected new punishments.
Praise children when they follow the rules.

Consequences vary according to the age of your child, the seriousness of the situation, and your child's needs and personality.

Here are a few examples:

- Earlier bedtime
- No friends over to play
- Less time on the phone.
- Less time on the computer
- Less time watching TV

Remember, any of these consequences can be turned around and made into rewards for following the rules.

~ Effective Discipline is Positive Discipline ~



To be Effective & Positive	Try saying this...	Instead of this...
Tell the child what to do rather than what not to do.	“Please pick up your coat.”	<i>“Don’t leave your coat in the middle of the floor.”</i>
Offer acceptable choices. This gives chances for the child to make decisions without your having to say “NO.”	“We can go to the park or to the library. Which would you like to do?”	<i>“What do you want to do today?”</i>
Criticize the child’s behavior, not the child.	“I don’t like it when you...”	<i>“I can’t believe how bad you were today.”</i>
If a child knows a behavior will lead to punishment, s/he might just try to sneak around you. <i>Reward can help change behavior.</i>	“After you finish setting the table, you can talk on the phone until dinner time.”	<i>“If you don’t set the table, there will be no telephone for you for the rest of the night.”</i>
Whenever possible, choose consequences that are connected to the misbehavior.	“You have been getting up late and missing the bus. You will need to have an earlier bed time.”	<i>“Since you can’t get up on time, there will be no talking to your friends on the phone.”</i>

~ Constructing the Plan ~

Who will you need to talk to about this plan to create consistency and awareness of what you are doing?



Family If your child has more than one home, e.g. shared custody or visits extended family routinely, try to get all adults on board with the plan. Everyone should know how the child can earn rewards.

School Let the principal, lead teacher, or counselor know about the plan. How can they support the plan at school? Can regular communication between you and school strengthen the plan?

How is it Going?

Have you been able to follow the plan?

For preventing? For teaching? For rewarding? For reacting?

Do you still believe your theory about the purpose of the behavior?

What positive changes have you seen?

What areas of the plan will you keep using?

What areas of the plan need to be changed?





Sample Behavior Chart

Name Tyler

Week of 10/23

<i>Activity</i>	Monday	Tuesday	Wed.	Thurs.	Friday	Saturday	Sunday
Be ready for school on time 10							
Help carry groceries from car 10							
Yard work 10							
Homework 10							
Pick up belongings from common areas 5							
Disagree using words only 5							

Rewards

TV Time = 10

Computer Game Time = 10

IPOD Time = 10

Go to movies = 50

Buy Computer Game = 50



Sample Behavior Chart

Name _____

Week of _____

<i>Activity</i>	Monday	Tuesday	Wed.	Thurs.	Friday	Saturday	Sunday

Rewards



RELAX YOUR "STRESS TRIANGLE"

Exercises To Relieve Headache And Tension Traffic gets worse. It's your busy season at work. The kids are arguing. Your shoulders tense, your neck aches, you feel as if your head is gripped in a vise! The head, neck, and shoulder areas (which form the "stress triangle") are the places where we hold much of our tension. Learning how to release the tension in these muscles can help us relax and "de-stress."

Find Your "Stress Triangle" Place your left hand on your right shoulder. Move your fingers halfway in toward your neck. You're at one point of the triangle. The second point is the same place off your left shoulder. The third point is on your forehead, between your eyes. This "stress triangle" is where we hold much of our tension.

Why Tense Muscles Hurt Your muscles tighten to protect you. That was important to your prehistoric ancestors, who needed to fight or run. But usually, you don't need that protection. When your muscle shortens, and then holds that position, "metabolites" (the waste products from muscle activity) get trapped, causing pain. The pain is released when the muscle regains its natural length.

Stretch Away Tension These simple stretches and rolls can help relieve tightness in your "stress triangle."

Neck roll Stretch your right ear to your right shoulder, keeping your left shoulder pulled down. Roll your head down so your chin is on your chest. Continue on to your left side. Do rolls from side to side. Begin with eight, build up to 16.

Shoulder shrug Draw a big circle with your shoulders, one at a time. Start with four, build up to eight times, going forward, then back.

Pick fruit With one hand, reach up as if you were picking an apple from a tree slightly ahead and far above you. Go from one arm to the other, building up to eight times on each side.

Massage your self Use your right hand to work on your left shoulder and left hand on your right shoulder. Work your fingers gently but firmly, beginning with your shoulder blade, moving up toward the neck and including the scalp.

Standing body roll Let your head roll forward until your chin is on your chest. Keep rolling down as your knees begin to bend. When your hands are hanging near your knees, rest there a moment and slowly roll back up. Work up to ten times.

Welcome Release At work, at home, or wherever you are, take a few moments to release stress. Use these exercises once an hour, if necessary. You'll feel better and prevent tension from building up in your body.